

College of Education

We develop educational leaders who create tomorrow's opportunities.

The College of Education at Northern Arizona University embraces its mission to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities.

Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.

COURSE SYLLABUS

EPS 594: FOUNDATIONS OF SCHOOL COUNSELING

Department of Educational Psychology

(3 CR.)

Instructor:

Contact:

Office:

Office hours:

Class Meetings:

Location:

Mode of Instruction:

COURSE PRE-REQUISITE(S), CO-REQUISITE(S), CO-CONVENED, AND/OR CROSS-LISTED COURSES

Prerequisites to this course are admission to the M.Ed. School Counseling program

COURSE PURPOSE

This introductory course provides a comprehensive overview of key aspects of school counseling. Students will explore the historical basis for school counseling, current trends, and the roles and functions of school counselors. Through this course, students will gain insights into multicultural competencies, ethical considerations, and the components of the ASCA National Model to develop a foundational understanding of the field of school counseling.

REQUIRED TEXT

1. American School Counselors Association (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.).

2. Stone, C. B., & Dahir, C. A. (2016). *The transformed school counselor* (4th ed.). Cengage Learning.

COURSE STUDENT LEARNING OUTCOMES

- Understand the historical foundations and trends in school counseling.
- Identify and comprehend the roles and functions of K-12 school counselors.
- Explore multicultural competencies to enhance cultural awareness and responsiveness.
- Analyze ethical considerations relevant to school counseling practices.
- Familiarize yourself with the components of the ASCA National Model.

Learning outcomes and expectations for this course are selected to reflect the standards for counseling and consultation identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

<u>CACREP 2024 STUDENT LEARNING OUTCOMES</u>	CACREP 2024 STANDARDS
Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice NACE Competencies: Career & Self Development, Critical Thinking, Equity, and Inclusion	3-A11
Models of school counseling programs NACE Competencies: Career & Self Development, Critical Thinking	5-H1
Models of school-based collaboration and consultation NACE Competencies: Career & Self Development, Communication, Teamwork	5-H3
Development of school counseling program mission statements and objectives NACE Competencies: Career & Self Development	5-H4
School counselor roles as leaders, advocates, and systems change agents in PK-12 schools NACE Competencies: Career & Self Development, Equity and Inclusion, Communication, Leadership	5-H6
Qualities and styles of effective leadership in schools NACE Competencies: Career & Self Development, Leadership, Teamwork	5-H7
Advocacy for comprehensive school counseling programs and associated school counselor roles NACE Competencies: Equity and Inclusion	5-H8
Interventions to promote postsecondary and career readiness	5-H17
Strategies to promote equity in student achievement and access to postsecondary education opportunities NACE Competencies: Equity and Inclusion	5-H19

CAREER READINESS

All NAU courses provide opportunities to learn professional and transferrable skills to support students in their future careers. The National Association of Colleges and Employers (NACE) posits eight Career Readiness Competencies that ensure successful entrance into the workforce and lifelong career management. In this course, these are:

NACE COMPETENCY	ACTIONS
<i>Career & Self-Development</i>	Participating in roles and opportunities that will help one professionally.
<i>Communication</i>	Communicating with diverse learning styles, communication skills, and cultural differences in mind.
<i>Critical Thinking</i>	Collecting and analyzing data from diverse sources to fully understand a problem.
<i>Equity & Inclusion</i>	Contributing to inclusive and equitable practices influencing individual and systemic change.

Leadership	Inspiring, persuading, and motivating self and others under a shared vision.
Teamwork	Accountability for individual and team responsibilities and output.

COURSE POLICIES

FULL PARTICIPATION

If there is a reason why a student cannot participate fully in this course or meet all the requirements, it is recommended that they consider taking the course at another time or contact the instructor within the first two weeks of the class to discuss options. Students who wish to request reasonable accommodations should obtain documentation at the NAU office of disability support services (928-523-8773) and then meet with the instructor. Students who need mental health support may contact NAU Campus Health Services (928-523-2131).

COURSE ACADEMIC DISHONESTY POLICY

The penalty for cheating and ANY form of plagiarism will result in a score of zero points on the assignment in question. If cheating or plagiarism is a recurring issue, the student will be placed on a PGP and/or may face serious disciplinary consequences. *If plagiarism occurs within a group assignment, each student will incur consequences.* Students who know of someone else cheating or plagiarizing are also responsible for bringing this to the instructor's attention (this will be kept confidential). For clarification of what constitutes plagiarism, please see <http://plagiarism.org/> and the NAU policy statement on academic integrity and artificial intelligence at the end of this syllabus.

ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

Zoom Etiquette Policy

The synchronous online environment necessitates particular attention to what constitutes professional and appropriate behavior. As such, this course has a policy that students are required to adhere to that includes the following:

- **Students are expected to participate in class in an appropriate environment**, i.e., not from their place of employment while actively working, driving, running errands around town, etc.
- **Students are expected to participate in a distraction-free environment.** The ideal environment to participate in class is private and free of distractions. It is understood that some students share a living space with roommates, partners, family, and/or rowdy furry friends, and this may not always be possible. That said, students are expected to refrain from engaging in distractions within their environment to the best of their ability.
- **Students are expected to behave in the same manner as they would in an in-person course.** Students should not be lying down, engaged in conversations with those off camera, frequently walking in and out of the screen, or multitasking (i.e., working on other assignments, checking email, surfing the web, folding laundry, etc.).
- **Students are expected to have their cameras on at all times** unless otherwise permitted by the instructor due to an extenuating circumstance. The connectedness and

engagement between classmates, students, and the instructor are essential; a sea of black squares deters from this experience. This also makes it difficult for the instructor to determine if a student is actively engaged and present during the class

**This Policy constitutes 50% of participation points per class; violations will incur a deduction.*

Attendance, Participation, & Professionalism Continued

Enrollment in this course is limited to graduate students who are preparing for professional careers; students are expected to arrive on time for all course meetings; it is also expected that students attend all classes. A detailed course schedule is provided for students to plan accordingly. If, for any reason, a student is tardy, absent, needs to leave class early, or misses any portion of the class, it will be their responsibility to notify the instructor ahead of time or ASAP. Participation will be measured by **5 points** per class. Participation points are earned based on students' professionalism and meaningful **in-class participation and are NOT based on attendance; attendance is not equivalent to participation.**

At all times, students are expected to demonstrate personal dispositions and attitudes consistent with professional counselors' characteristics and demonstrate and exemplify ethical behavior as defined in the *ACA Code of Ethics*. Meaningful and *appropriate* participation is vital; the substance of students' contributions to the learning process impacts the experience for the entire class. Students are expected to join and contribute to class discussions (**please note that while Zoom's chat feature can be useful, students are expected to contribute verbally.*) and engage in didactic lessons, exercises, and activities. As professionals in training, it is the expectation that students be **open** to all course content and intellectual discourse and attend **respectfully** to course content, classmates, and the instructor.

Evaluative Guidelines for In-class Participation

Excellent: Proactive participation: Leading and originating contributions that reflect in-depth study, thought, and analysis of the topic under consideration; demonstrates ability to listen and build upon the ideas of others.

Satisfactory: Reactive participation: supportive, follow-up contributions that are relevant and of value but rely on the leadership and study of others or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable: Passive participation: present, alert, attentive, but not actively involved.

Unsatisfactory: Absent or present but not attentive, answering email, surfing the internet, etc.

Failure to follow the Zoom Etiquette Policy, lack of active participation, and unmet expectations of professionalism may result in a grade reduction or other remediation as per Counseling Program policies. The table below outlines expectations for professional behavior. Please note that one only meets professional expectations if *ALL* indicators are met. However, one needs only *ONE* area in which they are below expectations to necessitate remediation.

<i>Meets Professional Expectations</i>	<i>Below Professional Expectations</i>	<i>Significantly Below Expectations</i>
<ul style="list-style-type: none"> ▪ 0 absences ▪ Rarely tardy to class ▪ Adheres to the Technology Policy ▪ Actively and frequently contributes to course discussion ▪ Contributions reflect routine, careful preparation for class ▪ Attentive and respectful toward course content, classmates, and the instructor ▪ No concerns regarding personal disposition and attitude including professionalism and maturity ▪ Open to learning, considering new perspectives and content, and receptiveness to feedback ▪ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i> ▪ No concerns regarding academic integrity 	<ul style="list-style-type: none"> ▪ 1-2 absences ▪ Frequent, minor tardiness ▪ Minor issues adhering to the Technology Policy ▪ Infrequently contributes to class discussion ▪ Contributions reflect occasional preparation for class ▪ Minor issues in respect and attentiveness toward course content, classmates, and/or the instructor ▪ Occasional or minor concerns about personal disposition and attitude ▪ Often demonstrates a lack of openness to learning, considering new perspectives and content, and receiving feedback ▪ If an ethical violation is present, the concern is minor, and the student takes immediate accountability and action to remedy ▪ Minor, uninformed violations of academic integrity 	<ul style="list-style-type: none"> ▪ 3 + absences ▪ Persistent tardiness ▪ Persistently does not adhere to the Technology Policy ▪ Contributions are rare and/or not productive, resistant to learning, or provoking/disrespectful of other classmates or the instructor ▪ Contributions reflect a lack of preparation for class ▪ Behaviors detract from an open, respectful, scholarly learning environment ▪ Serious concerns regarding personal disposition and attitudes ▪ Major ethical violations, lack of and/or refusal of acknowledgment or accountability, or inability to understand ethical concerns ▪ Major, or recurring violations of the course and University Academic Integrity Policy ▪ <p><i>Final grade adjustment of 1-2 letters, conference with instructor, and/or PGP filed with EPS Department. A Serious violation(s) may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per PGP.</i></p>

ASSIGNMENTS & STUDENT EVALUATION CRITERIA

READING/CONTENT QUIZZES= 50 POINTS (10 POINTS EACH)

Throughout the semester, students will be responsible for taking a total of five reading quizzes on Canvas. The quizzes will be brief and will cover material from the previous week (e.g., the first reading quiz will cover CH1) and will not be cumulative. Students are required to notify the

instructor in advance if they must make alternative arrangements for taking a quiz. The final quiz on Wampold will be worth an additional 50 points

EFFECTIVE COUNSELOR CHARACTERISTICS & BEHAVIORS QUIZ= 50 POINTS

CACREP Key Performance Indicator

Students will complete a quiz to assess their knowledge and understanding of Bruce Wampold's Qualities and Actions of Effective Therapists.

DISCUSSION POSTS = 50 POINTS (10 POINTS EACH)

Students will respond to five discussion posts throughout the semester. The purpose of the posts is to provide you with an opportunity to engage with the course content and with each other in a structured, and meaningful, way outside of our in-person meetings. They also provide an opportunity for more in-depth discussion and reflection on a given topic. I have provided prompts and directions for the discussion posts, but you are free to respond to each other and ask questions. Please use proper discussion post etiquette (see expectations in course content) for these posts. Violations will result in an automatic "0."

ASSIGNMENT #1: POSITION PAPER = 20 POINTS - INDIVIDUAL ASSIGNMENT (KPI)

For this assignment, students will write a 2–3-page essay addressing the question, "What is the role of a school counselor?" To help you clarify your position, consider the following: What does a school counselor do? What are, or should be, the primary responsibilities of a school counselor? What is your counseling philosophy or theoretical orientation? What skills, competencies, attitudes, and behaviors should students acquire from interactions with their school counselor and their school counseling program?

ASSIGNMENT #2: ASCA SUMMARY = 50 POINTS - GROUP ASSIGNMENT

In groups, students will create a PowerPoint presentation that explains each section of the ASCA National Model, including the preface. Each member of the group should work together. This should not be divided up.

ASSIGNMENT #3: CURRENT ISSUES PROJECT = 50 POINTS - GROUP ASSIGNMENT

For this assignment, students will choose a current issue in school counseling and prepare a 20-minute PowerPoint presentation on the topic. Examples of issues may include implications of diversity and cultural competence, anxiety, school violence, special education, undocumented students, achievement, etc. The presentation should address questions such as how/why this topic is relevant to school counseling, what developmental considerations are pertinent to this issue, and what the literature says (include 3-5 journal references on the topic); students will use each of these questions to outline the implications for prevention/intervention relating to your topic.

NACE Competencies: Communication, Teamwork, Career & Self Development, Critical Thinking, Equity and Inclusion, Technology, Leadership, Professionalism

ASSIGNMENT #4: COMMUNITY RESOURCES REFERENCE LIST = 30 POINTS - GROUP ASSIGNMENT

For this assignment, students will compile a list of resources for community health clinics, shelters, support groups, crisis hotlines, mental health agencies, services, programs, etc., that are free or widely accessible to students and/or their families. For each resource, there will be a brief description of the service and contact information. The goal of this assignment is to generate a thorough, well-organized, user-friendly list to be used as a professional school counselor.

ASSIGNMENT #5: FINAL GROUP PROJECT = 150 POINTS - GROUP ASSIGNMENT

(Part #1 = BD Lesson Plans – 50 points, Part #2 = BD Design Project – 100 points)

For this assignment, students will implement backward design principles for curriculum design to develop guidance lesson plans and outline a curricular unit on a topic of their choice. Detailed instructions for completing the project will be given in class and are available on Canvas

NACE Competencies: Teamwork, Critical Thinking

ASSIGNMENT #6: SELF-CARE PLAN = 50 POINTS

Locate and read a journal article on self-care-- emerging new research or cited research. Briefly summarize the article and discuss how you can incorporate what you learned into your own self-care plan. Complete a self-care assessment as well. What specific steps will you take as you go through the program? What step with you will you intentionally practice self-care?

NACE Competencies: Career & Self Development

ASSIGNMENT #7: FINAL REFLECTION = 100 POINTS - INDIVIDUAL ASSIGNMENT

Create a creative reflection project that answers the following questions. Please include a paragraph explanation.

1. What were the key components that you took from the class? How did they impact you?
2. What areas are you doing well in for school counseling?
3. What areas of growth do you still have for school counseling?
4. How will you improve your new learning?

GRADING SYSTEM

<i>Component</i>	<i>Value</i>	<i>Total</i>
Participation	10 points each	150 points
Group Reflection Journals	20 points each	300 points
KPI Assignments	50 points each	150 points
ASCA Summary	50 points	50 points
Backward Design Lesson Plan Project	50 points	50 points
Discussion Questions	10 points each	50 points
Final Reflection	100 points	100 points
<i>Total</i>		<i>850 Points</i>

GRADING SCALE: A = 750-850 points; B = 650-749 points; C = 550-659 points; D = 450-549 points; F = < 449

COURSE SCHEDULE

MODULE	COURSE MEETING CONTENT	READING	ASSIGNMENTS
1	<ul style="list-style-type: none"> ○ Syllabus review and course expectations ○ Why school counseling? 		<i>Discussion Post #1 Group Reflection #1</i>
2	<ul style="list-style-type: none"> ○ Efforts toward student educational outcomes: Every Student Succeeds Act (ESSA) ○ Student success, academic advancement, and school improvement 	Stone & Dahir Chapter 1	<i>Group Reflection #2</i>
3	<ul style="list-style-type: none"> ○ History and evolution of school counseling ○ Responsibilities & expectations of today's school counselor ○ Current and future trends in school counseling 	ANM: Preface & Introduction	<i>Assignment #1 Group Reflection #3</i>
4	<ul style="list-style-type: none"> ○ Introduction to the ASCA National Model ○ ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student 	<ul style="list-style-type: none"> ○ Stone & Dahir Chapter 7 ○ ANM <i>Section I</i>: Student Standards 	<i>Group Reflection #4</i>
5	<ul style="list-style-type: none"> ○ Certification and credentialing ○ School counselor professional standards ○ Ethical standards for school counselors 	<ul style="list-style-type: none"> ○ Stone & Dahir Chapter 6 ○ ANM <i>Section I</i>: Professional Standards: Ethical Standards for School Counselors 	<i>Assignment #2 Discussion Post #2 Group Reflection #5</i>
6	<ul style="list-style-type: none"> ○ Cultural competence and responsiveness ○ Culturally sustaining school counseling ○ Creating a culturally conscious school climate 	Stone & Dahir Chapter 9	<i>Assignment #3 Group Reflection #6</i>
7	<ul style="list-style-type: none"> ○ School counselors as advocates ○ Advocacy skills and strategies ○ Characteristics of effective advocacy 	Stone & Dahir Chapter 5	<i>Discussion Post #3 Group Reflection #7</i>
8	<ul style="list-style-type: none"> ○ School counselors as collaborative leaders ○ Challenges and rewards of leadership ○ Leadership development skills 	<ul style="list-style-type: none"> ○ Stone & Dahir Chapter 4 ○ ANM <i>Section I</i>: Professional Standards: Professional Standards 	
9	<ul style="list-style-type: none"> ○ School violence 	Stone & Dahir Chapter 11	<i>Effective Counselor Characteristics & Behaviors Quiz</i>

	<ul style="list-style-type: none"> ○ Cultivating a safe, supportive, and respectful school culture and climate 		<i>Group Reflection #8</i>
10	<ul style="list-style-type: none"> ○ School counselor's as coordinators and collaborators 	<ul style="list-style-type: none"> ○ Stone & Dahir Chapter 13 ○ ANM Section I: Professional Standards: Professional Foundation, D/I Student Services 	<i>Discussion Post #4 Group Reflection #9</i>
11	<ul style="list-style-type: none"> ○ Introduction to comprehensive school counseling programs ○ Organization of school counseling programs 	ANM Section I: Professional Standards: Planning and assessment	<i>Group Reflection #10</i>
12	<ul style="list-style-type: none"> ○ School counseling program beliefs ○ Introduction to guidance curriculum and planning 	ANM Section II: - Program Focus: Beliefs, Implementation steps - Program Planning: Lesson Plans	<i>Assignment #4: Group Reflection #11</i>
13	<ul style="list-style-type: none"> ○ All students college and career ready ○ Career development, decision-making, and counseling 	Stone & Dahir Chapter 14	<i>Discussion Post #5 Group Reflection #12</i>
14	<ul style="list-style-type: none"> ○ Supporting students with differentiated needs ○ Emotional disturbance & learning, physical, and developmental disabilities IDEA & Section 504 	Stone & Dahir Chapter 10	<i>Group Reflection #13</i>
15	<ul style="list-style-type: none"> ○ Current Issues Presentations 		<i>Assignment #5 Group Reflection #14</i>
16	<ul style="list-style-type: none"> ○ Assignment #5 presentations 		<i>Assignment #6 Final Reflection</i>

While the syllabus intends to capture necessary aspects of this course, the instructor reserves the right to amend and/or add necessary information as we progress through the semester. Course meeting content and assignment deadlines are subject to change with appropriate notice.

SYLLABUS STATEMENTS & UNIVERSITY POLICIES

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to class time, preparation, homework, and studying. For example, for a 3-credit course, a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://in.nau.edu/academic-affairs/academic-integrity/>

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

ARTIFICIAL INTELLIGENCE

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies, and any additional course-specific guidelines in the syllabus or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W." For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION & ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited, as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds

to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations.

For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIAL

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 their 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.