

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 660: COUNSELING PROCESSES

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 for this course are EPS 601 and admission to an EPS graduate program for which this course is required.

COURSE PURPOSE

This course is an introduction to the practice of counseling individuals and emphasizes the learning of specific skills in a specific sequence. Issues related to the counseling of individuals from various cultural and ethnic groups will be addressed. This course includes supervised counseling practice. Each student is strongly encouraged to obtain professional liability insurance. This is available to student members of the ACA and the APA. Student membership applications are available through the websites of the professional associations.

COURSE STRUCTURE/APPROACH

The course is conducted as an integrated combination of lectures and experiential experiences. Students will be instructed on the skills to be developed and a demonstration of these skills will be presented. Students will then work in pairs demonstrating these skills. Skill sessions will reviewed and evaluated by the instructor.

COURSE STUDENT LEARNING OUTCOMES

EPS 660 is the first skill course in the counselor education program. The background in counseling theory which EPS 601 provides is a prerequisite for this course. Specifically, students will aim to successfully implement the skills outlined in the textbook, including basic and advanced communication skills, challenging, advanced empathy, immediacy, constructing goals/agendas, writing up a case staffing & treatment plans, engaging in research connected to specific client needs, performing alliance check-ins, using session rating scales, completing case-related documentation, and developing strategies for action.

| <u>CACREP 2024 STUDENT LEARNING OUTCOMES</u> | CACREP 2024 Standards |
|--|------------------------------|
| Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice | 3-A11 |
| Theories and models of counseling, including relevance to clients from diverse cultural backgrounds NACE Career Readiness Standards: Equity & Inclusion | 3-E1 |
| Critical thinking and reasoning strategies for clinical judgment in the counseling process NACE Career Readiness Standards: Critical Thinking | 3-E2 |
| Case conceptualization skills using a variety of models and approaches NACE Career Readiness Standards: Critical Thinking | 3-E3 |
| Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships | 3-E8 |
| Interviewing, attending, and listening skills in the counseling process | 3-E9 |
| Developmentally relevant and culturally sustaining counseling treatment or intervention plans | 3-E13 |
| Development of measurable outcomes for clients | 3-E14 |
| Evidence-based counseling strategies and techniques for prevention and intervention | 3-E15 |
| Processes for developing a personal model of counseling grounded in theory and research | 3-E21 |
| Use of research methods and procedures to evaluate counseling interventions | 3-H7 |
| Analysis and use of data in research | 3-H6 |

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|---|-------|
| Mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare NACE Career Readiness Standards: Professionalism | 5-C2 |
| Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | 5-C4 |
| Techniques and interventions for prevention and treatment of a broad range of mental health issues | 5-C5 |
| Third-party reimbursement and other practice and management issues in clinical mental health counseling | 5-C9 |
| Techniques of social-emotional and trauma-informed counseling in school settings | 5-H14 |

ASSIGNMENTS/ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES

(Assignment details will be found in Weekly Agenda/Homework form found in Canvas)

1. ACTIVE PARTICIPATION:

- This course involves a high degree of experiential activity, including practicing techniques in pairs. As such, the course calls for tremendous interdependence. Consistent attendance and participation are thus very significant. Please contact instructor if you are not able to attend class or if you must be late. Missing two or the equivalent of class meetings may result in a one-letter grade drop for the course. Participation includes *active work* as a discussant and role-player in class, as well as roles as counselors, clients, observers and peer consultants.

2. HOMEWORK:

- Homework will involve reading and viewing videos before class, watching and being prepared to discuss session demo videos found in Canvas, session self-evaluations, completing the Confidentiality Statement (in Qualtrics), preparing for electronic record-keeping, and a few other additional assignments.

3. COUNSELING SKILL SESSIONS

- **CACREP standards addressed via Counseling Skill sessions:**
 - 2-1k: by observing and evaluating your session recordings
 - 2-5a: by continuously developing and refining your theoretical/model approach, and applying techniques from the major models of counseling
 - 2-5b: Participating in conceptualization of each “client” from a systems perspective via the intake and the documentation process
 - 2-5f: By implementing counselor characteristics and behaviors that positively influence the counseling process as measured by Session Rubrics, and the Summative Skills Rubric

- 2-5g: By implementing essential interviewing, counseling, and case conceptualization skills as measured by Session Rubrics, and the Summative Skills Rubric
- 2-5h: Students will create and implement developmentally relevant counseling treatment or intervention plans as measured by Session Rubrics, and the Summative Skills Rubric
- 2-5i: Students will successfully develop measurable outcomes for clients as measured by Session Rubrics, and the Summative Skills Rubric.
- 2-7b: Students will participate in methods of effectively preparing for and conducting initial assessment meetings as measured by Session Rubrics, and the Summative Skills Rubric.
- 2-8e: Instructors will evaluate students' demonstration of counseling interventions as measured by Session Rubrics, and the Summative Skills Rubric
- 2-8i: Students will successfully analyze and use data in counseling as measured by Session Rubrics, and the Summative Skills Rubric, including Outcome and Session Rating forms in each session, and collaborating with clients about ORS/SRS data in each session as well.
- **CACREP CMHC standards addressed via Counseling Skill sessions:**
 - 5CM-3a: CMHC students will successfully complete intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and (basic) psychological assessment for treatment planning and caseload management interventions as measured by Session Rubrics, and the Summative Skills Rubric
- **Role-Play Evaluation (Midterm and Final Evaluations):**
 - Classes will be spent focused on skill development and integration of class material/discussions. A large part of the course time will be spent in role play sessions, either in a large class format and/or in small group formats where peers and the instructor will provide feedback. All students are required to assess themselves accordingly every session too in order to reflect, analyze, and adjust accordingly in order to progress in skill development during future role plays.
 - During the 8th & 15th class, you will partner with another student to complete an in-class role-play of a counseling session that you will videotape. The focus of the session will be on demonstrating the application of the skills learned in class. It will be assumed that the session is the fourth (or later) session. Both participants and observers will assume that a good working alliance has formed after the first three sessions and inform consent/intake was already completed. The counselor will begin the session with a check-in and then the session will progress based on the client responses (i.e. presenting symptoms and other reported concerns).
 - The role-play session will be no less than 20 minutes but no more than 25 minutes in length. You will be evaluated based on how effectively you demonstrate the

applicable counseling skills (i.e. basic and some advanced) based on the client's presentation.

- The videotaped session will be submitted to the instructor in a marked envelope at the end of the night.
- **Counseling Skill Session details:**
 - Sessions are recorded in the Practicum Lab settings within each campus (Flagstaff, Phoenix and Tucson) or via Zoom recordings. Processes for recording sessions will be discussed at the beginning of each course.
 - Students will participate in quasi-counseling sessions in class with their peers on a weekly basis. Students are expected to demonstrate basic counseling microskills within the context of the Ivey 5-stage model, and to meet all relevant CACREP skill standards as shown above. Basic Session by Session Rubrics (found within Canvas and handed out in class) will be used as in-session guidelines, and for evaluation purposes.
 - Supervision will take place live (when available, via bug-in-the-ear technology) and afterward via session analyses.
 - Confidentiality and Ethical considerations. In the client role, no student is being coerced to self-disclose more than they wish. The topics you bring up to discuss can be either from a list of topic choices to be discussed in class, or can be from your own list of personal goals. Usually, topics involve time and stress management, working with life/work/school balance issues in grad school, implementing wellness intentions, and other similar themes. As such, for these sessions, it is important in the client role that you select a topic/goal that has enough depth so that you and the counselor can discuss it with you from many angles over a few different sessions. All of you are now accepted into the NAU Counseling Program. This status signifies additional ethical responsibilities as defined in ACA Ethics codes. It is of paramount importance that you honor total confidentiality within your dyad or triad at all times, including contexts beyond the classroom. In other words, the identities and contents of these sessions must remain totally confidential. Each student must sign the Confidentiality Statement provided in Canvas.
 - Students are expected to privately watch and evaluate each of their sessions in the counselor role (guidelines provided by instructor)
 - Please see "Grading Philosophy in select counseling courses" policy at the end of this syllabus

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| Counselor: | | | | |
| Session Management/Structuring: | | | | |
| <input type="checkbox"/> Warm Check-in <input type="checkbox"/> Time Management is Efficient <input type="checkbox"/> Creates Safe Environment <input type="checkbox"/> Explained Process as Applicable <input type="checkbox"/> Concludes Session Appropriately | | | | |
| | <input type="checkbox"/> Proficient Performs consistently above developmental expectations in all or most elements. | <input type="checkbox"/> Consistently Demonstrated Developmentally appropriate & consistently demonstrated elements. | <input type="checkbox"/> Needs Work Minimally demonstrated, inconsistent implementation of elements. | Score: |
| Essential Interviewing & Initial Assessment: | | | | |
| <input type="checkbox"/> Demonstrates Interviewing Skills <input type="checkbox"/> Focuses Session on Salient Issues Presented <input type="checkbox"/> Keys in on Appropriate Wording (red flags, client incongruencies) <input type="checkbox"/> Conducts a Thorough Analysis of Presenting Problem | | | | |
| | 17 - 15.5 points Performs consistently above developmental expectations in all or most elements. | 15 - 14 points Developmentally appropriate & consistently demonstrated elements. | 13.5 or fewer points Minimally demonstrated, inconsistent implementation of elements. | Score: |
| Basic Counseling Skills: | | | | |
| <input type="checkbox"/> Eye Contact <input type="checkbox"/> Body Language <input type="checkbox"/> Appearance <input type="checkbox"/> Encouragers <input type="checkbox"/> Non-verbal Communication <input type="checkbox"/> Non-judgmental <input type="checkbox"/> Self-Disclosure <input type="checkbox"/> Articulation of Thoughts <input type="checkbox"/> Empathetic <input type="checkbox"/> Vocal Tone | | | | |
| | 20 - 18 points Performs consistently above developmental expectations in all or most elements. | 17.5 - 16 points Developmentally appropriate & consistently demonstrated elements. | 15.5 or fewer points Minimally demonstrated, inconsistent implementation of elements. | Score: |
| Essential Counseling Skills: | | | | |
| <input type="checkbox"/> Attending Behavior <input type="checkbox"/> Use of Encouragers <input type="checkbox"/> Validation <input type="checkbox"/> Paraphrasing/Summarizing <input type="checkbox"/> Verbal Tracking <input type="checkbox"/> Client-Focused <input type="checkbox"/> Non-judgmental <input type="checkbox"/> Self-Disclosure <input type="checkbox"/> Appropriate Use of Questions <input type="checkbox"/> Present-Oriented <input type="checkbox"/> In-depth Exploration <input type="checkbox"/> Reflecting Feelings <input type="checkbox"/> Organization (thoughts/questions) | | | | |
| | 22 - 20 points Performs consistently above developmental expectations in all or most elements. | 19.5 - 18 points Developmentally appropriate & consistently demonstrated elements. | 17.5 or fewer points Minimally demonstrated, inconsistent implementation of elements. | Score: |
| Essential Counseling Skills (Part 2): | | | | |
| <input type="checkbox"/> More Open-ended Questions Used <input type="checkbox"/> Timely Use of Questions <input type="checkbox"/> Focuses on Salient Issues Presented <input type="checkbox"/> Keys in on Appropriate Wording <input type="checkbox"/> Interrupts Storytelling <input type="checkbox"/> Intentionality <input type="checkbox"/> Conceptualization (understanding client content and context) <input type="checkbox"/> Challenging & Empathic confrontation | | | | |
| | 22 - 20 points Performs consistently above developmental expectations in all or most elements. | 19.5 - 18 points Developmentally appropriate & consistently demonstrated elements. | 17.5 or fewer points Minimally demonstrated, inconsistent implementation of elements. | Score: |
| Treatment/Goal Focused: | | | | |
| <input type="checkbox"/> Therapeutically Focused <input type="checkbox"/> Integration of Strengths <input type="checkbox"/> Using appropriate interventions/questions <input type="checkbox"/> Identified Themes/Patterns <input type="checkbox"/> Evidenced-based Interventions <input type="checkbox"/> Integration of Counseling Knowledge <input type="checkbox"/> Established/Worked Toward Goals <input type="checkbox"/> Evidence of Theory Alignment | | | | |

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|--|---|---|--|---------------|
| | 22 – 20 points Performs consistently above developmental expectations in all or most elements. | 19.5 – 18 points Developmentally appropriate & consistently demonstrated elements. | 17.5 or fewer points Minimally demonstrated, inconsistent implementation of elements. | Score: |
|--|---|---|--|---------------|

Overall Effectiveness:

- Session had Depth/Substance Regarding Client Discussion Assisted Client with Perspective-taking and Reflection
 Facilitated Movement Toward Better Understanding of Presenting Concerns and/or Client Goals)
 Overall Therapeutic Effectiveness

| | | | | |
|--|--|--|--|---------------|
| | 22 – 20 point Performs consistently above developmental expectations in all or most elements. | 19.5 - 18 Developmentally appropriate & consistently demonstrated elements. | 17.5 or fewer points Minimally demonstrated, inconsistent implementation of elements. | Score: |
|--|--|--|--|---------------|

Overall Professionalism:

- Appropriate Demeanor/Responses Creates Safe Environment Ethical
 Multicultural Awareness Applicable Documentation Practices

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|--|---|--|--|---------------|
| | <input type="checkbox"/> Proficient Performs consistently above developmental expectations in all or most elements. | <input type="checkbox"/> Consistently Demonstrated Developmentally appropriate & consistently demonstrated elements. | <input type="checkbox"/> Needs Work Minimally demonstrated, inconsistent implementation of elements. | Score: |
|--|---|--|--|---------------|

***Scoring a “Needs Work” in Session Management and/or Overall Professionalism sections results in a five-point deduction from the overall score.**

Total Score out of 125:

Scenario:

Areas of Strength:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Clarification | <input type="checkbox"/> Validation | <input type="checkbox"/> Use of Silence | <input type="checkbox"/> Rapport-building |
| <input type="checkbox"/> Paraphrases | <input type="checkbox"/> Organization | <input type="checkbox"/> Accurate Reflections | <input type="checkbox"/> Present-Focused |
| <input type="checkbox"/> Time Management | <input type="checkbox"/> Actively Listened | <input type="checkbox"/> Empathetic | <input type="checkbox"/> Client-Focused |
| <input type="checkbox"/> Eye Contact | <input type="checkbox"/> Theme Identification | <input type="checkbox"/> Non-Judgmental | <input type="checkbox"/> Appropriate Questions |
| <input type="checkbox"/> Depth | <input type="checkbox"/> Vocal Tone | <input type="checkbox"/> Articulation of Thoughts | <input type="checkbox"/> Encouragers |

Additional Notes:

Additional Clinical Questions to ask client for further clarification/reflection:

Applicable Themes Present:

4.

DOCUMENTATION:

○ **CACREP Standards addressed via Documentation**

- 2-5g KPI, See Appendix A: By successfully implementing essential interviewing, counseling, and case conceptualization skills as measured by Session Rubrics, and the Summative Skills Rubric
- 2-5h, KPI, See Appendix B: Students will successfully create developmentally relevant counseling treatment or intervention plans within TherapyNotes.

○ **CMHC CACREP Standards addressed via Documentation**

- 5CM-1c: Students will successfully implement principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as measured by analyses within TherapyNotes electronic documentation system
- 5CM-2m: Students will participate in successful record keeping practices planning as measured by analyses within TherapyNotes electronic documentation system
 - third party reimbursement, and other practice and management issues in clinical mental health counseling

○ Documentation Details:

- Documentation will be practiced via the TherapyNotes system or through the use of a SOAP note template. This is designed to get each student into the habit of completing appropriate session documentation as required by the counseling profession in general, and within the AZ BBHE (CMHC students). We will also cover exactly what the BBHE requires in class, and common documentation standards within School Counseling as well.
 - Caveat: Remember, in Practicum, Internship and beyond, your records are subpoenable. Do them professionally and always imagine having to justify your records on the stand.
- Documentation assignments are due the week after each session. Documentation will include elements such as these will be described in class:
- BioPsychosocial and Mental Health history - we will practice these, but the content from the “client” in each session can be somewhat imaginary out of respect for each student’s confidentiality
- Progress Notes & Mental Status Exams
 - You will ALWAYS use the client’s pseudonym in all session documentation.

***The instructor reserves the right to amend or revise assignments and timelines as applicable based on student learning and course progress.**

GRADING SYSTEM

| <u>Requirement</u> | <u>Items</u> | <u>Value</u> | <u>Total</u> |
|---------------------------------------|--------------|--------------|--------------|
| Midterm Role Play – Skills Evaluation | | | 125 |
| Role Play- Skills Evaluations | | | 125 |
| | | | 250 |

Grade Ranges: A=250-225; B=224-200; C=199-175; D=174-150; F < 149

Note: CACREP students must earn at least 75% of the total points for their session evaluations in order to pass EPS 660

READINGS AND MATERIALS

1. Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society, 9th Edition by Ivey, Ivey and Zalaquett, ISBN 978-1-305-86578-5
2. Access to Canvas for accessing documents for class.
3. Access to PsychiatryOnline, an NAU-purchased database, via these steps:
 - a. <http://library.nau.edu/> > Browse all resources alphabetically > “P” > Psychiatryonline
4. Access to AVON videos via library.nau.edu
5. Access to Therapynotes for electronic documentation, access to VALT session recording system

CLASS POLICIES

Counseling is both a science and an art. In other words, one may be able to learn the skills of counseling, but if one is unable to apply those skills in a manner which contributes to the overall growth of the client, counseling does not take place. In other words, being able to play scales on a piano does not mean that one can play Beethoven in Carnegie Hall or Ardrey Auditorium. The art of counseling requires timing, vision, involvement, and depth. Timing means knowing when and when not to say and do things which will facilitate the counseling process. Vision means being able to see where the client has been and where the client needs to go in order to experience personal growth. Involvement means being physically, psychologically, and spiritually with your client at every step of the counseling process. Depth means being aware that there is more going on than meets the eye and it means being willing to take the client beyond the superficial to a more meaningful level of interaction. The assessment of the 'art of counseling' is often a matter of professional judgment. Years of experience are often required in order to be able to judge whether or not 'real' counseling is taking place or if one is only going through the motions in a mechanical style. Therefore, instructors will be calling upon their own professional knowledge and experience in counseling and in teaching and supervising counseling in order to give

students meaningful feedback as to their performance. Grading in EPS 660 Counseling Processes and EPS 661 Group Processes at the master's level:

Mastery Level (Grade of “B”): Professional Achievement

A grade of “B” means...that, in the professional judgment of the instructor, the student has mastered the science of that class, but has some shortcomings regarding the ‘art of counseling’ (It is much less likely that one would master the art, but not the science.). Often the student may be blind to these shortcomings and further practice or further work with the instructor and/or a counselor may be called for. The message the grade of “B” should carry to the student is this, “You are progressing satisfactorily, but your skills are often used in a mechanical manner and you need more practice to sharpen those skills.”

A “B” in EPS 660 means that you are ready to begin seeing clients in Counseling Practicum under faculty supervision, but your initial sessions might well focus on continuing your practice of the basic skills which were taught in EPS 660. A “B” in EPS 661 means that you are ready to begin leading groups, but co-leading groups with a more experienced counselor or leading under direct supervision might be a wise thing to do until you gain more experience in group counseling.

Mastery Level Plus (Grade of “A”): Creative Achievement

A grade of A means that, in the professional judgment of the instructor, the student has mastered both the art and the science of that class. The student will have clearly demonstrated knowledge and skill/competencies expected in the course and will have successfully completed all class assignments. The message the grade of “A” should carry to the student is, “You are progressing extremely well in their class and you should experience success in subsequent counseling skill courses. You are aware of your own strengths and weaknesses and are addressing both appropriately and you have shown exceptional commitment to your work and your profession. An “A” in EPS 660 means that you are ready to begin seeing clients in EPS 692 Counseling Practicum under faculty supervision. An “A” in EPS 661 means that you are ready to begin leading group with minimal supervision.

A grade of “In Progress” may be given in situations where, in the professional judgment of the instructor, the student is making satisfactory progress toward completing the requirements of the course. Because supervision must continue after the end of the semester in which a grade of “In Progress” is being considered and because such supervision may not be available, the grade of “In Progress” may not be feasible. If a student’s progress is questionable at the midterm, the instructor should discuss the possibility of giving a grade of “In Progress” at this time. When given, the message associated with a grade of “In Progress” is that the student appears to have the potential to move on, but needs to complete course requirements before a final determination can be made. Also, while a grade of “In Progress” is meant for courses which normally extend beyond the end of the semester, if the course requirements cannot be fulfilled in an additional eight weeks, the student should register again for the entire course. When courses are repeated, both the original and the new grade figure into the student’s grade point average.

A grade of “Incomplete” may be given in situations where, in the professional judgment of the instructor, the student is unable to complete course requirements due to circumstances such as a serious illness, which are beyond his/her control. When a student has a graduate assistantship and earns any grade other than an “A” or “B”, the instructor should discuss the student’s progress with the student’s assistantship supervisor if the instructor wants the student to repeat a course but does not want to jeopardize the student’s assistantship. Each situation should be handled on an individual basis. If a grade of “Incomplete” or “In Progress is not changed by the end of the following semester, the grade remains on the student’s record forever as an “Incomplete” or “in Progress”, thus neither grade (Incomplete or In Progress) adversely affects the student’s grade point average.

A grade of “C” means...that, in the professional judgment of the instructor, the student has not mastered the knowledge and/or skill competencies required in the course and must take the course again before taking the next course in the sequence. Specifically, a student receiving a “C” in EPS 660 has not mastered the skills necessary to succeed in Counseling Practicum and therefore cannot enroll in EPS 692 until EPS 660 has successfully been repeated. A grade of “C” is to be given when there is sufficient evidence that repeating the course will prove beneficial to the student; that is, the he/she demonstrates potential to eventually successfully complete the course with additional practice and/or personal growth experiences.

A grade of “D” means...that, in the professional opinion of the instructor, the student is unlikely to succeed, even with additional practice and personal growth experiences. A student cannot graduate until the course is repeated and highergrade is achieved, but it should be understood that, in the professional opinion of the instructor, the chances of achieving a higher grade are viewed as slim.

A grade of “F” means...that the student is unable to repeat the course. In most cases, this will be because, in the professional judgment of the instructor, the student has committed some serious ethical or legal violation or because the student does not possess the mental stability to be effective with clients. A grade of “F” will also be given when there is no evidence of the student having made any attempt to meet the requirements of the course. Serious consideration of alternative endeavors is advised.

SYLLABUS POLICY STATEMENTS

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://policy.nau.edu/policy/policy.aspx?num=100601>.

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\(2\)\(5\)](#).

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.

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 AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. 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 of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related 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), 928-523-8747 (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 MATERIALS

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

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