

## 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 690: MULTICULTURAL COUNSELING**

*Department of Educational Psychology*

(3 CR.)

**Instructor:**

**Contact:**

**Office:**

**Office hours:**

**Class Meetings:**

**Location:**

**Mode of Instruction:**

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

Admission to Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology-Counseling Psychology (PhD) and EPS 601 Pre- or Corequisite: EPS 660

### COURSE PURPOSE

Theoretical and experiential course in individual and cultural diversity. The course combines multicultural content and process to support the development of culturally competent practitioners. The course includes affective, social, family, and community bases of counseling and therapy. Didactic approaches incorporate group processes, emotions, attributions, attitudes, and professional standards and ethics. Course includes effective measurements and interventions across individual and cultural differences. Letter grade only.

### COURSE STUDENT LEARNING OUTCOMES

As a step in the process of developing multicultural and advocacy counseling competencies, each student will develop self-awareness regarding one's own cultural beliefs, values, and experiences; develop awareness of others' culture-linked experiences; and develop skills for providing culturally sensitive services

in community settings. The goal of this class is to provide ***theories, facts, and exercises***, whereby students will examine their attitudes & beliefs and gain knowledge and skills in the area of multicultural counseling. The course meets the requirements of the Educational Psychology Department under the area of *Social and Cultural Foundations*, "studies that provide an understanding of issues and trends in a multicultural and diverse society" as well as the CACREP 2024 curriculum standards under the section *Social and Cultural Diversity*.

<b><u>CACREP 2024 STUDENT LEARNING OUTCOMES</u></b>	<b>CACREP 2024 Standards</b>	<b>Covered In</b>
The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success <b>NACE: Equity and Inclusion</b>	3-A4	Readings & Class Activity
Theories and models of multicultural counseling, social justice, and advocacy <b>NACE: Equity and Inclusion</b>	3-B1	CID Paper
The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individual's worldviews	3-B2	<b>Cultural Identity - KPI</b>
The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	3-B3	CID Project
The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	3-B5	CID Project
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	3-B9	Readings
The role of religion and spirituality in clients' and counselors' psychological functioning	3-B11	<b>Cultural Identity</b>
Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3-C11	Readings
Strategies for advocating for employment support for individuals facing barriers in the workplace	3-D8	Readings
Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	3-E7	Readings
Application of technology related to counseling	3-E5	Readings

## ASSIGNMENTS/ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES

### ATTENDANCE & CLASS PARTICIPATION (70 points)

Class will include a combination of instructor lectures, class demonstrations and discussions, small group work, role plays, and audio-visual presentations. ***Reading the assigned material prior to class is crucial***, as this will influence your ability to participate to the fullest extent. This is in part an experiential class in which considerable emphasis is placed upon experimentation with techniques both in-class and for homework. This is a graduate-level course, where you are expected to come prepared in order to fully participate in class activities. It is expected that you will demonstrate professional behavior. Attendance and participation points are obtained only through attending class on time and staying for the full duration of the class and participating meaningfully in class activities.

### CANVAS DISCUSSIONS (80 points)

The in-class discussions will carry over onto Canvas on some weeks. Students are expected to form a substantive response to the prompt and synthesize readings, class lectures, and peer discussions into a thoughtful response. Students are then required to respond to two other peers' posts. Initial posts are due on the Thursday of the week of the discussion; responses to peers are due by the Saturday of the week.

### READING PROBES (200 points)

The purpose of Reading Probes is to ensure that students keep up with weekly readings and come to class prepared having done the readings. However, as information is consolidated by in-class discussions, activities, and the class lecture, Reading Probes are due the Friday of the week of class. No exceptions. There is no time limit for the Reading Probes.

### GROUP PRESENTATION (200 points)

Groups of 3 students will facilitate a presentation and class discussion based on chapter/ topic of their choosing. The groups and topics will be chosen in the first class meeting. The professor may have some suggestions for additional resources such as movies, articles, podcasts, videos etc. Groups can assign additional readings, videos, or movies ahead of class for the classmates to review, which should be included in the discussion. The purpose of letting group members facilitate presentations and discussions is to better prepare graduate students to interact in a professional setting with colleagues about challenging topics.

### NACE: Teamwork, Professionalism

#### Tips for group facilitators:

- 1- Create a brief PowerPoint summarizing key issues in your topic.
- 2- Bring engaging material to discuss (case study, short video, recent news or community event etc.)
- 3- Make sure all members have the opportunity to participate and share their views
- 4- Have break-out activities for the class
- 5- Create thought provoking questions for the class discussion
- 6- The group presentations should be about 60 -70 minutes including the discussion.

The group will be graded upon the following criteria:

1. Engaging PowerPoint presentation with relevant information and substantive coverage of the topic. **50 pts.**
2. Discussion questions and facilitation skills: Discussion questions should be open ended, thought provoking, and related to the topic being discussed. Discussion questions should encourage synthesis of The material presented and critical thinking skills. Group members should allow all classmates an opportunity to share their opinions and keep the discussion relevant to the topic. **50 pts**  
**NACE: Communication**
3. Material shared: In addition to the textbook, the group must have at least 1-2 additional resources such as an article, video, activity, or book chapter for the class to review. Group members should get the professor's approval before sharing this material with the class. This material must be shared 1 week before the scheduled group discussion. **50 pts**
4. A 2-page APA format (excluding cover page) written reflection submitted by each group member about their personal reaction to the readings and group discussion. This reflection must include the following:
  - a. Short summary of the topic discussed
  - b. Your prior experience or knowledge about this topic
  - c. New insights/learning based on the readings (textbook and other sources)
  - d. Your reaction to your classmates' views and opinions about the topic
  - e. Conclusion

**50 pts**

The professor will also be a group facilitator and assist the group when needed. Group members will receive the same grade for parts 1-3 of this presentation, and individual grades for part 4. If there is any concern about workload sharing or challenges working with your group, students should first try to resolve it together and then bring it to the attention of the professor. Students have the opportunity to

comment on the distribution of tasks in the self and peer feedback form for the group assignment.

**IDENTITY PAPER, REVISE & RESUBMIT** Adapted from Cyrus & Cyrus (2000) & Molitor et al. (2002) **(200 pts)**

This paper is an opportunity for you to reflect on and answer the questions: "Who am I?" and "What has contributed to who I am?" and "How will who I am impact my clients / students and how will I be conscientious and competent in serving their needs?" in a 6-8 page, double-spaced paper. Personal reflection is an ongoing and complex process. To respect this process, this is a two-part project. Students will submit their first draft of the paper October 7th, 2023, and will receive feedback from the instructor. Students will then have time to integrate feedback, expand their reflections, and the final draft will be due November 5th, 2023. **Students will receive 50 points for the first draft and the remaining points will be earned in the final draft.**

Much research suggests that new counselors struggle with multicultural competencies. This is compounded by fears of being vulnerable, personal, or making missteps. However, as we ask our students and clients to be brave as they stumble and work to improve their lives and learn about themselves, it is only reasonable to expect the same of ourselves. In honor of growth and not getting things perfectly right our first attempt, this assignment offers students the opportunity of a first draft with feedback to inform a final product and an opportunity to integrate knowledge and growth.

The most important aspect of this paper is that in self-reflection of your own identity, you consider, “being competent involves having the knowledge, skills, values, and abilities to perform one’s professional role and the self-awareness to recognize when one’s knowledge, skills, and abilities are inadequate or impaired” (Kitchener & Anderson, p. 89, 2011).

**To inform your paper, consider:**

1. Your socialization as a member of your nationality, ethnic/racial group(s), your gender, your sexuality, and your socioeconomic class. Search your memories to discover when you first became aware of the different aspects of your identity. If any of your identities feel invisible to you, consider your lifestyle, values, activities from a foreign perspective.
2. Your family’s background, family migrations, major family accomplishments that may have served to impact class, status, etc. What customs, rituals, traditions exist within your family? What foods did you eat as a child? What holidays and celebrations were most important to your family? How did your family deal with illness, birth, death, marriage, coming-of-age, graduations, divorce? Explore the behaviors and routines that you accepted without even thinking and try to identify the basis for them, for example, was it grounded in identity tied to land, to country of origin, to religion, to culture, or other factors?
3. How you relate to the racial identity development models. Where are you in your identity process? Where would you like to be?
4. How gender impacts your identity. Analyze how you felt and now feel about your gender and why/how your attitudes have changed over time.
5. Your socio-economic status. If you feel it is middle class, try to be more specific – upper middle class, lower middle class, professional, blue collar, working class, etc. If your socioeconomic class has changed over time, what impact did the change have on you?
6. Your sexual orientation.
7. The social privileges you enjoy as a result of being a member of your racial/ethnic background, gender, socio-economic status. Give specific examples of the privileges you have encountered. Be sure to consider the aspects of your identity that you haven’t had to consider because of privilege.

**Identity Paper Evaluation & Submission**

Cultural identity projects involve a great deal of self-exploration, and some aspects of this assignment may stir up personal and family of origin issues. The more you put into the exercise, the more you will take away. Self-exploration is required, and you will be asked to process the

experience in class; you are welcome to mask sensitive information you do not wish to share so long as you attend to all required areas in some way.

Feel free to interview family members or other important persons in your life to learn about the contexts in which your cultural identity has developed. Although this paper needs to be typed (double-spaced) and written using standard English grammar, it is preferable for it to be less formal than a typical academic paper and highly personal. The paper does not need to answer the above questions in the order presented, although it should be easy to identify where you have addressed each question. APA (7<sup>th</sup> Edition) format is still required, and there should be **clearly delineated headings** preceding each section.

**Submit the paper to the instructor on Canvas.**

***Students need to demonstrate awareness and knowledge of distinctive cultures and subcultures and topics such as ethnicity, race, gender, class, political systems, religions, sexual orientation, language, and human geography. An important aspect of building this knowledge is personal exploration of one's own identity. A RUBRIC will be provided.***

### **NACE: Equity and Inclusion**

#### **SELF-EVALUATION & PLAN FOR CONTINUED DEVELOPMENT (100 points)**

Evaluate your current level of cultural competence related to counseling and develop a plan to further develop multicultural counseling & psychotherapy competence. Please include a way to ensure long term connections with professionals that differ from you along one or more lines of diversity.

(1) In preparation for this assignment, evaluate your current level of cultural competence related to counseling by printing the Ratts, et al. (2016) Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. Journal of Multicultural Counseling and Development, 44(1), 28-48, <http://dx.doi.org/10.1002/jmcd.12035> and making a check mark next to (or highlighting) the Attitudes and Beliefs, Knowledge, and Skills areas you still need to master.

(2) Develop and submit a plan to further develop multicultural counseling & psychotherapy competence on **MCC Goals-Activities Table** pasted below and also available on Canvas. Please include a way to ensure long-term connections with professionals that differ from you along one or more lines of diversity. Choose a minimum of 6 competencies to develop while in training and 6 different competencies for professional practice.

### **NACE: Career and Self-Development**

## PLAN FOR IMPROVING MULTICULTURAL COMPETENCE

While in training: (expand to fit your plan)

GOALS	ACTIVITIES TO ACHIEVE GOALS

During professional practice: (expand to fit your plan)

GOALS	ACTIVITIES TO ACHIEVE GOALS

### KPI FOR EPS 690 MULTICULTURAL COUNSELING

Demonstration of Skill – Broaching Race with a Client in Counseling **(150 points)**

- 1- Watch the assigned video clip of a counseling client's description of their experience. 2- After watching this video, review the domains in the rubric. Develop goals for yourself for EACH domain.
- 3- Record a video of your response to the client where you broach the topic of race in relationship to the concern the client has presented. Your response should directly relate to the client's stated concern, broach the issue of race in relation to the client's concern, and include the aspects we've learned in class regarding broaching race with clients: use reflection to convey accurate understanding and empathy, openness, tentativeness, keeping an eye toward the counseling relationship and checking in with the client. Your response should be 45-60 seconds.
- 4- Complete a self-evaluation using the rubric reflecting on each domain and the goals you had for yourself. Elaborate on the evidence, and finally give yourself a final score.

5- Submit the video and self-evaluation on Canvas.

6- The instructor will make the final decision about your grade; however, your evaluation will strongly inform your grade.

### GRADING SYSTEM

<b>Evaluation Activity</b>	<b>Total Points</b>	<b>Due Dates</b>
Attendance & Participation	70	In class every week
Canvas Discussions	80	Initial post Thursday of the week; Peer response by Saturday
Group Presentation	200	Your assigned week
Reading Probes	200	Friday of the week
Identity Reflection Paper	200	Oct 7 <sup>th</sup> and November 5 <sup>th</sup>
Self-evaluation and plan for continued development	100	Friday, December 2 <sup>nd</sup>
KPI-Skill Demonstration	150	Saturday, December 9 <sup>th</sup>
<b>TOTAL</b>	<b>1000</b>	

**Course Grade A = 1000-900 B = 899-800 C = 799-700**

**D = 699-600 F < 599-0**



## READINGS AND MATERIALS

Sue, D.W., Sue, D., Neville, H., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice (8th ed.)* Hoboken, NJ: Wiley. ISBN: 9781119448242

We will cover materials that complement the readings from the assigned textbooks. Any articles or documents outside of the textbook will be provide. Such readings will be posted in the appropriate weekly folder on Canvas.

1. Vera, E. & Speight, S. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, 31(3), 253-272.
2. Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48. <http://dx.doi.org/10.1002/jmcd.12035>.
3. Owen et al. (2018). An experimental test of microaggression detection in psychotherapy: Therapist multicultural orientation. *Professional Psychology: Research and Practice*, 49(1), 9-21.
4. Teo, T. & Wendt, D.C. (2020). Some clarifications on critical and Indigenous psychologies. *Theory and Psychology*, 30 (3), 371-376.
5. Schwarz, S. (2018). Resilience in psychology: A critical analysis of the concept. *Theory and Psychology*, 28(4), 528-541.
6. Thorne, S.R., Hegarty, P., Hepper, E.G. (2019). Equality in theory: From a heteronormative to an inclusive psychology of romantic love. *Theory and Psychology*, 29(2), 240-257

### AVAILABLE VIA CANVAS

#### *Professional Standards*

- o Multicultural and Social Justice Competencies 2015
- o Advocacy Competencies 2003 – [Updated 2018](#)
- o Guidelines [for Psychological Practice with Lesbian, Gay, and Bisexual Clients \(2012\)](#) o Guidelines for psychological practice with transgender and gender nonconforming people 2015
- o Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization
- o Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients o Multicultural Guidelines: An ecological approach to context, identity, and intersectionality, 2017
- o Guidelines for Assessment of and Intervention with Persons with Disabilities o ASERVIC Competencies for Addressing Spiritual and Religious Issues in Counseling 2010 o Competencies for Counseling the Multiracial Population 2015

## COURSE SCHEDULE

Module	Topic	Readings & Assignments
1	<ul style="list-style-type: none"> <li>• Course orientation</li> <li>• Introduction to multicultural counseling</li> <li>• Overview of course lessons + assignments</li> <li>• Safe spaces versus Brave spaces</li> </ul>	Chapter 1 Chapter 2 My Cultural Identity Discussion
2		Reading Probe # 1 Safe Spaces versus Brave Spaces Discussion
3	<ul style="list-style-type: none"> <li>• Multicultural and social justice competencies</li> <li>• Advocacy Competencies</li> </ul>	Chapter 3 Chapter 4 Reading Probe # 2
4	<ul style="list-style-type: none"> <li>• Introduction to privilege (McIntosh, 1990)</li> <li>• Prejudice, discrimination, and microaggressions</li> </ul>	Chapter 5 Chapter 6 Reading Probe # 3 Invisible Knapsack Discussion
5	<ul style="list-style-type: none"> <li>• Cultural Identity Development</li> <li>• White Racial Identity Models (Helm)</li> <li>• Black Identity Models</li> <li>• Biracial Identity Models</li> <li>• Broaching</li> </ul>	Chapter 11 Chapter 12 Reading Probe # 4
6	<ul style="list-style-type: none"> <li>• Evidence-Based Practice</li> <li>• Non-Western Indigenous Methods of Healing</li> </ul>	Chapter 9 Chapter 10 Racial Identity Development Discussion Identity paper draft due
7	<ul style="list-style-type: none"> <li>• Multicultural Family Counseling</li> <li>• Communication Styles</li> </ul>	Chapter 7 Chapter 8 Reading Probe # 5 Advocacy and Communication Discussion
8	<ul style="list-style-type: none"> <li>• Culturally Competent Assessment</li> <li>• Counseling American Indian clients</li> </ul>	Chapter 13 Chapter 15 Reading Probe # 6
9	<ul style="list-style-type: none"> <li>• Implicit Bias</li> </ul>	Implicit Bias Discussion

<b>10</b>	Counseling African American Clients Counseling Latinx Clients	Chapter 14 Chapter 17 Student Presentation- Group 1 Student Presentation - Group 2 Identity paper due Reading Probe # 7
<b>11</b>	Counseling LGBTQIA+ Clients  Counseling Multiracial Populations  Counseling Immigrants and Refugees	Chapter 23 Chapter 18 Chapter 20 Student Presentation - Group 3 Student Presentation - Group 4 Reading Probe # 8 Counseling a Multicultural Population Discussion
<b>12</b>	Counseling Clients with Disabilities  Counseling Older Adults	Chapter 22 Chapter 24 Student Presentation - Group 5 Student Presentation - Group 6 Reading Probe # 9
<b>13</b>	Counseling Individuals Living in Poverty Counseling Asian Americans and Pacific Islanders	Chapter 25 Chapter 16 Student Presentation - Group 7 Student Presentation - Group 8 Reading Probe # 10 Counseling a Multicultural Population Discussion
<b>14</b>	Broaching Practice	Self-evaluation & plan for continued development due
<b>15</b>	Broaching Practice	Demonstration of Skill – Broaching Race with a Client in Counseling due.

16	Review and Catch-up	
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*\*The instructor reserves the right to make any changes to this schedule, as necessary*

**NOTE: While the syllabus is meant 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.**

### CLASS POLICIES

#### ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

Enrollment in EPS 690 is restricted to graduate students who are preparing for professional careers; thus, attendance is required, and class participation is expected as one component of professional responsibility. Students are expected to demonstrate personal characteristics consistent with those of professional counselors, and engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to [NAU's Academic Integrity Policy](#). As professionals, students are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, the development of a Professional Growth Plan (PGP) for remediation per EPS department policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *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"> <li>0 absences</li> <li>Rarely tardy to class</li> <li>Adheres to the Technology Policy</li> <li>Actively and frequently contributes to course discussion</li> <li>Contributions reflect routine, careful preparation for class</li> <li>Attentive and respectful toward course content, classmates, and the instructor</li> <li>No concerns regarding personal disposition and attitude including professionalism and maturity</li> </ul>	<ul style="list-style-type: none"> <li>1-2 absences</li> <li>Frequent, minor tardiness</li> <li>Minor issues adhering to the Technology Policy</li> <li>Infrequently contributes to class discussion</li> <li>Contributions reflect occasional preparation for class</li> <li>Minor issues in respect and attentiveness toward course content, classmates, and/or the instructor</li> <li>Occasional or minor concerns about personal disposition and attitude</li> <li>Often demonstrates a lack of openness to learning, considering</li> </ul>	<ul style="list-style-type: none"> <li>3 + absences</li> <li>Persistent tardiness</li> <li>Persistently does not adhere to the Technology Policy</li> <li>Contributions are rare and/or not productive, resistant to learning, or provoking/disrespectful of other classmates or the instructor</li> <li>Contributions reflect a lack of preparation for class</li> <li>Behaviors detract from an open, respectful, scholarly learning environment</li> <li>Serious concerns regarding personal disposition and attitudes</li> </ul>

<ul style="list-style-type: none"> <li>▪ Open to learning, considering new perspectives and content, and receptiveness to feedback</li> <li>▪ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i></li> <li>▪ No concerns regarding academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ new perspectives and content, and receiving feedback</li> <li>▪ If an ethical violation is present, the concern is minor, and the student takes immediate accountability and action to remedy</li> <li>▪ Minor, uninformed violations of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major ethical violations, lack of and/or refusal of acknowledgment or accountability, or inability to understand ethical concerns</li> <li>▪ Major, or recurring violations of the course and University Academic Integrity Policy</li> </ul> <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 the course (e.g., ethical or integrity concerns), or other remediation per PGP.</i></p>
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### LATE ASSIGNMENT POLICY

- Students must submit all assignments during the time frame indicated on the course outline. Instructor will not accept late assignments for credit after the deadline.
- Instructor will accept late assignments if students have made prior arrangements with the instructor and the instructor agrees to an extension. Students must meet the deadline agreed upon in advance with the instructor. Students who do not meet the agreed upon deadline will receive a grade of zero on the assignment.
- Instructor will accept late work without prior arrangement in the case of extenuating circumstances (i.e., hospitalization, childbirth, major accident, injury or bereavement). Students who experience such a circumstance must notify the instructor as soon as possible and determine a deadline with the instructor for submitting the work. Instructor has the right to ask for documentation of the extenuating circumstance. Students who do not meet the deadline arranged with the instructor will EPS 690 – receive a grade of zero on the assignment.
- Please turn off your phone and put it away when you enter the classroom. Do not accept calls or text messages during class. (It is not acceptable to get up and leave class in order to answer a call.)

### ABSENCES

If you know ahead of time that you are going to have to miss a class meeting, contact the instructor well in advance. Students who are absent for any reason are responsible for announcements and material covered in class. Missing two or the equivalent of two class meetings will result an automatic drop of one letter grade.

### ACADEMIC DISHONESTY

The penalty for cheating is a score of zero points. Students who have knowledge of someone else cheating should inform the instructor (it will be kept confidential). See the NAU Policy Statement on Academic Integrity (below) for more details.

### HOW MUCH TIME PER WEEK?

Students should plan to spend at least **five hours per week** outside of class completing the required readings, homework, studying, and reviewing pre-recorded lectures. Pursuant to Arizona Board of

Regents guidance (ABOR Policy 2-224 – *Academic Credit*), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

## **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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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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