

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 634: PRACTICES OF SCHOOL COUNSELING

Department of Educational Psychology

(3 CR.)

Instructor:

Contact:

Office:

Office hours:

Class Meetings:

Location:

COURSE DESCRIPTION

This course emphasizes practices of school counseling, including structure, knowledge, skills, and evaluation functions; program delivery; and procedures and strategies for integrating, managing, delivering, and promoting school counseling and consultation services. This course provides in-depth knowledge and exposure to elements of three of the ASCA Model Components, Management, Delivery, and Assessment. Topics covered include data-driven practice, developmental classroom lessons, individual and group counseling, educational and career planning, consultation, collaboration, and parent involvement, needs assessment and program evaluation, addressing needs of students with complex/specialized problems and/or disabilities and helping students with mental and emotional disorders.

REQUIRED TEXT

1. American School Counselors Association. (2019). The ASCA national model: A framework for school counseling programs (4th ed.). Alexandria, VA: Author.
2. Stone, C. B., & Dahir, C. A. (2016). The transformed school counselor (4th ed.). Cengage Learning.

COURSE STRUCTURE & LEARNING OUTCOMES

This course is designed to be interactive, and students will be invited to participate in numerous ways. Didactic lectures will be supplemented with discussion, activities, and semester-long application of knowledge obtained through course content and materials. 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). Through course content and discussion, content applied practice, projects, and readings, it is expected that each student will be able to demonstrate attainment of each of the standards listed below.

<u>CACREP 2024 STUDENT LEARNING OUTCOMES</u>	CACREP 2024 Standards
Identify models of school counseling programs	5-H1
Understand models of P-12 comprehensive career development	5-H2
Recognize models of school-based collaboration and consultation	5-H3
Development of school counseling program mission statements and objectives	5-H4
Design and evaluate school counseling curriculum, lesson plans, classroom management strategies, and differentiated instructional strategies	5-H5
Understand school counselors' roles as leaders, advocates, and system change agents in P-12 schools	5-H6
Recognize qualities and styles of effective school leadership	5H-7
Advocate for comprehensive school counseling programs and the role of school counselors	5-H8
Demonstrate understanding of school counselors' role and responsibility in school crises and management planning	5-H9
Develop skills for collaborating with families, school personnel, community agencies/services, and providing referral sources	5-H10
Recognize processes for screening students for characteristics, risk factors, and signs of mental health and behavioral disorders	5-H12
Demonstrate an understanding of strategies for implementing and executing school counseling interventions	5-H13
Identify evidence-based and culturally sustaining interventions to encourage academic development	5-H15
Interventions to promote college/trade/vocational and career readiness	5-H18
Develop strategies to promote equity in academic achievement and access to college/trade/vocational education opportunities	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.
<i>Leadership</i>	Inspiring, persuading, and motivating self and others under a shared vision.
<i>Teamwork</i>	Accountability for individual and team responsibilities and output.
<i>Technology</i>	Use technology to improve efficiency and productivity.

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. If students are in need of mental health support, they 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▪

		<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>
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ASSIGNMENTS & STUDENT EVALUATION CRITERIA

CRITICAL CONSUMER OF INFORMATION STATEMENT

During your academic career, you will encounter many sources of information. Always be mindful of where the source comes from and whether it is something based on *scientific research* (such as Peer Reviewed Journals, technical documents, dissertations, etc.), or if it is something that should be considered more carefully (such as statements taken out of the context of a journal, a newspaper, an online wiki, a video, or a blog). This course is no exception, and over the next few weeks, you will be asked to analyze many different sources of information. Think critically about where the information is coming from and take it in based on your best judgment as a graduate student.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM PROJECT

A strong school counseling program is structured on the four principles of the ASCA National Model: Define, manage, deliver, and assess. Successfully managing responsibilities and delivering planned activities, strategies, and interventions to meet school-wide and student needs hinges on effective and efficient program management and assessment. The Comprehensive School Counseling Program (CSCP) Project is a semester-long initiative consisting of six parts and a presentation/lesson plan delivery demonstration. Modeled after the responsibilities of professional school counselors, this project entails both independent and collaborative efforts. Throughout the project, students will actively gain hands-on experience in the varied and diverse practices and processes of professional school counselors. *Detailed instructions for all six parts of the project and assessment criteria are available on Canvas.*

COMPREHENSIVE SCHOOL COUNSELING PROGRAM PROJECT PRESENTATION & DEMONSTRATION

This assignment provides students with the opportunity to present a thorough overview of their Comprehensive School Counseling Program, delving into key components such as the program's mission and vision, annual student outcome goals, and the guidance curriculum. Moreover, students will showcase their skills by delivering a school counseling lesson plan through a co-facilitated demonstration and practicing the collection of pre-post ASCA mindsets and behaviors data. This assignment is designed to evaluate students' proficiency in articulating and delivering vital elements of a school counseling program while demonstrating effective facilitation techniques within a simulated classroom/small-group setting. *Detailed instructions for the presentation and demonstration and assessment criteria are available on Canvas.*

CONTENT APPLIED PRACTICE (CAP)

Content Applied Practice (CAP) provides students with dynamic opportunities to collaboratively engage in purposeful, in-class activities that translate theoretical knowledge into practical skills. These activities, spanning various modes, encompass data entry and review exercises, think-pair-share discussions, case study analyses, practicing the creation of CSCP materials, lesson plan development, vision and mission statement drafting, data summarization, resource curation, developing needs assessments, and other hands-on tasks essential for preparing students to excel as practicing school counselors. Students must be present IN CLASS in order to participate and receive credit on CAP activities. Evaluation of CAPs primarily hinges on completion, with a passing grade contingent upon the evident effort and attention to detail invested by the student. *Should an activity remain unfinished in class, completion is required by Friday at 11:00 PM.*

GRANT PROPOSAL

School counselors play an essential role in advocating for resources and innovation within their school communities. This assignment is designed to build students' proficiency in crafting articulate and persuasive grant proposals—an indispensable skill for acquiring resources, establishing and sustaining impactful student support and development initiatives, and conducting research to identify opportunities, needs, or areas for enhancement within their schools. Working in pairs, students will collaboratively formulate a concept for a student support or development program, culminating in creating a comprehensive mock grant proposal. This proposal entails crafting an abstract, articulating a statement of need and project background, outlining a program design, and presenting a budget narrative and table. *Detailed instructions and assessment criteria are available on Canvas.*

EVALUATION & GRADING SCALE

ASSIGNMENT	POINTS
COMPREHENSIVE SCHOOL COUNSELING PROGRAM PROJECT	370
COMPREHENSIVE SCHOOL COUNSELING PROGRAM PROJECT PRESENTATION & DEMO.	100
CONTENT APPLIED PRACTICE	105
GRANT PROPOSAL	180
PARTICIPATION (SEE POLICIES)	70

GRADING SCALE:

TOTAL POINTS POSSIBLE: 825

742-825 = A

660-741 = B

577-659 = C

495-576 = D

0-494 = F

LATE ASSIGNMENT POLICY:

- 24 hours late: 25% penalty
- Past 24 hours late: no credit

Students are provided with a detailed assignment schedule, and the late assignment policy offers flexibility. **As such, there will be no "extensions" on any deadlines.** Students should prioritize discussing legitimate extenuating circumstances that may interfere with deadlines with the instructor ahead of time or ASAP. Examples of extenuating circumstances may include the death of a family member, an accident, a legal issue, or a medical emergency.

COURSE SCHEDULE

WEEK	COURSE MEETING CONTENT	WEEKLY READING	ASSIGNMENTS
Week 1	<ul style="list-style-type: none">○ Syllabus review and course expectations○ Appropriate/inappropriate activities of school counselors○ Review of common disabilities, 504, and IDEA	<ul style="list-style-type: none">○ AZ House Bill 2161 (Canvas)○ Mullen, Chae, & Backer (2019)○ Stone & Dahir Chapter 10	
Week 2	<ul style="list-style-type: none">○ Review of ASCA student standards○ Laying the foundation of a CSCP	<ul style="list-style-type: none">○ S&D Chapter 8○ ANM Section II: Program Planning: Data	

	<ul style="list-style-type: none"> Levels of school counseling program practices RAMP designation 		
Week 3	<ul style="list-style-type: none"> D.A.T.A driven practices Needs assessments CAP 1	ANM Section II: - Program Focus - Program Planning: Annual Student Outcome Goals	<i>*CSCP groups finalized</i>
Week 4	<ul style="list-style-type: none"> CSCP Mission and vision statements Annual Student Outcome Goals CAP 2	ANM Section II: Program Planning: Annual Administrative Conference, Use of time, & Calendars	<u>DUE:</u> CSCP Project: Part 1 (<i>*INDIVIDUAL!</i>)
Week 5	<ul style="list-style-type: none"> Annual administrative conference Tracking use of time Calendars 	<ul style="list-style-type: none"> S&D Chapters 2 & 3 ANM Section III: - Direct Student Services: Appraisal and advisement & Counseling - Indirect Services 	
Week	<ul style="list-style-type: none"> Student appraisal and advisement Counseling practices and theory in schools CAP 3	ANM: Section II: Program Planning: Lesson Plans & ANM Section III: Direct Student Services: Instruction	<u>DUE:</u> CSCP Project: Part 2
Week 7	<ul style="list-style-type: none"> Classroom management Lesson planning Calculating participant data Calculating M&B data CAP 4	<ul style="list-style-type: none"> S&D Chapter 13 ANM Section II: Program Planning: School Counseling Advisory Council 	
Week 8	<ul style="list-style-type: none"> Managing resources School counseling advisory councils Introduction to grants and grant writing CAP 5	ANM Section II: Program Planning: Actions Plans	<u>DUE:</u> GP: Project title & abstract
Week 9 SPRING BREAK- NO CLASS			
Week 10	<ul style="list-style-type: none"> Calculating outcome data Closing the Gap Action Plan/Results Reports M&B Action Plan CAP 6	ANM Section IV: Program Assessment	<u>DUE:</u> CSCP Project: Part 3 (<i>*INDIVIDUAL!</i>)
Week 11	<ul style="list-style-type: none"> CSCP program assessment Sharing data with stakeholders 	<ul style="list-style-type: none"> S&D Chapter 13 	<u>DUE:</u> GP: Statement of need

		○ ANM <i>Section IV: School Counselor Assessment & Appraisal</i>	
Week 12	<ul style="list-style-type: none"> ○ Review of consultation and collaboration ○ School counselor self-assessment 	S&D Chapter 14	<u>DUE:</u> CSCP Project: Part 4
Week 13	<ul style="list-style-type: none"> ○ All Students College and Career Ready CAP 7 	S&D Chapter 15	<u>DUE:</u> GP: Background
Week 14	<ul style="list-style-type: none"> ○ CSCP Project presentations and demonstrations 		<u>DUE:</u> Groups A1&2 presentations <u>DUE:</u> Groups A1&2 : CSCP Project: Part 5
Week 15	<ul style="list-style-type: none"> ○ CSCP Project presentations and demonstrations 		<u>DUE:</u> Groups B1&2 : presentations <u>DUE:</u> Groups B1&2 : CSCP Project: Part 5
Week 16			<u>DUE:</u> GP: Program Design & Budget <u>DUE:</u> CSCP Project: - Part 6 - Peer evaluation form

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.

Last revised January 25, 2024