

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 661: GROUP 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

Admission to Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology-Counseling Psychology (PhD)

COURSE PURPOSE

This course will offer students the opportunity to learn about the stages of group development and the leadership skills needed to facilitate the group counseling process. The course is designed to offer the necessary knowledge to understand the characteristics of the stages of group. Students in the class will participate in an 18-24 hour counseling group and will have three or more opportunities to lead group.

Topics to be covered include: 1) Types of groups; 2) Forming a group; 3) Ethical considerations; 4) Counseling skills needed to deepen the process; and 5) Various approaches to group counseling.

Students will be expected to demonstrate group leadership skills by facilitating **three** group sessions in accordance with the stage of group. Leaders skills will be evaluated by the instructor. However, additional scores and qualitative feedback will be provided by a Doctoral Supervisor from the Counseling Psychology

program, as well as by group members. Students will also gain an understanding of issues related to group leadership by reading the Corey textbook and observing the Corey's in action via videos.

COURSE STUDENT LEARNING OUTCOMES

Students will become familiar with both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. The course is aligned with CACREP 2024 standards:

<u>CACREP 2024 STUDENT LEARNING OUTCOMES</u>	CACREP 2024 Standards
Theoretical foundations of group counseling and group work	3-F1
Dynamics associated with group process and development	3-F2
Therapeutic factors of group work and how they contribute to group effectiveness	3-F3
Characteristics and functions of effective group leaders (Key Performance Indicator [KPI]) NACE Competency: Leadership	3-F4
Approaches to group formation, including recruiting, screening, and selecting members	3-F5
Types of groups, settings, and other considerations that affect conducting groups	3-F7
Culturally sustaining and developmentally responsive strategies for designing and facilitating groups	3-F8
Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	3-F9
Direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term NACE Competency: Teamwork NACE Competency: Communication	3-F10

ASSIGNMENTS/ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES

1. **PARTICIPATION IN CLASS:** Participation points are allotted for active class participation in discussions and role plays. Content for participation comes from readings, homework (i.e., reflections, article critiques, etc.) and videos assigned for that week. Absenteeism is the major reason groups deteriorate and the major end-of-semester complaint of group members. Consistent attendance is mandatory to optimize your group experience and that of your classmates.

If you know ahead of time that you are going to have to miss class, 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.

2. **PARTICIPATION IN YOUR GROUP AS A MEMBER:** The primary objective is to practice the skills you learned from the text and lectures. You must learn to be an effective group member while learning to be an effective group leader – this group member experience is not only required by CACREP, but it is also designed to help you experience groups from the inside-out. Ideally, you will broaden and build your sense of empathy for the group member experience. Self-disclosure is critical for self-awareness and emotional growth and is encouraged, but students are not required to self-disclose beyond their comfort level. However, students will be expected to discuss how the real-time group dynamics are affecting them in the present moment. For example, “I am intrigued by what you’re saying, and this is why...” Or, “What you just said about your stress led me to feel...” (CACREP, 2016; 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h)

CAUTIONARY STATEMENT: This course involves participation in personal growth experiences that encourage self-disclosure. These experiences may bring to the forefront a number of unresolved personal issues that cannot be totally resolved in class or through the journal process. Students are encouraged to address these issues in the following ways:

- a. Discuss the concerns in group
 - b. Discuss your concerns with the instructor outside of class
 - c. Discuss the concerns with another member of the Educational Psychology Counseling faculty.
 - d. Seek individual counseling. This is provided by students in Practicum (EPS 692) at no charge, through the NAU Counseling Center, or through other local resources available to you.
3. **GROUP LEADERSHIP SKILLS (KPI):** Group Leadership session – This involves the facilitation of approximately 40 to 45-minute mini Personal Growth Group sessions in which you will demonstrate basic competencies in group leadership in accordance with the stage the group is in. Knowledge of the stages of groups are covered in your text and in video demonstrations. Facilitation also involves practicing leadership tasks learned from the class and in the readings. (2-6a-h)

Tips for leading your session (VERY GENERAL):

- Keep it simple: Do not “load up” your sessions with too many intentions.
- Let go of expectations. Good working groups experience some conflict (that they ideally work through)
- Groups can feel like a white-water rafting trip... Sometimes, big rapids...
- Find “sweet spot” between excessively structured groups and here-and-now spontaneity
- Always keep an eye on this group’s norms and roles

- Aim for a group that increasingly takes ownership of its experience rather than over-relying on the leader to excessively steer & guide the process.
- Sessions include REAL people, so take it seriously.
- There will be continuity from one session to next... With rotating leadership.
- You will not pretend as if you do not know the members.
- Overall, allow group themes to arise naturally, structuring some of the content is OK too – this will be discussed in class.
- Instructor will be available for consultation on theories and techniques that can be used.
- Confidentiality breaches can be grounds for removal from the program.

4. **JOURNALING/RATINGS:**

Member Journal Entries: Journal entries are designed to help students integrate their learning experiences from

the readings and lectures along with what they are experiencing LIVE in the group process. Journaling can also assist with anchoring your feelings, thoughts, and behaviors as you experience the dynamics of group development and provide you an avenue to process issues that may arise in group. Journal entries are confidential between the student and instructor except for items that must be disclosed by state law or the ACA *Code of Ethics*. Journal entries will not affect your grade or the grades of fellow students that might be referred to in your journal. (2-6a-h). **Journal entries are due the next class meeting.**

- 1) Download the Journal Entry form in Canvas (**'Member Reaction Journal Template'**). It is a fillable form, allowing you to type your entries rather than handwriting them.
 - **Personal reactions and insights** you are having about yourself in the group context (family dynamics, group dynamics, themes)
 - **Group process insights**, refer to themes from the text as needed, though you do not have to cite APA style
 - **Typical themes:** structure vs. spontaneity, cohesion, trust, group stage themes, therapeutic factors
 - **Evaluation of Facilitator A and B:** As a group member, evaluating both facilitator's leadership skills.

*****Do NOT refer to other classmates in anyway. Focus instead on process. You may refer to Member A or Member B, etc.**

Leader's Journal Entries/Ratings: After you have completed your session as a group leader, complete the **'Group Leader Self-Rating Form and Journal'**, which allows you to evaluate your skills and to write about your overall experience as a leader. Also, complete the group progress notes (**'Group Facilitator Progress Note'**) for each group member. **All notes and journal due the next class meeting after your leadership experience.** (2-6a-h)

*****Do NOT refer to other classmates in any way. Focus instead on process. You may refer to Member A or Member B, etc.**

6. **QUIZZES & FINAL EXAM:** Quizzes are found in the weekly folders.

- Quizzes:
 - Each week that there is a new chapter due, you will complete a 15-item multiple choice quiz in Canvas. You will have 30 minutes to answer all of the questions. The score will automatically calculate and be available in your 'My Grade' tab (Canvas).
 - Quiz content comes from Corey Chapters 1 through 9. (2-6a-h)
- Final Exam:
 - The in class, final exam will be during the final exam week and will be worth a total of 100 points

7. **READINGS:** Students are expected to read all of the assigned readings prior to class. Supplemental reading assignments related to the content may be assigned as well.

8. **GROUP PROJECT:**

Group Counseling Proposal: Individuals or pairs of students will identify one particular psychoeducation group that they intend to facilitate in their areas of study (2-6a-h). Four components are required (see grid for due dates):

- a. Decision about the group you're proposing;
- b. 3 peer-reviewed journal articles to support group proposal (used in outline/presentation);
- c. Outline: A detailed, single-spaced outline addressing the issues described below which is handed out in class to all students (access to NAU copier not possible, so please bring your own handouts); and
- d. Presentation: 20-minute presentation to the class or a subsection of the class. The presentation can involve a short demonstration of one experiential component. The content of the paper should stand on its own – i.e., a classmate should be able to pick up your paper a year from now and be able to develop a group largely from the quality of the information provided.

Group Project Outline: (for each item described below, list a brief justification for your answer, and cite relevant research where possible):

- Type of group (must be psychoeducational, but can have counseling or psychotherapy components)
- Member selection theory
- Member selection techniques
- Demographics of membership, including age, diagnosis (if applicable), case conceptualization, etc.
- Purpose and theme

- Goals of group - List all imaginable goals
- Stages of the group (rough outline, if it's a 12-week group, what's covered first week, 9th week, etc.)
- Leadership style (structured, autocratic, didactic, permissive, democratic), and justification for this style
- Duration of group - open-ended, closed
- Number of meetings, and why
- Session length
- Setting (physically) - Where literally do you intend to run this group (if your practicum site is not known, at least describe the type of environment you would ideally use)
- Adjunctive materials (art, videos, guest speakers)
- Size of group
- Co-therapists necessary?
- Issues pertaining to removing a member from group
- To what extent are 'process' issues discussed - norms, boundaries, relationships between members, etc., and how
- Ethical & legal considerations, confidentiality, minors, parental permission, etc.
- What counseling theoretical orientation is primarily used (interpersonal, behavioral, cognitive, psychodynamic, etc., and why)
- Primary techniques used
- Relevant Research - What the research says as it relates to this type of group – Use findings from at least 3 non-Corey sources, including at least one empirical outcome study which covered this or a very similar theme. Cite throughout your outline as needed
 - 3 peer-reviewed references
- Personal Issues related to performing this type of group (address any of the following or others that you deem relevant): What motivates *you* to do this type of group; What personal traits would make this fun for you; and what might make it challenging (countertransference, etc.)

GRADING SYSTEM

	<u>Units</u>	<u>Value</u>	<u>Total</u>
Participation	14	10	140
Quizzes	9	15	135
Reflection/Writing Assignments	9	10	90
Group Leadership Skills (KPI)	3	50	150
Group Notes	3	20	60
Journals (group member)	8	10	80
Journals (group leader)	3	15	45
Group Project			
Outline	1	100	100
Presentation	1	100	100
Final Exam	<u>1</u>	<u>100</u>	<u>100</u>

TOTAL POINTS: **1000**

GRADE RANGES: A=901-1000; B=801-900; C=701-800; D=601-700; F = <601

GRADING PHILOSOPHY:

Minimum Requirements:

Assignments must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Behavior in class discussions and group activities should be responsible, respectful, should exhibit open communication, be constructive, and helpful.

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

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

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

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

REVISED: AMG, 1-25-24

READINGS AND MATERIALS

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice* (10th Ed.). Pacific Grove, CA: Brooks/Cole.

COURSE SCHEDULE

Module	Topic	Personal Growth Group (PGG)	Readings & Assignments
1	Intro to Course. Syllabus. Confidentiality		- Ch. 1 - Quiz Ch. 1 - Group Project: Identify psychoeducation group
2	Intro to Group. Assign PGG.		- Ch. 2, Article 1 and 2 - Quiz Ch. 2 - Reflection Assignment (submit Canvas) - Group Project: Identify psychoeducation group
3	The Group Counselor. How to write group process notes. Assign groups (Group Project)		- Ch. 6 - Quiz Ch. 6 - Writing Assignment (submit Canvas) - Group Project: Identify psychoeducation group
4	Stages of Group: Initial Stages.	<div>Group Session 1</div> <div>Leader #1=</div> <div>Leader #2 =</div>	- Ch. 4 - Quiz Ch. 4 - Writing (MindMap) Assignment (bring to class [2/15]) - Group Project - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
5	Theories and Techniques	<div>Group Session 2</div> <div>Leader #1=</div> <div>Leader #2 =</div>	- Ch. 5 Quiz Ch. 5 - Writing Assignment (submit Canvas) - Group Project

			<ul style="list-style-type: none"> - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
6	Forming: Member Selection, Informed Consent, and Screening	<div>Group Session 3</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Ch. 7 - Quiz Ch. 7 - Writing Assignment (submit Canvas) - Group Project - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
7	Transition Stage of Group	<div>Group Session 4</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Ch. 8 (pgs. 275-291) - Reflection Assignment (submit Canvas) - Group Project - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
8	Working Stage Working Stage. Managing Difficult Behaviors.	<div>Group Session 5</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Ch. 8 (pgs. 291-313) - Quiz Ch. 8 - Writing Assignment (submit Canvas) - Group Project - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
9	Working Stage. Managing Difficult Behaviors.	<div>Group Session 6</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Ch. 3 - Quiz Ch. 3 - Writing Assignment (submit Canvas) - Group Project - Group member reaction journal

			<ul style="list-style-type: none"> - Member evaluation of leader - Leader self-rating form - Progress notes (leader) ALL READINGS AND ASSIGNMENTS DUE
10			
11	Ethical Concerns in Group Counseling. Group Project “check-in” Sign up for Presentation dates. Finals Stages	<div>Group Session 7</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Ch. 9 - Quiz Ch. 9 - Writing Assignment (submit Canvas) - Group Project - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
12	Finals Stages	<div>Group Session 8</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
13	Presentations	<div>Group Session 9</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
14	Presentations	<div>Group Session 10</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader)
15	Presentations Final Overview.	<div>Group Session 11</div> <div>Leader #1=</div> <div>Leader #2 =</div>	<ul style="list-style-type: none"> - Group member reaction journal - Member evaluation of leader - Leader self-rating form - Progress notes (leader) - STUDY FOR FINAL EXAM
16	Final Exam		Final Exam

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 meaning 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 successfully 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 a higher grade 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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