

**COE VISION STATEMENT**

We develop educational leaders who create tomorrow's opportunities.

**COE MISSION STATEMENT**

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

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**EPS 622: Child and Adolescent Counseling**

Semester/Year (dates or format)

**Instructor Information**

Instructor:

Office:

Phone / eMail:

Office Hours:

**General Course Information**

Course Format: (e.g., In-Person: On Site Only or Hybrid)

Days/Times: (e.g., Wednesdays 1:05 p.m. – 3:35 p.m.)

Credit Hours: 3

**Course Prerequisites**

EPS 601 and one of the following: EPS 580, EPS 610, or EPS 611, and admission to required program: M.A. Counseling or Ed.S. School Psychology or M.Ed. School Counseling or M.Ed. Student Affairs or Ph.D. Counseling Psychology or Ph.D. School Psychology or permission of instructor. Students must be familiar with Bb Learn. For help with Bb Learn, go to <http://www.nau.edu/Bb Learn-students>

**Course Description**

Theory and techniques for treating psychological disorders in children and adolescents that impact their functioning in home, school and the community. Includes approaches to treatment, efficacy research, and treatment evaluation.

**Student Learning Expectations / Outcome for this Course**

Student Learning Outcomes	NASP Standards	CACREP	CAEP	Assessment Activity
Students will develop and articulate an historical, cultural, developmental, legal and ethical perspective regarding	2.5, 2.6, 2.7	SC: C1n, SC1a	1.1	H. Online Quizzes

**Note:** While it is the intention of this syllabus to capture necessary aspects of this course, I reserve the right to amend and/or add necessary information as we progress through the semester.

child and adolescent counseling.				
Students will apply criteria for common DSM-5 psychological disorders or IDEIA classifications impacting children and adolescents from diverse backgrounds to specific case examples.	2.1, 2.4	SC 2g	1.1, 2.2	B, F1, F2
Students will demonstrate an understanding of how to complete a child and adolescent intake history and a BASIC I.D. summary of issues, cultural and familial context and suggested further assessment and/or referral.	2.1, 2.2, 2.5, 2.7, 2.8, 4, 7	C5g, C5h, and C5i, SC3h	1.1, 2.2	B, F1, F2
Students will understand their scope of practice and the context of referrals to intervention teams, school psychologists, and community agencies.	2.1, 2.2, 2.6.  2.8	SC 2k	1.1	F1, F2 and H.
Students will apply theories of counseling to child and adolescent culturally sensitive, evidence-based counseling practice in schools, agencies and other settings.	2.1, 2.4, 2.5, 2.8	C1, C3, C5a, SC 3f	1.1, 2.2	B, F1, F2, and H
Students will demonstrate basic child and adolescent counseling skills, including narration of play, reflective listening, directive and nondirective intervention.	2.4, 2.7	C3,	1.1, 2.2, 2.3	C1, C2, D1, D2, and E
Students will demonstrate use of appropriate play and expressive materials for working with children and adolescents.	2.4, 2.5	C3	1.1, 2.2, 2.3	C1, C2, D1, D2 and E
Students will demonstrate the ability to use procedures for assessing and managing suicide risk.	2.4, 6	SC2e	1.1, 2.2, 2.3	B. and H.
Common medications that affect learning, behavior, and	<b>4</b>	SC2.h	1.1	H. Online quizzes

mood in children and adolescents				
Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	<b>4</b>	SC2.i	1.1	H. Online quizzes
strategies for personal and professional self-evaluation and implications for practice		C1k	1.1	I. Self Performance Evaluation

### Course Structure / Format / Approach

This graduate-level seminar is designed to be highly interactive, and will include brief lectures, videos, discussions, student presentations and a great deal of Collaborate in-class and out-of-class practice of basic skills and use of materials for working with children and adolescents.

### Textbook and Required Materials

Henderson, D. A., & Thompson, C.L. (most recent edition). *Counseling children*. US: Brooks/Cole

ISBN: 13: 978-1-111-18688-3

#### And:

Golden, L. B. (most recent edition). *Case studies in child and adolescent counseling*. Upper saddle River, NJ: Merrill Prentice Hall.

### Recommended Optional Materials / References (attach Reading List)

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental Disorders TR*. Washington, DC: Author.

House, A. H. (1999). *DSM-IV diagnosis in the schools*. New York, NY: The Guilford Press.

Jones, W. P. (1997). *Deciphering the diagnostic codes: A guide for school counselors*. Thousand Oaks, CA: Corwin Press, Inc.

Jongsma, A. E., Jr., Peterson, L. M., & McInnis, W. P. (2000). *The child psychotherapy treatment planner*. Somerset, NJ: John Wiley & Sons, Inc.

Jongsma, A. E., Jr., Peterson, L. M., & McInnis, W. P. (2000). *The adolescent psychotherapy treatment planner*. Somerset, NJ: John Wiley & Sons, Inc.

### Reading List

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed.). Washington, DC: Author.

Capuzzi, D., & Gross, D. R. (2000). *Youth at risk: A prevention resource for counselors, teachers, and parents*. Alexandria, VA: American Counseling Association.

- Erk, R. R. (2004). *Counseling treatment for children and adolescents with DSM-IV disorders*. Upper Saddle River, NJ: Pearson Education, Inc.
- Gil, E. (1991). *The healing power of play: Working with abused children*. New York, NY: Guilford.
- Gladding, S. T. (1993). *Counseling as an art: The creative arts in counseling*. Alexandria, VA: American Counseling Association.
- House, A. H. (1999). *DSM-IV diagnosis in the schools*. New York, NY: The Guilford Press.
- Jones, W. P. (1997). *Deciphering the diagnostic codes: A guide for school counselors*. Thousand Oaks, CA: Corwin Press, Inc.
- Landreth, G. L. (1993). Child-centered play therapy. *Elementary School Guidance and Counseling*, 28, 17-29.
- Oaklander, V. (1988). *Windows to our children: A gestalt therapy approach to children and adolescents*. Highland, NY: Center for Gestalt Development.
- Rapoport, J. L., & Ismond, D. R. (1996). *DSM-IV training guide for diagnosis of childhood disorders*. New York, NY: Brunner/Mazel, Inc.

#### Relevant Websites

Merrill/Prentice Hall Counseling Cluster Website:

<http://www.prenhall.com/counseling-cluster/>

American Counseling Association:

<http://www.counseling.org/>

DSM-IV-TR Diagnostic and Statistical Manual of Mental Disorders

<http://dsm.psychiatryonline.org/book.aspx?bookid=22>

Association for Play Therapy, Inc.:

<http://www.a4pt.org/>.

The Play Therapy Training Institute, Inc.:

<http://www.ptti.org/>.

**ATTENDANCE at all classes is mandatory.** Your regular attendance and participation is important for this interactive seminar-format class. Attendance is especially important since this course involves demonstrations and active practice of skills. Missing any portion of the scheduled class meetings will affect your attendance points and may affect your grade. **YOU MUST INFORM THE INSTRUCTOR IF YOU MUST MISS ANY PORTION OF A CLASS.**

**A. Following the last day of class, by 11 PM the following night,** describe your attendance, discussions and participation for this course and submit to drop box A. Your regular attendance and participation is important for this interactive seminar-format class. Up to 30 points may be deducted for an absence depending on the circumstances.

**B.** The format for the **CHILD AND ADOLESCENT INTAKE INTERVIEW** will be provided in class by the instructor on. The summary should be done using BASIC ID as outlined in Henderson and Thompson text. Use informed consent form. Submit write up of Intake and BASIC ID to Bb Learn by deadline.

**C1. & D1. BRING IN TOYS/ART MEDIA FOR IN-CLASS PRACTICE RAPPORT BUILDING AND BEGINNING COUNSELING and C2. & D2. WRITE A BRIEF SUMMARY OF THE PRACTICE SESSIONS** Choose and bring to class some appropriate toys/art media for rapport building and beginning stage child/adolescent counseling. Write up and submit a brief summary of these practice sessions including: 1. Your goals, 2. the process, 3. how the child responded, 4. what you learned, and 5. areas to improve. Submit summaries to Bb Learn.

**E. PRACTICE OF PLAY/EXPRESSIVE SESSION** with a volunteer child/adolescent **OUTSIDE OF CLASS** should be approximately 20 to 30 minutes in which you practice some of the basic narrative and reflective approaches. Use informed consent form distributed at first class. **WRITTEN SUMMARY** should include: 1. Your goals, 2. the process, 3. how the child responded, 4. what you learned, and 5. areas to improve to be shared with class. Submit summary to Bb Learn by deadline.

**F1. Written and F2. Oral summary of case example.** This is a small group assignment in which the group members read the assigned case examples from the Vernon or Golden text, using the following outline. Submit your section of the report to Bb Learn.

1. Theoretical case conceptualization with DSM-IV TR considerations, 2. Treatment plan and strategies including ASCA competencies addressed, 3. Other potential strategies, i.e., from textbook and other literature, 4. Thought provoking questions about the case for class discussion, and 5. Additional resources available for this type of case, including agencies, websites, support groups, books, articles, etc. This **written case is due in the Bb Learn drop box by deadline. The oral case will be presented in class.**

**G. SOLUTION-FOCUSED SUMMARY:** Write a summary of your in-class practice session using Solution-focused counseling with your partner, listing each of the steps described and demonstrated in class. Submit to Bb Learn by deadline.

**H. QUIZZES ON ASSIGNED CHAPTERS** are available through Bb Learn link to the Book Companion site quizzes. These quizzes consist of multiple-choice questions to help you test your knowledge of the reading material and prepare for class lectures and discussions as you proceed through the class. Submit results to Bb Learn drop box at least a day prior to next class after assignment is given.

**I. Self Performance Evaluation** For school counselors, complete the School Counseling Performance Evaluation per Rubric in Chapter 5. Discuss areas of strength and areas to improve in a brief reflection paper posted to the correct drop box. For CMHC and School Psychology students complete the Personal and Professional Competencies self evaluation from the Issues and Ethics text (Corey, Corey & Corey, 2019). In a brief reflection paper discuss areas of strength and areas to improve and post on BbLearn in correct drop box.

## Grading System

## Assignments

	Assignment	Points
A.	Regular attendance/discussions/participation (up to 30 pts. per absence)	50
B.	Intake interview w/ parent & child/adolescent BASIC ID summary	100
C1.	Bring/use toy/art media for play interview/interaction	10
C2.	Summarize in-class play interview/interaction process	10
D1.	Bring toy for use in face-to-face class play interview/interaction	10
D2.	Summarize in-class play interview/interactions	10
E.	<b>Out-of-class</b> practice play/expressive therapy techniques	10
F1.	Written summary of case example (Vernon or Golden text)	15
F2.	Oral summary of case example (Vernon or Golden text)	10
G.	Solution Focused Practice summary	25
H.	On Line Quizzes (20 quizzes at 5 pts. each)	100

Points	Grade
322-350	A
287-321 POINTS	B
252-287 POINTS	C
217-251 POINTS	D
216 POINTS AND BELOW	F

## Course Outline / Schedule

Date	Topic	Activities/Assignments	Due
	Introduction/Overview Child & Adolescent Problems Counseling Process Legal and Ethical Issues Developmental Context Multicultural Perspective	Henderson: Chapters 1—4, 17 Read assigned case example from either Golden or Vernon & Kottman and prepare for group case presentation Parental and Minor Consent Form C1. Bring toys for Collaborate	Begin preparation for F1.Written Group case summary due 7/23/12 F2. Oral Case summary due as scheduled.
	Play Therapy using toys/art media Person-Centered/Gestalt/ Psychoanalytic	Henderson: Chapters 5-7 Review Basic Child Counseling Skills Handout Play Therapy-Anthony video Bring Toys for face-to-face interaction C2. In-class practice E. Out of class play practice	Quizzes: Chapters 1-4, 17 C1. Bring toys and submit rationale. C2. Summary Discussion # 1 in Bb Learn
	Phoenix-North Valley Campus Flagstaff-COE Tucson Office  Face-to-Face Class-Students need to register with instructor for <b>ONE</b> meeting	D1. Bring toys and volunteer child D2. Practice Play	D1. Write up D2. Summary (except Tucson)
	Consultation/The Intake Interview/Supplementary Assessment Strategies BASIC ID Conceptualization, DSM-IV TR and Treatment Planning	Henderson: Chapter 16 Review Chapter 3 Review Intake w Sara video Review Basic ID Summary and Intake Interview Forms B. Complete Intake Interview w volunteer Read Best Practices Chapter	*Online Quizzes: Chapters 5-7 E. Summary

**Course Outline / Schedule, continued**

Date	Topic	Activities/Assignments	Due
	Behavioral/Reality Therapy/Cognitive-Behavioral	Henderson: Chapters 8, 9, 11,13	*Online Quiz: Chapters 16 D2 (Tucson) Summary *Discussion #2 in Bb Learn
	Brief/Solution-Focused/Rational-Emotive Behavior Therapy Individual Psychology/Family Counseling Scheduled Case Presentations	Henderson: Chapters 10, 12, and 15 Read Adlerian Sol-Focused Handout Read Steps Adlerian Solution-Focused Handout Read Sol-Focused Orientation Watch Adlerian Family Counseling Video Watch Interview w 15 yr. old video G. Practice Sol-Foc session in class	*Online Quizzes: Chapters 8-10,11, 13 *B. Intake and BASIC ID summary *F1.Written Case Summary (All) *F2.Scheduled Case Presentation
	Special Concerns: Exceptional Children Abused Children Scheduled Case Presentations	Henderson: Chapters 19 & 20 Scheduled Case Presentations	*Online Quizzes: Chapters 12 & 15 G. Sol-Focused Summary *Scheduled Case Presentation *Discussion #3 in Bb Learn
	Parent Education Approaches Scheduled Case Presentations	Read Journal article F2. Scheduled Case Presentations	*Online Quizzes: Chapters 19 & 20 *Scheduled Case Presentation
	Scheduled Case Presentations Review/reflections Self-assessment Growth plans	F2. Scheduled Case Presentations	*A. Statement of attendance *Discussions #4 and 5 in Bb Learn *Scheduled Case Presentation



## Course Policies

- Attendance on Collaborate at all classes is mandatory. Your regular attendance and participation is important for this interactive seminar-format class. Attendance is especially important since this course involves demonstrations and active practice of skills. Missing any portion of the scheduled class meetings will affect your attendance points and may affect your grade. You must inform the instructor if you must miss any portion of a class.
- **Plagiarism and/or cheating are cause for an automatic “F” in this course.**
- See the attached University Policies: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.
- ADA Statement/Special Accommodations: If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.
- If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.
- Any student requiring special accommodations to facilitate the learning process should contact the instructor so appropriate accommodations can be made in ADA a timely manner. It is the responsibility of the student to make the instructor aware of the need for special accommodations at the beginning of the semester (the first week). Special services for students with disabilities are available. Contact the faculty or Disabled Student Services, Counseling and Testing Center, 523-2261, for questions or concerns.
- Concerns related to noncompliance in the students with disabilities area should be directed to the Disabled Students Coordinator, Counseling and Testing Center.
- Institutional Review Board: Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.
- The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit

the project for continuing IRB review as long as there are no modifications in the exempted procedures.

- A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.
- Safe working and learning environment: The Safe Working and Learning Environment Policy of Northern Arizona University seeks to prevent discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability or veteran status, sexual harassment, sexual assault, and retaliation. You may obtain a copy of this policy from the department office or consult your Student Handbook. If you have any concerns related to this policy, it is important that you contact the Department Chairperson, or call the Academic Ombudsperson at 523-3312.
- Academic Integrity: Any student participating in acts of academic dishonesty will be referred to the Admissions and Standards Committee and will be subject to the procedures and consequences outlined in NAU's Student Handbook. Acts of academic dishonesty include but are not limited to the following: copying the work of other students, using unauthorized crib notes, plagiarism, stealing tests, or forging an instructor's signature.
- Plagiarism: All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty, refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.
- "Whether paraphrasing or quoting an author directly, you must credit the source. For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text.). Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text" (APA Publication Manual, 1994, p 97, 98).
- "Plagiarism. Quotation marks should be used to indicate the exact works of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words are paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text. The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the

Discussion section of someone else's article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications" (APA Publication Manual, 1994), pp. 292-294.

## **Northern Arizona University: Policy Statements**

In the event there is a need to evacuate the building if the fire alarm is sounded, students are to leave in an orderly fashion. If the fire alarm is sounded during an examination, students are to leave their exam face down on the desk and exit the building.

### **IMPORTANT LINKS**

All students are expected to review and be familiar with the information contained at each of the following links as well as those identified in the NAU Policy Statements.

ACADEMIC POLICES (INCLUDING ATTENDANCE AND ACADEMIC INTEGRITY)

<http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm>

STATEMENT ON PLAGIARISM AND CHEATING

[http://www4.nau.edu/stulife/StudentHandbook/Appendix\\_G\\_AcademicDishonesty.htm](http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm)

STUDENT HANDBOOK

<http://www4.nau.edu/stulife/StudentHandbook/TableofContents.htm>

STUDENT CODE OF CONDUCT [www.nau.edu/~stulife/code](http://www.nau.edu/~stulife/code)

The following link will take you to the NAU Policy Statements, which contains the Safe Environment Policy, Students with Disabilities, Institutional Review Board, Academic Integrity, Academic Contact Hour Policy, and Sensitive Course Materials.

<http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>

### **CLASSROOM MANAGEMENT STATEMENT**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.

## **COVID-19 REQUIREMENTS AND INFORMATION**

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

### **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>.

### **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, 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](mailto: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](mailto: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](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.

*Last revised August 1, 2021*