

**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 661 - Group Processes Spring 2018**

**INSTRUCTOR:**

**TIME:**

**PLACE:**

**OFFICE:**

**OFFICE HOURS:**

**PHONE:**

**E-MAIL:**

**TEXT:**

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

**COURSE DESCRIPTION:** 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.

**Student Learning Expectations / Outcome for this Course:** 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 2016 standards:

1. Theoretical foundations of group counseling and group work (2-6a);
2. Dynamics associated with group process and development (2-6b);
3. Therapeutic factors and how they contribute to group effectiveness (2-6c);
4. Characteristics and functions of effective group leaders (**Key Performance Indicator [KPI]**); (2-6d);
5. Approaches to group formation including recruiting, screening, and selecting members (2-6e);
6. Types of groups and other considerations that affect conducting groups in varied settings (2-6f);
7. Ethical and culturally relevant strategies for designing and facilitating groups (2-6g); and
8. Direct experiences in which 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 (2-6h).

**OBJECTIVE:** 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 STRUCTURE:** Classes will be held from 1:05 p.m. to 3:35 p.m. and will include lectures, discussions, demonstrations, role-plays, case study reviews, videotape clips, and presentations. Students will also be expected to practice group leadership skills and participate as group members in the Personal growth group (PGG). We will follow the below time structure for most class meetings:

- 1:05-1:45 p.m. Lecture & discussion, role-plays
- 1:45-1:50 p.m. Break
- 1:50-2:35 p.m. Group Leader #1
- 2:35-2:40 p.m. Break
- 2:40-3:25 p.m. Group Leader #2
- 3:25-3:35 p.m. Leader Debriefing and Transition

### Assessment of 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 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 three, 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 BBL ('**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 BBLearn. You will have 30 minutes to answer all of the questions. The score will automatically calculate and be available in your 'My Grade' tab (BBlearn).
  - 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. 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 COMPONENTS:**

	<b>Units</b>	<b>Value</b>	<b>Total</b>
Participation	14	10	140
Quizzes	9	15	135
Reflection/Writing Assignments	9	10	90
Group Leadership Skills ( <b>KPI</b> )	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	1	100	100

**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.

**Assignment/Activity Schedule  
Spring 2018**

Week	Topic	Personal Growth Group (PGG)	Readings & Assignments			
1 (1/18)	Intro to Course. Syllabus. Confidentiality		- Ch. 1 - Quiz Ch. 1 - Group Project: Identify psychoeducation group			
2 (1/25)	Intro to Group. Assign PGG.		- Ch. 2, Article 1 and 2 - Quiz Ch. 2 - Reflection Assignment (submit BBLearn) - Group Project: Identify psychoeducation group			
3 (2/1)	The Group Counselor. How to write group process notes. Assign groups (Group Project)		- Ch. 6 - Quiz Ch. 6 - Writing Assignment (submit BBLearn) - Group Project: Identify psychoeducation group			
4 (2/8)	Stages of Group: Initial Stages.	<table border="1"> <tr><td>Group Session 1</td></tr> <tr><td>Leader #1=</td></tr> <tr><td>Leader #2 =</td></tr> </table>	Group Session 1	Leader #1=	Leader #2 =	- Ch. 4 - Quiz Ch. 4 - Writing (MindMap) Assignment (bring to class [2/15]) - Group Project - Group member reaction journal - Member evaluation of leader
Group Session 1						
Leader #1=						
Leader #2 =						

			<ul style="list-style-type: none"> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>			
5 (2/15)	Theories and Techniques	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 2</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 2	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Ch. 5</li> <li>Quiz Ch. 5</li> <li>- Writing Assignment (submit BBLearn)</li> <li>- Group Project</li> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 2						
Leader #1=						
Leader #2 =						
6 (2/22)	Forming: Member Selection, Informed Consent, and Screening	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 3</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 3	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Ch. 7</li> <li>- Quiz Ch. 7</li> <li>- Writing Assignment (submit BBLearn)</li> <li>- Group Project</li> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 3						
Leader #1=						
Leader #2 =						
7 (3/1)	Transition Stage of Group	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 4</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 4	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Ch. 8 (pgs. 275-291)</li> <li>- Reflection Assignment (submit BBLearn)</li> <li>- Group Project</li> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 4						
Leader #1=						
Leader #2 =						
8 (3/8)	Working Stage Working Stage. Managing Difficult Behaviors.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 5</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 5	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Ch. 8 (pgs. 291-313)</li> <li>- Quiz Ch. 8</li> <li>- Writing Assignment (submit BBLearn)</li> <li>- Group Project</li> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 5						
Leader #1=						
Leader #2 =						
9 (3/15)	Working Stage. Managing Difficult Behaviors.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 6</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 6	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Ch. 3</li> <li>- Quiz Ch. 3</li> <li>- Writing Assignment (submit BBLearn)</li> <li>- Group Project</li> </ul>
Group Session 6						
Leader #1=						
Leader #2 =						

			<ul style="list-style-type: none"> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul> <p><b>ALL READINGS AND ASSIGNMENTS DUE 3/29</b></p>			
10 (3/22)	Spring Break!					
11 (3/29)	Ethical Concerns in Group Counseling. Group Project “check-in” Sign up for Presentation dates. Finals Stages	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 7</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 7	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Ch. 9</li> <li>- Quiz Ch. 9</li> <li>- Writing Assignment (submit BBLearn)</li> <li>- Group Project</li> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 7						
Leader #1=						
Leader #2 =						
12 (4/5)	Finals Stages	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 8</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 8	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 8						
Leader #1=						
Leader #2 =						
13 (4/12)	Presentations	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 9</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 9	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 9						
Leader #1=						
Leader #2 =						
14 (4/19)	Presentations	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 10</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 10	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> </ul>
Group Session 10						
Leader #1=						
Leader #2 =						
15 (4/26)	Presentations Final Overview.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Group Session 11</td> </tr> <tr> <td>Leader #1=</td> </tr> <tr> <td>Leader #2 =</td> </tr> </table>	Group Session 11	Leader #1=	Leader #2 =	<ul style="list-style-type: none"> <li>- Group member reaction journal</li> <li>- Member evaluation of leader</li> <li>- Leader self-rating form</li> <li>- Progress notes (leader)</li> <li>- STUDY FOR FINAL EXAM</li> </ul>
Group Session 11						
Leader #1=						
Leader #2 =						
16 (5/3)	Final Exam		Final Exam			

## SYLLABUS REQUIREMENTS

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### **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*