

Department of Educational Psychology

COLLEGE OF EDUCATION

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.

Department of Educational Psychology

EPS 670, Section _____

Professional Ethics, Legal Standards and Responsibilities

3 semester credit hours

- Instructor:
- Format:
- Time:
- Dates:
- Office:
- Office hours:
- Phone:
- E-mail:

- I. **Catalog description:** 3 hours. Current issues and problems in counseling, school psychology, student affairs and psychology will be addressed, along with the most recent ethical standards for each of these areas. Confidentiality, privileged communication, legal issues, counselor values, certification and license concerns, stress and burnout, suicide, psychological diagnosis, testing pros and cons, drug and alcohol problems and communicable diseases are examples of topics to be covered.
- II. **Goal of the course:** Students will understand history and philosophy of clinical mental health counseling (CMHC); demonstrate working knowledge of professional organizations, preparation standards, and credentials; and be able to recognize and respond to ethical, legal, and professional issues in CMHC.
- III. **Core Curricular Experiences Provided:** Curricular experiences will provide an understanding of the following:

Core Curricular Experiences/SLO	CACREP	EVALUATION
1. Self-care strategies appropriate to the counselor role	(2-2f), (2-1l)	Self-care experience
2. The role and process of the professional counselor advocating on behalf of the profession	(2-2f), (2-1d)	Advocacy Project
3. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	(2-2f), (2-1i)	KEY PERFORMANCE INDICATOR. Case Scenario (see details in Appx A & B)
4. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	(2-2f), (2-1e)	Midterm
5. Technology's impact on counseling profession	(2-2f), (2-1j)	Final Exam
6. The role of counseling supervision in the profession	(2-2f), (2-1m)	Final Exam
7. The impact of spiritual beliefs on clients' and counselors' worldviews	(2-2f), (2-2g)	Midterm
8. Ethical and culturally relevant strategies for establishing and maintaining in person and technology assisted relationship	(2-2f), (2-5d)	Midterm
9. Impact of technology on the counseling process	(2-2f), (2-5e)	Final Exam
10. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	(2-2f), (2-7m)	Final Exam
11. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	(2-2f), (2-8j)	Final Exam

CMHC Section 5 Area C:	CACREP	Evaluation
1. Legal and ethical considerations specific to clinical mental health counseling	(CM-2l)	Midterm/Final Exam
2. Knows the professional organizations, preparation standards, and credentials relevant to the practice of CMHC	(CM-2k)	Midterm Exam
3. Record keeping, third party reimbursement, and other practice management issues in clinical mental health counseling	(CM-2m)	Midterm/Final Exam
4. Strategies for interfacing with legal system regarding court-referred clients	(CM-3c)	Midterm/Final Exam

School Counseling Section 5 Area G:	CACREP	Evaluation
1. Legal and ethical considerations specific to school counseling	(SC-2n)	Midterm/Final Exam

IV. **Methods of Instruction:** Instruction will be through discussion, lecture and classroom activity with an emphasis on understanding of ethical, legal, and professional issues in Counseling and application of standards to case material.

V. **Required texts and/or readings:**

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and Ethics in the Helping Profession* (10th ed.). Pacific Grove, CA: Brooks/Cole.

American Counseling Association. (2014). *ACA 2014 code of ethics*. Alexandria, VA: Author.
Available: www.counseling.org/ethics

Arizona Administrative Code. (2004). Title 4. Professions and Occupations, Chapter 6. Board of Behavioral Health Examiners. http://www.azsos.gov/public_services/Title_04/4-06.htm

VI. **Evaluation Criteria**

- Statement of Professional Identity – 100
- Midterm Examination – 150
- Professional Organization Activity – 200
- Case Study Paper – 200 (KPI)
- Professional Advocacy Project – 100
- Final Examination – 150

Grading criteria: A = 810– 900 B = 720– 809 C = 630 – 719 D = 540 – 629 F < 540

VII. **Schedule**

Date	Topic	Chapter/Assignment	CACREP Standards Covered
1/15	Introduction to Ethics The Counselor as a Person and a Professional	Chapters 1&2	(2-2f), (2-1d)
1/22	Values and the Counseling Profession Diversity Issues	Chapters 3&4 Statement of Professional Identity Due	(2-1e), (2-1g) (2-2f), (2-5d)
1/29	Client Rights and Counselor Responsibilities Confidentiality	Chapter 5&6	(2-2f), (2-1i) - (2-2f), (2-1j) (2-2f), (2-5e)
2/5	Managing Boundaries Supervision and Consultation	Chapters 7&9 Midterm (chapters 1-6)	(2-2f), (2-1m)
2/12	Professional org., preparation, and credentials Program Accreditation Professional Licensing Professional Advocacy	Chapter 8 Professional Organization Activity Due	(2-2f), (2-1i) (CM-2k)

2/19	Issues in Theory and Practice Issues in Couples and Family Therapy	Chapters 10&11 Prof. Advocacy Project Due	(2-2f), (2-7m) (CM-2l), (CM-2m) (CM-3c)
2/26	Ethics in Group Work Ethics in Community Work	Chapters 12&13 Case Study Due – KEY PERFORMANCE INDICATOR	(2-2f), (2-1i) - KPI
3/5	Final Exam (chapters 7-13)		

VIII. Assignments

Statement of Professional Identity – Write a statement (4-5 sentences) introducing yourself and your profession to layperson. Identify yourself as a counselor (in training) and then define the profession to this person without using professional jargon. Use ACA, ASCA, AMHCA, and APA definitions to clearly capture the essence of the profession, but compose this statement in your own words so you can memorize and articulate it in conversation with the public. This assignment should be written in a Word document and emailed **before the second class meeting**. Each student will deliver their Statement of Professional Identity in front of the class.

Professional Organizations - In this assignment, students will explore the websites of professional organizations. Create a two-page (single spaced) description of this organization outlining its purpose and mission, history, leadership, activities, membership dues (for students and professionals), conferences, publications, and codes of ethics or best practice guidelines. Students will email an electronic copy of their paper to Dr. Farmer at steven.farmer@nau.edu by February 13. Students will present their findings briefly to their peers in class on February 13. The presentation should include a tour of the organization’s website demonstrating the major elements of the site and including as many items listed above that are available on the website.

Professional Advocacy Project

Students will choose one of the following options for this assignment:

1. Read and become familiar with [ACA Legislative Agenda](#), AzCA Public Policy and [AMHCA Advocacy Update](#). Identify one issue that you are personally invested in that advocates for the counseling profession based on ACA, AzCA and AMHCA legislative agendas/policies. Identify your legislators and write a letter advocating for the profession. The letter should demonstrate knowledge of the public policies and how they impact the quality and accessibility of mental health services, or how they impact the growth of the profession. The letter should follow the guidelines recommended by ACA, AzCA or AMHCA for communicating with congress. Include a one-page reaction to your findings regarding public policies related to counseling and how you plan to continue to advocate for the profession.
2. Attend a tour of the Arizona capital and introduction to the political advocacy process from AzCA Past-President, Elizabeth Forsyth. Write a 1-2 page reflection paper of your experience of the tour and discussion of political advocacy for the profession. Include a statement of your personal goals for future professional advocacy.
3. Attend a meeting of the Arizona Board of Behavioral Health Examiners or the Counseling Credentialing Committee meeting. Take notes on the process of the meeting and write a 1-2 page reflection paper including your observations of the agenda, the board or committee’s tasks during the meeting and the process of the meeting.

Case Study Paper – Key Performance Indicator

Students will respond to 3 case studies involving ethical and legal issues in CMHC. Students will include the following ethical decision making steps in their responses:

- Identify the ethical, legal and professional issues related to the case
- Identify the ACA ethical codes and legal standards relevant to the case
- Examine the professional literature relevant to the case
- Consider principle ethics
- Consult with supervisors, professional peers, experts or other appropriate persons
- Attend to your own emotions (as if you were the counselor in this situation)
- Involve the client to an appropriate degree
- Identify desired outcomes and possible courses of action
- Consider consequences

Students should offer a rationale for their ethical decision-making by integrating information from at least four professional or scholarly sources. These sources can include the text for this class, professional codes of ethics, legal statutes, licensing board rules and should also include **at least two journal articles or other scholarly sources** pertaining to the issues of each case. The paper should follow APA guidelines for citing sources.

FORMAT GUIDELINES: Unless otherwise indicated, assignments should be written in accordance with APA style. Specifically, assignments should:

1. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman or similar
2. Contain citations and references formatted according to the *APA Publication Manual* (6th ed.).
3. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages may not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as such.

Regardless of paper formatting, ALL sources used for ALL assignments must be cited in APA format.

BLACKBOARD: We will be using BB Learn as a course management tool this semester. All examinations will be taken through the BB Learn system. All papers and reports will be submitted through BB Learn Power point lectures, and assignment instructions will also be posted on the BB Learn site.

LATE ASSIGNMENT POLICY: Assignments turned in late will be graded according to the following:

- assignments arriving up to one week late can get a maximum of 70% of allowable points
- assignments arriving one week beyond due date may receive a max of 50% allowable points.
- discuss extenuating medical circumstances, etc., with instructor as soon ahead of time as possible.

ATTENDANCE, PARTICIPATION & PROFESSIONALISM

Enrollment in this course is limited to graduate students who are preparing for professional careers; thus, attendance is required and class participation is expected as just one component of professional responsibility. At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors, engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to NAU's Academic Integrity policy (<http://www2.nau.edu/d-learn/support/tutorials/academicintegrity/index.php>)

As professionals, students also are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *ONE* area in which s/he is below expectations to necessitate remediation.

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> ▪ 0 – 1 absences ▪ Rarely tardy or late from break ▪ Balanced contributions reflect routine, careful preparation for class and allow for other students to participate ▪ Attentive and respectful toward others when not contributing directly ▪ No concerns regarding personal characteristics ▪ Shows ethical integrity and adheres to ACA Code of Ethics ▪ No concerns regarding academic integrity <p>Indicators show potential for continued success in graduate school and beyond.</p>	<ul style="list-style-type: none"> ▪ 2 absences* (see below) ▪ Frequent, minor tardiness (< 5 minutes) ▪ Contributions reflect only occasional preparation for class or inhibits others' participation ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, sidebars in class) ▪ Occasional or minor personal characteristic concerns ▪ If ethical violation present, concern is minor and student takes action to remedy ▪ Minor, unintentional violation of academic integrity <p>Grade adjustment of ½ - 1 letters (5-10 points), conference with instructor, and/or competency concern report filed with Counseling Program.</p>	<ul style="list-style-type: none"> ▪ 3 + absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions are rare or not productive ▪ Contributions reflect consistent lack of preparation for class ▪ Behaviors detract from safe, scholarly learning environment ▪ Serious concerns regarding personal characteristics ▪ Major ethical violation OR inability to understand ethical concerns/implications ▪ Intentional violations of Academic Integrity Policy <p>Grade adjustment of 1-2 letters (10-20 points), conference with instructor, and/or competency concern filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.</p>

Appendix A

KPI for EPS 670 Case Study Paper

Students will respond to a case study involving ethical and legal issues in CMHC. Students will include the following ethical decision making steps in their responses

- Identify the ethical, legal and professional issues related to the case, including issues related to cultural identity and social justice
- Identify the ACA, ASCA, NASP, APA ethical codes and legal standards relevant to the case
- Examine the professional literature relevant to the case
- Consider principle ethics, and values of the Counseling profession
- Consult with supervisors, professional peers, experts or other appropriate persons
- Attend to your own emotions (as if you were the counselor in this situation)
- Involve the client to an appropriate degree
- Identify desired outcomes and possible courses of action
- Consider consequences

Students should offer a rationale for their ethical decision-making by integrating information from at least four professional or scholarly sources. These sources can include the text for this class, professional codes of ethics, legal statutes, licensing board rules and should also include **at least two journal articles or other scholarly sources** pertaining to the issues of each case. The paper should follow APA guidelines for citing sources.

Case Study:

Zander is a masters-level Clinical Mental Health Counseling student who has become friends with one of his peers in the program, Tasha. Tasha has shared that she had a substance abuse problem in the past but did not attend an addiction counseling program; rather, she chooses to self-monitor and attend AA meetings as needed. Tasha also confided that she has been involved in a sexual relationship for several weeks with Dr. Supervisor, a new supervisor at the agency where they are both interning. Dr. Supervisor has just recently started to provide on-site internship supervision to both Zander and Tasha as well as two other students at the internship site.

Tasha reveals she began spending time with Dr. Supervisor 3 months ago when he asked for her assistance in setting up a personal Facebook page so he could better communicate with clients he sees at the site. Being well-versed in social media, Tasha helped him set one up and taught him how to use it. Over the next few weeks, they spent more time together, initially working on Dr. Supervisor's Facebook profile and trying to "friend" old clients he used to work with at another agency. Tasha was thrilled they had convinced at least five clients to leave Dr. Supervisor's old agency.

Dr. Supervisor and Tasha began to eventually go out to dinner. After two months, their interactions evolved into a sexual relationship. Tasha tells Zander that she's not concerned about any conflict of interest and that she and Dr. Supervisor will likely get engaged once she graduates from the program at the end of the year. Zander is becoming increasingly concerned, however, as she has seen Tasha and Dr. Supervisor meeting at an off-campus bar multiple times in recent weeks, and Tasha has begun to miss classes and other regularly scheduled meetings with clients. Zander reports a significant increase in his case load because Tasha is missing meetings with clients.

EPS 670 Case Study Paper - KPI Rubric

	Exceeds Expectations 100%	Meets Expectations 90% 80%	Needs Remediation 70% 60% 50%	Score
1. Ethical and Professional Issues	<p>15.0</p> <p>Identifies all or nearly all relevant ethical and professional issues for the cases: counselor values, unethical practices at the workplace, best practices, parents' rights to child's healthcare information, client confidentiality, screening group members, informed consent, issues related to cultural identity and social justice. Does not confound case discussions with irrelevant issues</p>	<p>13.5 12.0</p> <p>Identifies most relevant ethical and professional issues for the cases: counselor values, unethical practices at the workplace, best practices, parents' rights to child's healthcare information, client confidentiality, screening group members, informed consent, issues related to cultural identity and social justice. May confound case discussions with irrelevant issues.</p>	<p>10.5 9 7.5</p> <p>Identifies fewer than 80% of relevant ethical and professional issues for the cases: counselor values, unethical practices at the workplace, best practices, parents' rights to child's healthcare information, client confidentiality, screening group members, informed consent, issues related to cultural identity and social justice. May confound case discussions with irrelevant issues.</p>	
2. Ethical and legal codes	<p>15.0</p> <p>Identifies all or nearly all specific ethical codes related to issues above from ACA, ASCA, NASP or APA Code of Ethics. Identifies legal statutes related to parents' rights and informed consent. Accurate attribution of codes.</p>	<p>13.5 12.0</p> <p>Identifies most of the specific ethical codes related to the issues above from ACA, ASCA, NASP or APA Code of Ethics. Identifies legal statutes related to parents' rights or informed consent. Accurate attribution of ethical and legal codes.</p>	<p>10.5 9 7.5</p> <p>Missing ethical codes related to the issues above from ACA, ASCA, NASP or APA Code of Ethics. Identifies legal statutes related to parents' rights. Inaccurate attribution of ethical and legal codes.</p>	
3. Professional	<p>10</p>	<p>9 8</p>	<p>7 6 5</p>	

Literature	Uses at least four sources from professional literature for each case. Sources address issues relevant to the case. Writer's use of the sources strengthens decision making process.	Uses 3 or 4 sources from professional literature for each case. Sources are relevant to the case. Writer's use of the sources may not be strongly support their decision making process.	Uses three or fewer sources from professional literature for each case. Sources may not be relevant to the case. Writer's use of the sources does not support their decision making process.	
4. Principle Ethics	10 Clear, accurate and comprehensive discussion of the principal ethics relevant in each case: client autonomy and dignity, beneficence, nonmaleficence, justice, fidelity, veracity.	9 8 Discussion of principal ethics relevant to each case: client autonomy and dignity, beneficence, nonmaleficence, justice, fidelity, veracity. Discussion may not be clear, or comprehensive.	7 6 5 Discussion of principal ethics relevant to each case: client autonomy and dignity, beneficence, nonmaleficence, justice, fidelity, veracity. Discussion may not be accurate, or may be missing key principal ethics from one or more cases.	
5. Consultation and Supervision	10 Clear, accurate and comprehensive description of consultation/supervision sources counselor could utilize. Excellent discussion of content of consultation.	9 8 Good description of consultation/supervision sources counselor could utilize. Good discussion of content of consultation.	7 6 5 Description of consultation sources and content of consultation is limited or unclear.	
6. Personal emotions and client involvement	10 Clear and thorough discussion of personal values and emotions and how they might impact decision making process. Excellent discussion of ways to manage personal emotions or values.	9 8 Good discussion of personal values and emotions and how they might impact decision making process. Good discussion of ways to manage personal emotions or values.	7 6 5 Discussion of personal values and emotions and how they might impact decision making process is limited. Discussion of ways to manage personal emotions or values is missing or limited.	

7. Desired outcomes and possible actions	10 Clear, accurate and comprehensive discussion of several desired outcomes of decision. Excellent description of possible actions to reach those outcomes.	9 8 Good discussion of a few desired outcomes of decision. Good description of possible actions to reach those outcomes.	7 6 5 Desired outcomes may be limited or may not be clearly written. Description of possible actions may not match desired outcomes or may be limited.	
8. Consider Consequences	10 Clear, accurate and comprehensive discussion of consequences of possible actions.	9 8 Good discussion of consequences of possible actions. May not be clear or comprehensive.	7 6 5 Discussion of consequences of possible actions may not be accurate or may be limited.	
9. APA & Writing Style	10 Reference list is comprehensive, current, and accurate with excellent use of APA-style. Precise, engaging, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	9 8 With few exceptions, reference list appears accurate; however, team evidences some difficulty with APA-style citations. Readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	7 6 5 Inaccurate or incomplete reference list. Moderate-severe difficulty with APA-style citations. Limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	
		Total Score: /100		

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, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE 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