



North Carolina Central University
"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

The School of Education's Vision:

To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and

career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations.

Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Summer 2025 Syllabus
CON 5326-OL1
Traditional and Contemporary Issues in Addictions
ONLINE - Asynchronous
3 Credit Hours

Instructor: Karlesia Montague, PhD, NCC, LCMHC, LCAS, CSI
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Phone: 919.530.5049
Email: kmontagu@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/kmontagu>
Office Hours: Virtual by appointment only

During office hours, I am available via phone or WebEx. It is in your best interest to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 72 business hours if you leave a message.

Email Correspondence is the best way to reach me: When contacting me via email, please include "CON 5326" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48-72 business hours. This means that if you email on Thursday at 4pm, you will likely get a response from me by the following Tuesday at 4pm since weekend days are not business days.

REQUIRED TEXTBOOKS & MATERIALS:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Levinthal, C. F. (2023). *Drugs, behavior, and modern society* (9th Edition). Pearson.

*When you [follow the link](#), you can purchase instant access to the textbook and Pearson+.

RECOMMENDED TEXTBOOKS & MATERIALS

Substance Abuse and Mental Health Services Administration. (2015). *Addiction counseling competencies: The Knowledge, Skills, and Attitudes of Professional Practice: Treatment Improvement Protocol (TAP 21) Series* (DHHS Publication No. SMA 08-4171). Rockville, MD:

Substance Abuse and Mental Health Services Administration (2020). *Substance Use Disorder Treatment for People With Co-Occurring Disorders: Treatment Improvement Protocol (TIP) Series, No. 42*. SAMHSA Publication No. PEP20-02-01-004. Rockville, MD: Author

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., TR). Author.

COURSE CATALOG DESCRIPTION:

The course is designed to give insight into the complex fields of traditional and current substance abuse, compulsive behaviors, treatment, recovery, and prevention. Additionally, this course will provide insight on a) traditions and philosophies of recovery treatment models and support groups; and b) ethics, confidentiality, and legal issues. It is further designed to give a global perspective on current issues in the addiction treatment field. This course consists of selected readings based on a) traditional models of treatment and recovery; b) substance use related ethical concerns; c) empirical research; d) relevant evidence –based practices; and e) current issues in the substance and process addictions. Traditional issues impacting addiction include but are not limited to: traditional views of addiction and addiction treatment; the development of self- help addiction groups; and the formation of professional addiction services. Current issues impacting addiction include but are not limited to: Living with drugs, dependency and addiction; major drugs of use and abuse; drugs and crime; the social impact of drugs; as well as prevention, treatment and education are addressed.

COURSE PREREQUISITES:

The prerequisite for this course is admission to the Counselor Education Program at NCCU as well as completion of CON 5306.

COURSE FORMAT and WEBSITE:

This course is delivered online. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. *There are no required synchronous meetings for this course.* Supplemental readings/journal articles are posted online for the course, and there are opportunities for discussion. You may review video lectures, supplemental videos, and other relevant content as it is available.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU (<http://nccu.Canvas.com>). Every student has a username and password issued by the University. You are required to log on to the Canvas system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. Emailed assignments will not be scored. If you have questions about your Canvas (Instructure) account, please call the Canvas Team or the IT department at 919-530-7676.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the [ACA Code of Ethics](#);
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize [cultural competence](#) in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and [advocate](#) to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Additionally, Students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

COURSE LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES

- Define, describe, and delineate the 12 core function of alcohol and drug counseling
- Identify strategies for implementing interventions to reduce the impact of substance use disorders and behavioral addictions on the individual, family group(s), and society
- Describe the role of counselors who work in settings that offer care for substance use and addictive behaviors
- Describe and identify principles of prevention, early intervention, and treatment for addictive disorders
- Examine current issues

STUDENT LEARNING OUTCOMES

1. Describe ethical issues related to substance use treatment and services (G.S. 90-113.41A(a)(2)g).
2. Specify protocol for handling confidential information and material in substance use settings. (G.S. 90-113.41A(a)(2)g).
3. Identify legal concerns when working with clients with addiction (G.S. 90-113.41A(a)(2)g).
4. Restate the timeline for the development of self-help and professional substance use programs. (G.S. 90-113.41A(a)(2)k).
5. Critique traditions and philosophies of recovery treatment models and support groups. (G.S. 90-113.41A(a)(2)k).
6. Recall the current principles of addiction education, prevention, intervention, and consultation.
7. Identify and describe models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.
8. Identify the importance of family, social networks, and community systems in the treatment and recovery process.
9. Describe professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
10. Classify the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.
11. Recall evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

COURSE POLICIES

1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling, and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the [Academic Honor Code](#).
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings. It will be difficult to pass this course if you do not complete the assigned readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).
7. Please use the designated link in Canvas system to submit your work as a PDF or word document. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Canvas.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Canvas site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There is no extra credit opportunities built into the course.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course is asynchronous. Participation in the discussion board and your tracking history on Canvas is used to measure attendance. It is expected that you will attend class on a regular/weekly basis as evidenced by your thoughtful participation in the discussion board. Participation implies that you have read the associated texts and reviewed posted videos prior to responding the initial post, and that you respond professionally to you peers as directed. Because Modules are open for at least one week at a time, there are no exceptions for missing scheduled class discussions. If you miss a discussion post, it counts as an absence. **If you miss a discussion post, then 25 points will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Canvas course. **The last day for schedule adjustment is Thursday, July 3, 2025 at 4pm. The last day of classes is Friday, July 25, 2025.**

EARNING POINTS FOR COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module/Unit or set of Modules/Units to complete. You can find these by clicking on the “Learning Modules/Units” link on the navigation panel for our Canvas site. Each Module/Unit is marked with a title and due date. You are expected to complete all tasks within each Module/Unit. These tasks may include the following: quizzes, video lectures, supplemental videos, discussion board posts, and readings, just to name a few. All tasks need to be completed by 11:59 pm on the day they are due. You are encouraged to submit well in advance of the due date/time. For most, if not all, module/unit folders, you will have at least 7 calendar days to access the content in the folder. Once a due date passes for a module/unit folder, the folder and its contents will disappear. Once a folder disappears, its contents will not be made available again. *Content within a Module/Unit folder cannot be made up once the due date has passed.* Additional information about each assignment will be posted on the course Canvas site. Please check Canvas and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

COURSE ATTENDANCE & PARTICIPATION ASSIGNMENTS

Students are expected to complete all assignments in this category. Failure to complete course participation assignments may result in reductions in the total point score and impact a student's final grade in the course.

Attendance & Dispositions – (100 points; 10% of the total grade)

Students are expected to attend class meetings as scheduled and are evaluated on their engagement and dispositions. Students are expected to demonstrate attitudes, behaviors, and dispositions consistent with behaviors expected of professional counselors and other helping professionals.

Additionally, Students are expected to 1) Demonstration of effective leadership skills; 2) Actively engage in class activities and participate as a group member; 3) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, social-justice oriented, and ethical counseling role in promoting well-being, healthy relationships, recovery, academic success, and career mastery. *Please review the rubric for assessment in the learning management system.*

- Quizzes, assignments, and discussion post are used to measure attendance. Learners are expected to engage and interact with each other on the discussion board. There will be deductions in this score for missed discussion posts as well as for lack of engagement. Check the LMS for discussion due dates.

Canvas Introduction/Discussion (25 points)

Canvas Introduction: For this assignment, you will a) change your profile picture on Canvas, b) make an introduction to your instructor and your peers as requested in the designated discussion board *answering each of the posted questions related to this course*, and c) respond to at least two peers' posts.

- This assignment is due by the **SECOND day of class (June 27, 2025).** **This would be used to verify attendance.**

Course Readiness/Syllabus Quiz (25 points)

This quiz is about the syllabus and communication etiquette. You may take the quiz as many times as you like; the highest score will be kept. You are encouraged to take the quiz until you earn all points.

- This assignment is due by the **Sunday, June 29, 2025.** **This would be used to verify attendance beginning week 2.**

Major Assignments

Module Discussions (MD; 150 points)

Students will respond to discussion questions throughout the course. For this assignment, you will review the required material and conduct your own independent research on the topic using credible sources (e.g., peer reviewed articles, government websites, etc.) and respond to peers. Topics include *harm reduction, war on drugs, vaping, intersection of human trafficking and addiction, and counselors who are in recovery (5 topics)*. It is your responsibility to submit each assignment prior to the deadline. Once the due date passes and the link disappears, it will not be made available again. Initial posts must include at least 150 words (not including citations) and at least two (2) citations to include the textbook and a second credible source (e.g. current (within 7 yrs) peer-reviewed journal article(s), film video, etc. provided in the module).

- The written assignments are due as scheduled. Initial posts are due Friday and responses to at least two peers by Sunday. The only exception is the last discussion board as the last day of class is Friday, July 28, 2025.

Quizzes/Reading Checks (400 points)

There are several quizzes which must be taken online via the learning management system (Canvas). The quizzes are designed to 1) verify that you have reviewed the required text and supplemental materials, and 2) to check your understanding of the content. Each of the quizzes has a different point value. Please be sure you have read all of the assigned text prior to starting the quiz. The quizzes are timed and can be taken at least twice, and the average score will be recorded. Each quiz consists of multiple choice and/or true/false questions. Quizzes are automatically scored in Canvas as they are submitted.

It is your responsibility to remember to take your quizzes. Once the due date ends for a quiz and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will earn zero points for that quiz.

- The quizzes are scheduled along with the chapter readings (always due by Sunday of that week; except for ch 16-17).

Mini-Projects (2) + Peer Response (300) points)

For this assignment, you will research various topics and prepare short presentations for the class. You will submit your presentation documents and video to the assignment on Canvas, and you will post an embedded video to the discussion board for course members to review. Course colleagues will engage in thoughtful scholarly discourse with you via DB. Presenters are expected to facilitate the conversation, pose thought-provoking questions, and engage in scholarly discourse with peers. Peer-reviewed references are required, and video presentations will be **short (8-11 minutes)**.

Topics are chosen or identified in the first week as result of course discussion. The focus of the first project *must* be about infectious disease (HIV/AIDS/Hepatitis C/Tuberculosis, Sexually Transmitted Infection/ other Bloodborne pathogens) and addiction. The second project can be on a topic of your choosing related to the course **and** must also include a portion about infectious disease and global impact. Examples from former students (with their permission) are provided in Canvas.

Points for this assignment are earned based on completion of various parts including preparation of the presentation, posting to the discussion board, facilitating conversation about your own project, and responding to peer's projects as well as other components such as style and presentation quality. It is your responsibility to ensure the instructor has access to view your presentation. Please review the rubric in the learning management system.

*Students must watch and respond to at least two peer presentations. *

- **Mini-Projects 1 is due on or before Sunday, July 13, 2025**
- **Mini-Project 2 is due on or before Sunday, July 20, 2025**

Resources

[World Health Organization: Global HIV, Hepatitis, and STIs Programmes](#)

[Centers for Disease Control & Prevention: Tuberculosis](#) (click and review all links & be sure to watch this video [CDC: 5 Things to Know about TB](#))

[Centers for Disease Control: Infectious Disease, Opioids, and Injection Drug Use](#)

[Centers for Disease Control: HIV Basics](#)

[Centers for Disease Control: Viral Hepatitis](#). (Be sure to click and review all links for Hepatitis A, B, C, D, E and be able to differentiate among them.

[Addressing Viral Hepatitis in People with Substance Use Disorders](#) (Quick Guide to TIP 53; 46 pages)

[TIP 53 : Addressing Viral Hepatitis in People with Substance Use Disorders](#) (full guide; 146 pages)

TENTATIVE COURSE SCHEDULE**(suggested reading schedule plus deliverables)**

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via the learning management system of any changes. Use this schedule as a guide for your preparation.

Course Week	Date	Required Readings should be completed by the scheduled dates to properly prepare for quizzes. There is supplemental reading each week posted in the LMS.	Deliverables
As a note, this is an intensive schedule. We are "cramming" a full 15 week semester course into about 30 days. Unfortunately, we don't get to skip things because the course is shorter.			
Week 1	Thursday, June 26, 2025	Course Syllabus	Attendance: Introduction Due Friday, 6/27
	Friday, June 27, 2025	War on Drugs Recovery Courts The University of Chicago: "The New Jim Crow" - Author Michelle Alexander, George E. Kent Lecture 2013 Module Discussion # 1 War on Drugs	Syllabus/Course Readiness Quiz Due Sunday, 6/29 Initial post due (MD)
	Saturday, June 28, 2025	Levinthal (2023) Chapter 1—Drugs & Behavior Today Levinthal (2023) Chapter 2 – Drug-Taking Behavior: Personal and Social Issues National Survey on Drug Use and Health (see infographics) World Health Organization: Global HIV, Hepatitis, and STIs Programmes (Be sure to click and read all links.) Centers for Disease Control & Prevention: Tuberculosis (click and review all links & be sure to watch this video CDC: 5 Things to Know about TB)	Chapter Quiz Chapter Quiz Choose your Mini Project Topics
	Sunday, June 29, 2025	Rest or work ahead!	Mini project topics, Quiz 1-2, and MD #1 are due by 6/29
Week 2	Monday, June 30, 2025	Levinthal (2023) Chapter 3—How Drugs Work in the Body and on the Mind United Nations World Drug Report 2024 Drug Market Patterns and Trends	Chapter Quiz
	Tuesday, July 1, 2025	Levinthal (2023) Chapter 4 – Opioids Module Discussion # 2 Harm Reduction Centers for Disease Control: Infectious Disease, Opioids, and Injection Drug Use Naloxone Saves Centers for Disease Control: HIV Basics (click and review all links!)	Chapter Quiz

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	Wednesday, July 2, 2025	Levinthal (2023) Chapter 7 – Marijuana	Chapter Quiz
	Thursday, July 3, 2025	Levinthal (2023) Chapter 5 – The Major Stimulants: Cocaine & Amphetamines Centers for Disease Control: Viral Hepatitis . (Be sure to click and review all links for Hepatitis A, B, C, D, E and be able to differentiate among them. Schedule adjustment concludes at 4 p.m.	Chapter Quiz Initial post due (MD)
	Friday, July 4, 2025	**Independence Day observed, no classes**	*This is a holiday, but you are welcome to post your initial MD.
	Saturday, July 5, 2025		
	Sunday, July 6, 2025	Rest or work ahead!	Chapter Quizzes 3-5, 7 and MD #2 are due by 7/6
Week 3	Monday, July 7, 2025	Levinthal (2023) Chapter 6 – LSD and Other Hallucinogens Module Discussion # 3 Human Trafficking and SUD	Chapter Quiz
	Tuesday, July 8, 2025	Levinthal (2023) Chapter 12 – Performance-Enhancing Drugs and Drug Testing Kordi & Wallace (2004) Blood borne infections in sport: Risks of transmission, methods of prevention, and recommendations for hepatitis B vaccination Rowe et al. (2017) Risk and blood-borne virus testing among men who inject image and performance enhancing drugs, Sydney, Australia	Chapter Quiz
	Wednesday, July 9, 2025	Levinthal (2023) Chapter 13 – Sedative-Hypnotics, Anxiolytic Drugs and Dietary Supplements	Chapter Quiz
	Thursday, July 10, 2025	Levinthal (2023) Chapter 14 – Prescription Drugs, Over-the-counter Drugs and Dietary Supplements	Chapter Quiz
	Friday, July 11, 2025	Levinthal (2023) Chapter 15 – Psychiatric Drugs	Chapter Quiz Initial post due (MD)
	Saturday, July 12, 2025		Mini-Project 1 (MP 1)
	Sunday, July 13, 2025	Rest or work ahead!	Chapter Quizzes 6, 12-15, MP 1, and MD # 3 are due by 7/13

Week 4	Monday, July 14, 2025	CON 5326-OL1 Traditional and Contemporary Issues in Addictions Summer 2025 – Montague; Page 10 of 14 Levinthal (2023) Chapter 8 – Alcohol: Social Beverage/Social Drug	Chapter Quiz
	Tuesday, July 15, 2025	Levinthal (2023) Chapter 9 – Chronic Alcohol Abuse and Alcoholism	Chapter Quiz
	Wednesday July 16, 2025	Levinthal (2023) Chapter 10—Tobacco Use and Nicotine Vaping Watch: Big Vape: The Rise and Fall of JUUL (Netflix) Episodes 1 & 2	Chapter Quiz
	Thursday July 17, 2025	Watch: Big Vape: The Rise and Fall of JUUL (Netflix) Episodes 3 & 4 Module Discussion # 4 Vaping	
	Friday, July 18, 2025	Levinthal (2023) Chapter 11 – Caffeine Youth Risk Behavior Survey Data	Chapter Quiz Initial post due (MD)
	Saturday, July 19, 2025		Mini-Project 2 (MP 2)
	Sunday, July 20, 2025	Rest or work ahead!	Chapter Quizzes 8-11, MP 2, and MD # 4 are due by 7/20
Week 5	Monday, July 21, 2025	Levinthal (2023) Chapter 16 – Resilience and Resistance Anderson et al. (2020) High Prevalence of injection drug use and blood-borne viral infections among patients in an urban emergency department	Chapter Quiz
	Tuesday, July 22, 2025	Levinthal (2023) Chapter 17 – Substance Abuse Treatment: Strategies for Change Module Discussion # 5 Counselors who are in Recovery	Chapter Quiz
	Friday, July 25, 2025		Chapter Quizzes 16-17 & MD # 5 are due by Friday 7/25
	Monday, July 28, 2025	Final grades for Summer Session II due by 5pm	
<p style="text-align: center;">Important Dates</p> <p>Thursday, June 26, 2025: First day of classes for Summer Session II for non-law students</p> <p>Thursday, July 3, 2025: Schedule adjustment concludes at 4 p.m.</p> <p>Friday, July 4, 2025: Independence Day observed, no classes</p> <p>Thursday, July 10, 2025: Last day to withdraw from the university with a tuition adjustment and /or refund</p> <p>Thursday, July 10, 2025: Last day for graduate students to withdraw from a Summer Session I class with a W/C grade</p> <p>Friday, July 25, 2025: Last day of class lecture for Summer Session II for non-law students.</p> <p>Thursday, July 24 & Friday, July 25, 2025: Final Exams for Summer Session II</p> <p>Monday, July 28, 2025: Final grades for Summer Session II due by 5pm</p>			

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Available	Due Date
Class Participation		
Syllabus/Course Readiness Quiz	25	Sunday, June 29
Canvas Introduction/Discussion	25	2 nd day of class
Attendance/Participation/Dispositions	100	ongoing
Course Assignments & Quizzes		
Chapter Quizzes	400	As scheduled
Module Discussions	150	As scheduled
Mini-Project 1	150	July 13, 2025
Mini-Project 2	150	July 20, 2025
Total Available Points	1000	
Students are expected to participate in scheduled class meetings. <i>There will be reductions in total score for missed assignments or dispositional concerns.</i> There will be zero extensions offered in this short summer course.		

Final Grading Scale	
Letter Grade	Point Total
A	900-1000
B	800-899.99
C	700-799.99
F	0-699.99

*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Canvas as directed. Assignments submitted other than as directed will receive no score.

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class. Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

CONFIDENTIALITY and MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](#), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty, and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

LGBTQ Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQ) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community, and everyone can learn about LGBTQIA+ identities and culture.

