



North Carolina Central University
Department of Counseling and Higher Education
"Communicating to Succeed"



The School of Education's Vision:

To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

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.

www.nccucounseling.com

CON 5340-OL1 Counseling Children with Special Needs

Summer I 2024

SYLLABUS

Instructor Information

Name: Dr. Taheera N. Blount, LCMHC, NCC, HS-BCP, Licensed K-12 School Counselor (NC)
Assistant Professor

Location: Virtually

Email: tblount5@nccu.edu

You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday during virtual office hours.

Grade Turn-Around: Feedback and grading will take one week after due date.

Telephone: 919-530-5307

Alternate: Juls Joyner (Administrative Assistant: 919-530-7289)

Office Hours: NO OFFICE HOURS

About This Course

Orientation Class

Date: Wednesday, May 22, 2024

Time: 7:00 p.m. – 8:30 p.m. via Web-Ex (calendar invitation will be sent)

Course Location: **Online**

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Course Description

Course Purpose:

The purpose of this course is to expose students to children with special needs through movies and through the voices of persons who work with children with special needs. Students will build a Comprehensive School Counseling Report for Special Needs (CSCRSN) with a movie they will watch will include an assessment of a student, a sample narrative, an intervention team problem, develop goal statements, and annuals goals. Students will use their textbooks, the DSM-V, the child psychotherapy treatment planner, other community special needs resources and evidence-based research will be incorporated. It will also assist in students to prepare them with working with special needs children, teachers, staff, and parents. The structure of the course is in five units with one part of the CSCRSN due at least every week in the five-week semester.

This course is a 3-semester hour graduate credit class and is a requirement for all school counseling majors. This course is a requirement for the 60-hour school counseling program and can be used as elective for any social science program.

Student Learning Outcomes:

Specific Student Learning Outcomes and Assessments:

The content and experiences of this course are sequenced such that students will be able to:

- SLO1: Identify and access various community resources and professional and advocacy organizations providing a continuum of services for students with special needs (demonstrated in Community Resource File assignment).
- SLO2: Evaluate and apply knowledge of various types of school collaboration (demonstrated in School Collaboration Interview and Community Resource file assignments).
- SLO3: Demonstrate an understanding of the benefit and challenges of parental collaboration in schools (demonstrated in School Collaboration Interview assignment).
- SLO4: Explain how IEP team members collaborate (demonstrated in School Collaboration assignment).
- SLO5: Demonstrate the ability to develop rapport with parents and understand parents' perspectives (demonstrated in Professional Development Team Project assignment).

SLO6: Explain the similarities and differences in professional/paraprofessional roles and perspectives in the education of special needs children (demonstrated in School Collaboration Interview and Professional Development Team Project assignments.)

SLO7: Develop an understanding of the Individuals with Disabilities Act (IDEA) and understand parents' rights and roles related to counseling and educating children with special needs (demonstrated in School Collaboration Interview assignment).

SLO8: Develop a working understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding students with special needs (demonstrated in the School Collaboration Interview and Community Resource File assignments).

SLO9: Demonstrate an understanding of the role of school counselor as a change agent in adapting and modifying the educational environment to meet the needs of all learners. (School Collaboration Interview and Professional Development Team Project)

Note: This course is designed to meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024), Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs, and the North Carolina State Department of Public Instruction (NCDPI). The CACREP and NCDPI require that students training to be school counselors receive course work that provides an understanding of the various aspects of professional school counseling that are specified below for CACREP and in the course objectives for NCDPI. CAEP Standards for Advanced Programs follow two principles: 1.) that programs graduate competent and caring educators with dispositions that include a professional commitment and responsibility to treat students/children fairly, while recognizing that all children can learn and 2.) there is evidence that programs have created a culture of evidence and use it to maintain and enhance quality programs and professionals. The objectives listed above represent. Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024). Those Standards are as follows:

CACREP Professional Orientation and Ethical Practice Standards 3.A.2. & 3. A.4.; Assessment and Testing Standards 3. G.7. & 3.G.16; & CACREP School Counseling Standards (CACREP 5.H. 1-19).

Course Methodology:

Students will learn through reading, Canvas interactive mood, videos, learning extensions, PowerPoints and active participation in class. Students will be expected to work in Canvas every week in order to maximize engagement with peers and the course material designed to enhance their practical knowledge of contemporary topics in working with school-aged children and their families. Students will be active learners as they demonstrate knowledge and enhance competencies and skills to meet the educational and socio-emotional needs of children with special needs.

COURSE OBJECTIVES (CACREP STANDARDS)

This course responds to the following CACREP Standards 2024. These include curricular experiences and demonstrated knowledge in core areas required of all students in the program in addition to relevant standards for School Counseling Programs.

This course meets the following General Standards for Counseling Programs:

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE (CACREP 3. A.2., A.4)

A.2. The multiple professional roles and functions of counselors across specialized practice areas.

A.4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic institutional architectural, attitudinal, disability, and social barriers that impeded access, equity, and success.

ASSESSMENT AND TESTING (CACREP 3. G.7. & 3.G.16)

G.7. Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.

G. 16. Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.

The course assignments also require each student to demonstrate that he/she meets the following School Counseling Program Standards (CACREP 5.H.):

SCHOOL COUNSELING (CACREP 5.H.)

- 5.H.1. Understands models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model)
- 5.H.2. Understands the models of PK-12 comprehensive career development
- 5.H.3. Understands the models of school-based collaboration and consultation
- 5.H.4. Understands the development of school counseling program mission statements and objectives
- 5.H.5. Knows how to design and implement evaluation methods of school counseling curriculum, lesson plan development, diverse classroom management strategies and differentiated instructional strategies
- 5.H.6. Understands school counselor roles as leaders, advocates, and systems change agents in PK-12 schools.
- 5.H.7. Knows the qualities and styles of effective leadership in schools
- 5.H.8. Knows how to advocate for comprehensive school counseling programs and associated school counselor roles
- 5.H.9. Understands school counselor roles and responsibilities in relation to the school crisis and management plans
- 5.H.10. Understands school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
- 5.H.11. Knows skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
- 5.H.12. Knows skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
- 5.H.13. Knows strategies for implementing and coordinating school-based interventions
- 5.H.14. Implements techniques of social-emotional and trauma-informed counseling in school settings
- 5.H.15. Understands evidence-based and culturally sustaining interventions to promote academic development
- 5.H.16. Identifies approaches to increase promotion and graduation rates
- 5.H.17. Knows interventions to promote postsecondary and career readiness
- 5.H.18. Knows strategies to facilitate school and postsecondary transitions
- 5.H.19. Knows strategies to promote equity in student achievement and access to postsecondary education opportunities

Course Textbooks/Required Readings

Required

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.
(This will be provided in a PDF file - You do not need to purchase it).

American Psychological Association. (2021). *Publication manual of the American Psychological Association* (7th ed.).
<https://doi.org/10.1037/0000165-000>

Baditoy, B. E. & Brott, P.E. (2011). *What school counselors need to know about special education and students with disabilities* (revised edition). Council for Exceptional Children. ISBN-13: 978-0865865013 ISBN-10: 0865865019;

Jongsman, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2024). *The child psychotherapy treatment planner*. John Wiley & Sons, Inc., ISBN: 978-1119810582 **(ONLY COUNSELING STUDENTS SHOULD PURCHASE THIS TEXTBOOK SO A COUNSELING STUDENT SHOULD DO THE TREATMENT SECTION).**

Stone, C., & Dahir, C. A. (2015). *The transformed school counselor 3rd Edition*. Nelson (Chapter 10: Working with Special Needs Child) **This chapter will be provided in PDF format**. Those who also still have their Cengage access you can also access this chapter.

Recommended:

Klein, M. D., Cook, R. E., & Richardson-Gibbs, A. M. (2018). *Strategies for including children with special needs in early childhood settings*. (This textbook can also be accessed via Cengage)- ISBN-13: 9781305960695 | ISBN-10: 1305960696

Technology Needed: Headphones, camera, speakers, working internet, WebEx account. WebEx can be downloaded on your phone (*The Web Ex program is free*)
You can use Screenmastic or YouTube to record your video for the “R” video.

Course Requirements

1. All assignments must be completed and taken via Canvas or Pearson on time in order to receive a passing grade in the course. Completed assignments must be submitted online (Canvas and/or Canvas) no later than Tuesday 11:59 PM. Late assignments will not be accepted.
2. There are no Taskstream assignments in this course.

Confidentiality: During Discussion Board

Sharing in group can be anxiety-provoking and personal, therefore I ask that you keep all information discussed in the discussion board or video assignments confidential. This request means you may not discuss any information shared or the reactions of any member of this group with anyone outside of the group.

Honor Policy

Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering North Carolina Central University, each student personally consents to the universities' Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System.

The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

It is to be emphasized that these examples are not the only possible ones.

Plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors” (The Lair Student Handbook and Academic Planner 2000-2001, pp. 59-60).

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work (Rowland, 2017)

Specific Course Assignments:

1. Papers and assignments are to be completed and submitted in a timely and professional manner. All assignments are to be submitted via the Due this Week on Canvas a link will be added. No late assignment.
2. **Readings:** Each student will complete all assigned text and other readings. Budget a minimum of ten hours per week to read the entire textbook and other group related literature. This is a short semester.
3. **Attendance and Participation:** Each student is encouraged to attend the orientation WebEx, read all assigned readings, and be prepared for your assignments. It is expected that all students engage in respectful intellectual discourse throughout the semester.
4. **Group Work:** You will be assigned to groups for the entire semester. You need to contact your group members right away via email or exchange of numbers. This is a very short semester. Allocate what assignments each

group member would do. Give specific deadlines for finished produce to be sent to the other group members. You should attempt to submit the last produce to your team members at least a day or two before it is due so your group members can review it. Peer Evaluations should upload on the last day of class. Please grade your group members accordingly. **IF YOU DO NOT MEET ON WEDNESDAY, MAY 22 WITH YOUR GROUP MEMBERS OR CONTACT THEM SO YOU CAN BE ASSIGNED A SECTION, WE WILL UNDERSTAND THAT YOU WILL BE DOING ALL OF THE GROUP ASSIGNMENTS ON YOUR OWN. THIS IS A VERY SHORT SEMESTER SO YOU NEED TO BE IN PLACE.**

Note: Since self-exploration is an integral part of this course, you must decide for yourself what and how much you want to reveal about yourself. You will not be evaluated on the basis of how much or the nature of what you disclose about yourself (I want you to honor your boundaries), however, to get the most out of the experience, you are encouraged to challenge yourself and take interpersonal risks.

ASSIGNMENTS

Remember we use **Canvas** to enhance our teaching and learning experience but remember your syllabus is the contract between you as students and me as an instructor. If unsure about dates of assignments are due, please always check your syllabus.

Assignment I: Read: Please read all of the eight chapters from *your textbooks*. Please use all of extra articles provided as well.

Assignment II: Case Studies (30 points): You will have two case studies during this semester to complete. This is one of the group assignments. The case studies will be worth 15 points each. Questions will come from the case study PDF file in Canvas and also the Baditai and Brott (2011) textbook. Complete the questions using evidence based articles. Follow this format when answering your Case Study. Case Study Template. **(Add these headings *Assessing the problem; Setting Goals; Interventions; Maintenance, Validation*).** Include theories, skills, multicultural competence/diversity issues, references from your textbook of articles).

Assignment III: Video and Questions (15 points: One due each week): Students will be given two videos from YouTube. You will have questions to answer. Students will also answer questions from the textbooks as well. You will be asked to answer a few questions from the videos seen. Use the Case Study Template to answer your video questions. **(Add these headings *Assessing the problem; Setting Goals; Interventions; Maintenance: Validation*).** Include theories, skills, multicultural competence/diversity issues). Think more specifically as a school counselor or a director of school counselor when you are answering your question.

1. **Video with School Counselor Embarrassing a special needs student;**
<https://www.youtube.com/watch?v=t3RG5FGGU2E>
2. **Video with Parents: Counseling parents will children of autism video**
<https://www.youtube.com/watch?v=IQGuybYJTHk>

Major Assignment

Developmental of a Comprehensive School Counseling Report for Special Needs (CSCRSN)

Students will build a ***Comprehensive School Counseling Report for Special Needs (CSCRSN)*** with a special needs child through the eyes of the parent (s) that will include an assessment of a student's information, a sample narrative, intervention team problem, develop goal statements, and annuals goals. Students will use their textbooks, the DSM-V, the child psychotherapy treatment planner, other community special needs resources and evidence based research will be incorporated. It will also assist in students to prepare

them with working with special needs children and their parents, teachers, staff, and parents. Observe the parent's actions and behaviors.

Your program information should be written in outline form (portfolio format) and research format for some parts for example the literature review for your special needs diagnosis. Be sure to clearly label each section in order to allow for an easy reading, including a table of contents. The instructor will not look for information. It should be clearly identified and easy to locate. Your program/outline should be organized in a way that allows for an easy read and understanding about the way in which you plan to develop and implement your comprehensive school counseling program.

Students will be divided into groups. You will be provided with a video to watch to help with your report.

Movies (You will select only 1 movie to watch)

- 1) Khan, A., Gupte, A., Safary, D., Chheda, T. H., Engineer, S., Chopra, T., Sharma, V. K.,... Super Cassettes Industries (New Delhi, India). (2008). *Taare zameen par: Every child is special*. New Delhi: T-Series Home Entertainment. (Like Stars on Earth) on Netflix
- 2) Webb, M., Flynn, T., Lunder, K., Cohen, A., Evans, C., Grace, M., Duncan, L., ... Twentieth Century Fox Home Entertainment, Inc., (2017). *Gifted*. <https://www.youtube.com/watch?v=j3phtzCWAgg>
- 3) Chbosky, S. (2017). *Wonder*. Lionsgate. <https://www.youtube.com/watch?v=H-Fgqz0lf3A>

You will only watch 1 of the movies and review the report requirements as you watch it. You should have already watched all of the movies above. You may need to fill in some information because this is a movie, you may have to fill in some information.

Each of the groups will develop a developmental, Comprehensive School Counseling Report for Special Needs (CSCRSN) that incorporates goals, objectives, activities, & evaluations. The report should also include two alternative sources of funding (e.g., grant sources, local businesses to access) for the annual plan and its components. A specific grading rubric will be provided. You are encouraged to meet each week with your group members to discuss the report. Only the **SCHOOL COLLABORATION INTERVIEW ASSIGNMENT IS A GROUP ASSIGNMENT**.

The following are some diagnoses that are special needs.

1. Autism Spectrum
 2. Attention Deficit Hyperactivity Disorder
 3. Blind and/or Visual Impairment
 4. Deaf and Hard of Hearing
 5. Developmental Delay
 6. Emotional Behavioral Disorder
 7. Intellectual Disability
 8. Learning Disability
 9. Multiple Disabilities
 10. Physical Disabilities and or Orthopedic
 11. Speech/Language Disorder
 12. Traumatic Brain Injury
1. Use a front page with a name of the CSCRSN and your group name. Give your CSCRSN a name. Provide a table of contents and a second page. This is not APA style but it makes the report appear aligned.
 2. **Chapter 1: Introduction:** What will this CSCRSN discuss? Definition the special needs disability; associated features; course/prognosis; differential diagnosis (Please look at the attached DSM-V PDF file to see how content is presented; Local, State and National Statistics. Discuss positive behavior support in response to intervention (RTI) model related to your disorder (This section should appear APA style. This should be 3-4 pages: Please provide adequate references **(Points: 45 pts)**
 3. **Chapter 2: Reports:** You should complete all of the reports based on your child's specific needs. Interview the parent to get the information. The reports are all provided in the Baditoi and Brott (2011) textbook. Choose a special needs student and parent from your family or friends. The parent should complete a consent form. Please do not use a child from your school. If a parent who you have taught their child in past you can receive consent. Reports should be neatly done, typed and in the same font size. Do not handwrite the report. Copy them and place them in a PDF form and type the information. The reports include:
 - a. Sample Teacher Narrative (p. 70).
 - b. Student Classroom Observation Form (p. 61).

- c. Initial Request for Intervention team (p. 67).
- d. Intervention team problem-solving meeting form (p. 68).
- e. Goal Statement (p. 69).
- f. Annual goals (p. 80).
- g. Elementary to Middle School to High School and College Transitions needs (p. 126).
- h. IEP or 504 report (p. 146-150; Sample have been attached).
- i. Parent's View: Have parents indicate how they feel school counselors can help with counseling of their child? What are some strategies they feel that can be incorporated? How do they feel the school can help them? How they feel the community can help them? Review *REPORT-RUBRIC*

(Points 70 pts).

4. **Chapter 3: Develop a Treatment Plan for Counseling (I suggest a counseling student should take this section: A treatment plan should be produced based on two actual or potential concerns or issues the student/parent or teacher indicate the child possess. For example, a student may have negative thoughts about moving from high school to work or college. How would you deal with this? Or an autism student showing pervasive lack of interest in or responsiveness to their people. Provide 3-4 short term objectives with 3- 4 therapeutic interventions to help deal with your particular condition. You can use the *Child Psychotherapy Treatment Planner* to help you with this part. The information can be presented like the template provided. Each concern or issue should have its own treatment plan. Therefore, you should have two sheets. Use references.**

(Points 45 pts).

5. **Chapter 4: School Collaboration Interview Assignment (INDIVIDUAL ASSIGNMENT)**

Objectives:

- a. Observe or virtually interview and describe the range and types of school collaboration for students with special needs.
- b. Analyze school counselor's role in collaboration based on current research and practice.
- c. Evaluate the effectiveness of school counselor collaboration.
- d. Provide recommendations for improvement in school collaboration.

Method:

- Arrange a set of site visits to a school(s) that includes students with special needs. You may use your own school if you are currently teaching, interning.
- Develop a list of interview questions
- Please describe/allow them to read this assignment.
- You will interview three (3) school professionals (i.e., classroom teacher/regular education teacher, special education teacher, counselor, principal/assistant principal) to determine their views on working with special needs students through collaboration and consultation.
- Through observations and interviews you will need to be able to apply the concepts and information presented in class and textbook/readings and articles to help strengthen the paper focusing on counseling and collaboration:
- Introduction Paragraph: **DO NOT LABEL INTRODUCTION**, this will begin on page 3. Again this section is APA. Discuss the different school professionals you interviewed. Give a definition on who a school counselor is; The School Professional's role: Who are the school professionals who work with special needs, do not use real names but state what type of school they are currently working? a) Why did they enter the profession? b) What are their qualifications to be that professional? c) What are the different licenses and professional development have they obtained over the years?
- Heading One: **Special Education Services** -: Describe how special education services are implemented in the school (3 paragraphs)
- Heading Two: **Collaboration** - Describe the collaboration between general education teachers, special education teachers and school counselors. Describe the types of "team-teaching", collaboration, consultation that occur. Describe how administration and school counselors organize collaboration and consultation Evaluate the

effectiveness of the collaboration and consultation in the school based on current research in the field (3 paragraphs).

- Heading three: **Involvement:** Describe the involvement of paraprofessionals, aids, community resources and volunteers. Describe the involvement of other community agencies/resources within the school counseling program (3 paragraphs).
- Heading Four: **Interaction:** Describe the interaction, communication and collaboration between the teachers and other support staff (i.e. social worker, speech and language therapist, OT, PT, etc.) with respect to (3 paragraphs)
 - Assessment of students with special needs
 - IEP roles, 504, MTSS
 - Implementation of instruction and intervention services
 - Support to families, who provides

Heading Five: **Theoretical Approach:** Describe a theoretical approach that is most effective in working with students with special needs. What are some current research and best practice in the field of school counseling, collaboration and/or consultation. (Two Paragraphs)

Heading Six: **Recommendations:** State some recommendations noted in research about this special needs watched in the movie. Ask the professionals for recommendations based on their profession (One or two paragraphs)

8. Heading Seven: **Conclusion:**

- Paragraph One: Provide a summary of what the interview was about.
- Paragraph Two: "Counselor-in-training I" I believe...."
How has this interview changed your way of thinking about professionals working with children with special needs? What have you learnt? What was most interesting? How has this interview helped form your new way of thinking about professionals with special needs? What have you learned from this exercise? What is something you can incorporate in your school counseling program?

Papers will be graded on the quality of the thought, insight, and scholarly writing. USE HEADING ABOVE FOR EACH SECTION OF YOUR PAPER. Your paper should therefore have different headings highlighted above.

Paper Requirement:

- Written Communication: Written communication is free of errors that detract from The overall message. Must be written as an academic paper, in third person.
- APA Formatting: APA formatted required (title page, and reference page--if applicable). All citations must be formatted according to APA Manual 7th ed.
- Number of Resources: Minimum of 5 peer-reviewed scholarly articles published in the last 5 years.
- Length of Paper: The different paragraphs for each section is noted above.
- Font and Font Size: 7th Edition requirement p. 44
- Paper- 6-8 pages' maximum, APA style, plus references using a minimum of 3-5 scholarly sources, typed, double spaced. This is APA style. Review Interview - Rubric

(Points: 100 pts)

6. **Chapter 5: Community Resource File:** Develop a set of community resources particularly for your special needs. Forms at end of the syllabus

Objectives:

- Develop a community resource file for referrals for individuals and families with special needs and for professional growth.
- Access local, regional, state, federal and other community resources/agencies.

- Network in the community to identify appropriate resources and agencies.
- Share resource files with class members to create a large data base for referral source

Method:

- Using the Community Resource Form compile, a minimum of 10 resources/agencies that would be appropriate for your work with special needs students/specific classification of special needs students.
- Make direct contact (call, visit, email) each of the agencies/resources and explore the areas outlined.

Ensure that your list includes a range of the following:

- Local/regional/state/national/other
- Professional associations, agencies and/or government services that provide information, conferences, meetings, journals for counselors, teachers and/or family pertaining to specific disability and/or disabilities in general

Family Support Resources

1. Individual Counseling
2. Marriage and Family Therapy
3. Group Support
4. Case Management
5. Financial Support and Planning
6. Early Intervention/Educational/Vocational Support
7. Transition Planning
8. Housing and Assisted Living
9. Medical and related services
10. Speech, O.T., P.T.
11. Advocacy
12. Crisis Intervention
13. Protective Services
14. Religious Affiliations
15. Community and Recreational Programs
16. Transportation Services
17. Cultural and Language Support
18. Respite Care
19. Other

Place forms in the CSCRSN report. (Points: 45 pts)

7. Chapter 6: Professional Development Team Project

Objectives:

- Design a professional development activity.
- Demonstrate improved collaboration skills with a special needs student/family through a role play student-developed scenario.
- Utilize facilitation, collaboration, counseling techniques (theory-based), and consultation strategies to effectively demonstrate communication strategies that may be employed to facilitate improved student outcomes based on academic, behavior, or social measures.

Method:

- Students will design a 20-minute staff development activity to be presented via screen mastic. We need to see your face and the PowerPoint. **If it is less than 20-minutes points will be deducted. POINTS WILL BE DEDUCTED IF IT APPEAR YOU ARE READING CONSTANTLY. BECOME FAMILIAR WITH YOUR INFORMATION.**

- Using course content students will develop a PowerPoint for use with school staff to describe effective communication practices in facilitating a conversation/implementing strategies related to a special needs population.
- Develop an agenda to address related terms, list of references, simulation/role play, effective communication, pitfalls to effective communication and how to address those, and collaborative strategies to create school-wide best practices working with students with special needs.
- Demonstrate a simulated interaction through role play. From a school counselor perspective, what interventions would you provide to this circumstance to help move this family toward wellness? Use research based best practices and /or theory-based interventions.
- Review Professional Development Rubric
(Points: 70 pts)

8. Chapter 8: Conclusion:

Paragraph 1:

Summary of the report, what was the report about, what was the diagnosis, how did the teachers and students treat children of special needs? what was most interesting in this report... How was the movie you watched? Did it help you learn about students with special needs?

Each student should write their own concluding thoughts. For example, you should say, "Counselor-in-training I believe...." Or "Social work in training believe..." Each student should write a conclusion in this section.

Paragraph 2 – Counselor in Training One – 1. How has this report changed your way of thinking about students with special needs? What have you learnt? What was most interesting? How has this report helped form your new way of thinking about counseling parents and students with special needs? What are some new strategies you will use to help with students with special needs?

Paragraph 3 – Counselor in Training Two – 1. How has this report changed your way of thinking about students with special needs? What have you learnt? What was most interesting? How has this report helped form your new way of thinking about counseling parents and students with special needs? What are some new strategies you will use to help with students with special needs?

Paragraph 4 – Counselor in Training Three – 1. How has this report changed your way of thinking about students with special needs? What have you learnt? What was most interesting? How has this report helped form your new way of thinking about counseling parents and students with special needs? What are some new strategies you will use to help with students with special needs?

Conclusion - (Points: 15 pts)

9. **Peer Evaluations** (15 pts): Instructions: Please complete the Peer Evaluation for all of your group members. Provide your name to the top give the team name and then place the name of the group member and provide them with a grade of 24. Please complete the five comments to the end. Be honest. I would average all of the scores your group members give you and multiply it by 15pts. For example $20+24/48 \times 15 \text{ pts} = 13.75 \text{ pts}$

Legal Background

Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

In addition to State law, NCCU must comply with two key federal laws that prohibit discrimination on the basis of disability: (1) Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended; and (2) the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (collectively "ADA"). Section 504 prohibits discrimination on the basis of disability in any program or activity operated by a recipient of federal funds. Title II of the ADA prohibits disability discrimination in public entities, regardless of whether they receive federal financial assistance. As a recipient of federal funds from the U.S. Department of Education and also as a public entity, NCCU is covered by both Section 504 and the ADA.

Under Section 504 and the ADA, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids/services (collectively "accommodations") that are necessary to afford an individual with a disability an equal opportunity to participate in the school's programs. It is the responsibility of the student with a disability to initiate the request for accommodations by

contacting the NCCU Office of Student Disability Services ("SDS") and providing documentation of a disability. Once a student makes a request, SDS will engage the student in an interactive process to determine his or her eligibility as a student with a disability and appropriate accommodations. Accommodations approved by NCCU must be made available at no cost to the student.

NCCU's Sexual Misconduct Policy (POL 80.07.1) was created in compliance with Title IX and applies to all members of the NCCU community, prohibits discrimination on the basis of sex (including sexual harassment and sexual violence) in the University's Provost and Vice Chancellor for Academic Affairs

Policy describes prohibited sexual misconduct, establishes procedures for responding to reports of sexual misconduct, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered responsible employees who must report instances of sexual misconduct to **NCCU's Title IX Coordinator**.

Expectations

NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SDS and to provide accommodations as outlined by the SDS staff. To determine reasonable accommodations, SDS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student's accommodations from SDS staff, faculty members should provide accommodations and modifications to students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. SDS is available to assist the NCCU community regarding issues with Section 504 or the ADA which may impact students within your area. If a student self identifies to a faculty member, department or professional school, the faculty member should refer the student to SDS to determine reasonable and appropriate accommodations.

NCCU also expects all responsible employees to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Misconduct Policy to the Title IX Coordinator.

To assist students in self-identifying a disability, understanding the obligations of responsible employees, and requesting other supports, faculty members are expected to include the following statement on all course syllabi:

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 (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, Rules and Regulations 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

Other campus resources to support NCCU students include:

Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. 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, nccupinfo@nccu.edu.

Canvas:

This class will utilize the campus “Canvas” system. Every student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Canvas system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Canvas (Bb) account, please call the IT department first at 530-7676. PLEASE CHECK YOUR CANVAS DAILY!!!

Course Requirements and Points

Part	Course requirement	Points	Due Date
Pre-Unit	Introduction - Discussion	2 pts.	May 23, 2024
I-V	Read Chapters and Articles	N/A	Every Week
I	Video I	15 pts.	June 4th
II	Case Study I	15 pts.	June 11 th
II	Introduction	45 pts.	June 11 th
II	Reports	70 pts.	June 11 th
III	Video II	15 pts.	June 18th
III	Treatment Plan	45 pts.	June 18th
III	School Collaboration Interview Assignment	100 pts.	June 18th
VI	Review and Reflect Questions- Learning Extension	5 pts.	June 25 th
VI	Community Resource File	45 pts.	June 25 th
VI	Professional Development Team Project	70 pts.	June 25 th
V	Conclusion	15 pts.	June 25 th

V	Case Study II	15 pts	June 25 th
	Peer Evaluation for ALL group Work	15 pts	June 25 th
	Total	472 pts.	

This course will be graded using an A to F-system as follows:

Grading Scale

400 and above	A
399 - 350	B
349 - 300	C
299 and below	F

No grade below “C” will be accepted toward a graduate degree. This includes C- grades

Course Policies

All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. Late assignments will not be accepted. On the day your assignment is due, submit a copy via Canvas.

It is recognized that many of our students have families, work, and take classes. While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (7th edition) writing standards. To contribute to a learning environment classroom conduct will include: arriving on time, being attentive, and being respectful of the instructor and fellow students.

***TENTATIVE CLASS SCHEDULE AND TOPICS**

(*This is tentative and is subject to change by instructor)

American Psychiatric Association. (2021). Diagnostic and statistical manual of mental disorders (DSM)

Baditoy & Brott (2011) Baditoy, B. E. & Brott, P.E. (2011). *What school counselors need to know about special education and students with disabilities* (B & B).

Jongsman, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2024). *The child psychotherapy treatment planner*. John Wiley & Sons, Inc., ISBN: 978-1119810582

Stone, C., & Dahir, C. A. (2015). *The transformed school counselor 3rd Edition*. Nelson (Chapter 10: Working with Special Needs Child: (S & D)

Date	Topic	Reading/Assignment
Module 1 - Week 1		
Start		
___ Review all folders.		
___ Review the “ Instructor Information ”		
___ Review the “ Course Information ”		
___ Explore “ Canvas ”		
Read		
___ Read syllabus (This is my contract with you.)		

___ Read all of the policies, resources (Under NCCU Resources)

Review

- ___ Review Required Textbook Materials
- ___ Review Requirement and Points
- ___ Review Course Syllabus

Discussion

- ___ Introduce yourself in “Canvas Discussion” (please complete before orientation on Wednesday - 2 pts.)
- ___ Meet with the group members and discuss allocation of work for the semester (**You will have 15 minutes to meet**). Please review all of the required assignments so you can decide what assignments you will do for your group).

___ **Attend WebEx Orientation meeting (Wednesday, May 22, 2024 7 - 8:30 pm)**

Due Date: **Tuesday, May 28, 2024, at 11:59 pm.**

****May 22, 2024, Last day to withdraw from the university with a tuition adjustment and/or refund****

Module II - Week 2

Week of May 28, 2024	<p>Chapter 1: Complimentary Professions (B & B)</p> <p>Chapter 2: The School Counseling Program (B & B)</p> <p>Chapter 10 Working with Special Needs Students (S & D)</p>	<p>Read</p> <ul style="list-style-type: none"> ___ Read Chapter 1 (B & B) ___ Read Chapter 2 (B & B) ___ Read Chapter 10 (S & D) <p>Practice</p> <ul style="list-style-type: none"> ___ Video I - with School Counselor Embarrassing a special need student; https://www.youtube.com/watch?v=t3RG5FGGU2E Talk about this video and state what the school counselor struggled with. Then complete the questions on page 103 in (B & B textbook) as it relates to the video you watched. Use support from articles, B & B textbook and Chapter 10 (S & D). (APA style, include reference, 100 words; 15 pts) <p>Review and Reflect</p> <ul style="list-style-type: none"> ___ Choose topic for Comprehensive School Counseling Report for Special Needs (CSCRSN) assignment ___ Meet with your group members <p>Due Date: Tuesday, June 4, 2024, at 11:59 pm</p> <p>**May 22, 2024, is the last day for graduate students to withdraw from a class with a WC grade**</p>
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Module III – Week 3

Week of June 4, 2024	<p>Chapter 3: Collaboration and Teaming</p> <p>Chapter 4: Provision of Counseling Services for Students with disabilities</p> <p>Chapter 10</p>	<p>Read:</p> <ul style="list-style-type: none"> ___ Read Chapter 3: (B & B) ___ Read Chapter 4: (B & B) ___ Read Chapter 10 (S & D) ___ Review DSM-5 PDF to help with your Assignments <p>Major Assignment Due:</p> <ul style="list-style-type: none"> ___ Meet with your group Members ___ Chapter 1: Introduction of the CSCRSN (Points: 45 pts)
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	Working with Special Needs Students (S & D) Diagnostic and statistical manual of mental disorders (DSM-V)	<input type="checkbox"/> Chapter 2: Reports of the CSCRSN (Points: 70 pts) <input type="checkbox"/> Case Study 1 You will be provided the case study number; Points 15 pts Due Date: Tuesday, June 11, 2024, at 11:59 pm
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Module IV - Week 4

Week of June 11, 2024	Chapter 5 The Role of the School Counselor in Behavior Support Chapter 6 Providing Transition Services for Students with Disabilities Chapter 10 Working with Special Needs Students (S & D)	Read: <input type="checkbox"/> Read Chapter 5: <input type="checkbox"/> Read Chapter 6: <input type="checkbox"/> Review (J, P, M & B) textbook <input type="checkbox"/> Review DSM Review <input type="checkbox"/> Video II - Counseling parents with children of autism video https://www.youtube.com/watch?v=iQGuybYJTHk Parents with Autistic students are normally overlooked and over worked. Based on the video how can we as school counselors can help these parents? Use support from B & B textbook and Chapter 10 (S & D). (APA style, include reference; 15 pts.) Major Assignment I Due: <input type="checkbox"/> Chapter 3: Develop a Treatment Plan for Counseling (Points 45 pts.) <input type="checkbox"/> Chapter 4: School Collaboration Interview Assignment (Points 100 pts.) Due Date: Tuesday, June 18, 2024, at 11:59 pm
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Module V- Week 5

Week of June 18, 2024	Chapter 7 The Role of the School Counselor in Section 504 of Americans with Disabilities Act (B & B) Chapter 8 FERPA and Confidentiality Chapter 10 Working with Special Needs Students (S & D)	Read: <input type="checkbox"/> Chapter 7 (B & B) <input type="checkbox"/> Chapter 8 (B & B) <input type="checkbox"/> Chapter 10 (S & D) Review & Reflect: <input type="checkbox"/> Review and answer the learning extension 1 in chapter 10 (S & D). In your question please include how FERPA and confidentiality relates to this question. In your answer state what FERPA is. Use support from B & B textbook and Chapter 10 (S & D). (APA style, include reference 5 points) Assignment to Complete <input type="checkbox"/> Chapter 5: Community Resource File (Points 45 pts) <input type="checkbox"/> Chapter 6: Professional Development Team Project (Points 70 pts) <input type="checkbox"/> Case Study 2 You will be provided the case study number; Points 15 pts) <input type="checkbox"/> End the "R" Word Campaign (30 pts) <input type="checkbox"/> Conclusion (Points 15 pts.) <input type="checkbox"/> Peer Evaluation for ALL group Work (15 pts.) Due Date: Tuesday, June 25, 2024, at 11:59 PM Grades are due on Wednesday, June 26, 2024 @ 5pm
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Course Policies

Attendance: Students are expected to attend and participate in orientation via WebEx on **Wednesday, May 22, 2024, from 7:00 p.m. – 8:30 pm.**

Assignments: All assignments must be completed in Canvas and Canvas when necessary and uploaded in order to receive a passing grade in the course. All online assignment will be due every Tuesday at 11:59 pm. **THIS IS A VERY SHORT SEMESTER SO LATE WORK WILL NOT BE ACCEPTED.**

Papers/Reports: Written assignments are graded on the quality of content, format, grammar, citations, references, and spelling according to the Publication Manual of the American Psychological Association. Plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade (Rowland, 2017). All papers should reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.

Only registered students are allowed to attend class. All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course.

While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (7th edition) writing standards.

Email Correspondence

When contacting me via email your email subject line should be relevant to your email content. Please use “**Section OL1 – CON 5340-Counseling Children with Special Needs: (Reason for your email)**” and then describe the nature of your email. You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday.

Late Work

Late work will not be accepted. You will receive a zero if assignments are not submitted on time.

COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central

University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University’s commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University’s preparations to safely open for the Fall 2021 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

Legal Background

Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

North Carolina Central University ("NCCU") is committed to academic and professional excellence, which is evidenced by NCCU's intent to enhance and protect the educational process. In furtherance of this commitment, NCCU prohibits unlawful discrimination and strives to ensure a safe and inclusive learning environment for all students. This memorandum is intended to remind all NCCU faculty and staff employees about the University's obligations under federal law to provide accommodations to students with disabilities and to report information regarding sexual misconduct. This memorandum also reminds NCCU faculty and staff employees about campus resources available to assist them in meeting these obligations.

Legal Background: Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

In addition to State law, NCCU must comply with two key federal laws that prohibit discrimination on the basis of disability: (1) Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended; and (2) the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (collectively "ADA"). Section 504 prohibits discrimination on the basis of disability in any program or activity operated by a recipient of federal funds. Title II of the ADA prohibits disability discrimination in public entities, regardless of whether they receive federal financial assistance. As a recipient of federal funds from the U.S. Department of Education and also as a public entity, NCCU is covered by both Section 504 and the ADA.

Under Section 504 and the ADA, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids/services (collectively "accommodations") that are necessary to afford an individual with a disability an equal opportunity to participate in the school's programs. It is the responsibility of the student with a disability to initiate the request for accommodations by contacting the NCCU Office of Student Accessibility Services ("SAS") (formerly Student Disability Services) and providing documentation of a disability. Once a student makes a request, SAS will engage the student in an interactive process to determine his or her eligibility as a student with a disability and appropriate accommodations. Accommodations approved by NCCU must be made available at no cost to the student.

NCCU also must comply with Title IX of the Education Amendments of 1972 ("Title IX"), which prohibits discrimination on the basis of sex (including sexual harassment, sexual violence, and pregnancy) in the University's educational programs and activities. NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4) was adopted in compliance with Title IX and applies to all members of the NCCU community, including students, faculty, staff, administrators, volunteers, vendors, independent contractors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business or having any official capacity with the University. The Policy describes prohibited sexual misconduct, establishes procedures for responding to reports of sexual misconduct, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered responsible employees who must report instances of sexual misconduct to NCCU's Title IX Coordinator.

Expectations

NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SAS and to provide accommodations as outlined by the SAS staff. To determine reasonable accommodations, SAS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student's accommodations from SAS staff, faculty members should provide accommodations and modifications to students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time

as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. If a student self-identifies a disability to a faculty member, department or professional school, the faculty member should refer the student to SAS to determine reasonable and appropriate accommodations.

NCCU also expects all responsible employees to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Misconduct Policy to the Title IX Coordinator. A report to a responsible employee constitutes a report to the University. Prompt reporting by responsible employees makes it possible for students to get the support they need and for NCCU to respond appropriately to incidents of sexual misconduct. When a report is made to a responsible employee, the University has an obligation to investigate and take appropriate action. Title IX also protects students from discrimination and being treated differently due to pregnancy and pregnancy-related conditions. Title IX requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability.

To assist students in self-identifying a disability, understanding the obligations of responsible employees, and requesting other supports, faculty members are expected to include the following statement (indicated below in bold text) on all course syllabi:

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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.

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Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment 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 Harassment 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.

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7th Edition APA Style New Changes

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>