



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.

Syllabus

CON 5328-OL1
Family Counseling & Addictions
ONLINE Spring 2026
3 Credit Hours

Instructor: Atalaysha Churchwell, PhD, LCMHC, LCAS, CCM
Office: Virtual Only
Phone: 615-500-1237 (Best Contact Method, text if needed immediately)
Email: Achurchw@nccu.edu
Office Hours: Spring 2026 Hours Virtual by appointment only.

During office hours, Dr. Churchwell is available via phone or Zoom. Please schedule an appointment if you need synchronous time with me.

Email Correspondence: When contacting me via email, please include “CON 5328” 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 to 72 business hours.

REQUIRED TEXTBOOKS & MATERIALS:

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

Department of Health & Human Services (2004). [*Fetal alcohol syndrome: Guidelines for referral and diagnosis*](#)

Juhnke, G. A. & Hagedorn, W. B. (2019). *Counseling Addicted Families: An Integrated Assessment and Treatment Model*. (2nd ed.) Routledge

Substance Abuse and Mental Health Services Administration (2020). [*Substance Use Disorder Treatment and Family Therapy: Treatment Improvement Protocol \(TIP\) Series, No. 39*](#). SAMHSA Publication No. PEP20-02-02-012. Rockville, MD: Author

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

RECOMMENDED TEXTBOOKS & MATERIALS

Harris, T.F., & Connery, H.S. (2019). [*The complete family guide to addiction: everything you need to know to help your loved one and yourself*](#). Guilford Press.

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:

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

COURSE CATALOG DESCRIPTION:

This course is designed to provide an overview of this history, theory, and practice of family therapy with a focus on working with families who experience substance use and/ or other addictive behaviors. Topics will include conceptualizing addictions within the family system, therapeutic approaches to working with substance use and addictive behaviors in families, and professional issues in family therapy.

COURSE PREREQUISITES:

The prerequisite for this course is admission to the Counselor Education Program at NCCU. It is preferred that students have completed CON 5306, however it is not required. This course may also be available with direct permission from the instructor.

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 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 functions 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

STUDENT LEARNING OUTCOMES

1. Distinguish substance use theories associated with individual, group, and family counseling. (G.S. 90-113.41 A(a) (2)c).
2. Classify the risk factors related to crisis interventions. (G.S. 90-113.41 A(a) (2)e).
3. Select appropriate crisis intervention techniques for individual and family crisis intervention. (G.S. 90-113.41 A(a) (2)c&e).
4. Formulate a crisis plan for individuals and/or families with substance use concerns. (G.S. 90-113.41 A(a) (2)c&e).

5. Select skills and interventions in way that reflect recognition of the effects of social and economic injustice and respect for social and human diversity. (G.S. 90-113.41 A(a) (2)k).
6. Ascertain how co-occurring physical and mental disabilities may affect crisis interventions and planning. (G.S. 90113.41 A(a) (2)e, h, i).
7. Describe and define U.S. social policies and related social justice issues enabling students to understand these issues in relationship to families and chemical dependency. (G.S. 90-113.41 A(a) (2)j).
8. Describe the importance of family, social networks, and community systems in the treatment and recovery process.
9. Analyze the principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.
10. Apply learning to counsel and educate others- about addictive disorders to families and others who are affected by clients with addictions.
11. Write psychosocial assessments that reflects understanding social systems of all sizes in which families are involved. (G.S. 90-113.41 A(a) (2)b, h, j,k).

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 your coursework independently unless the assignment specifically requires collaboration with classmates. All 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 wait until the last minute to complete a task - and then experience 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 is class has an online component (Canvas website), there will always be coursework 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. Please review the associated Module Folder when it becomes available. Please do not request additional opportunities, they will not be granted.
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 to 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 points 25 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 Monday, January 26, 2025, at 12pm. The last day of class lectures is April 27, 2025. The class ends Monday, May 4, 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 11:59pm 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 passes, 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 – (150 points)

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. Please review the rubric for assessment in Canvas.

- **Scheduled discussions 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. Initial posts are due on Tuesdays, responses are due by the following Sunday.**

Canvas Introduction/Discussion (25 points)

Canvas Introduction: For this assignment, you will a) you have a 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 (Tuesday, January 13, 2026)**

Course Readiness/Syllabus Quiz (25 points)

This quiz is about the syllabus, contents, and communication etiquette. You may take the quiz no more than three times; the average will be kept.

- **This assignment is due by the second day of class (Tuesday, January 13, 2026)**

Quizzes (400 points)

There are several quizzes which must be taken online via Canvas. **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. Each quiz consists of multiple choice, multiple answer, true/false, matching, and/or short answer items. With the exception of short answer/open response items, quizzes and tests are automatically scored in Canvas as they are submitted. Correct answers will not be available until after the deadline.

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

- As scheduled on Tuesdays

Handwritten Homework (HWHW; 100 points)

There are *handwritten* assignments to be completed throughout the course. For this assignment, you will prepare the document/assignment with paper and pencil/ink *in your own handwriting* and upload a photo or PDF to the learning management system. It is your responsibility to submit each handwritten assignment prior to the deadline. Once the due date passes and the link disappears, it will not be made available again.

- **The written assignments are due as scheduled.**

Family Genogram (100 points)

Prepare a written/printed/electronic genogram of your family with the primary focus on substance use, addictive behaviors, relationship communication patterns and related issues in therapy. The genogram should cover *at least* three generations (you, your parents, and their parents; if you have children, then at least four generations should be included) and include all known family members by birth or adoption as well as live-in relatives. In addition to the genogram, prepare and upload typewritten notes (word document, PowerPoint slides, etc.) and prepare a short video (4-5 minutes) describing the following:

- A) Patterns of substance use, addictive behavior, mental illness/diagnosis, and relationship communication.
 - B) Family rules, values, and beliefs – highlighting ones that were passed directly to you.
 - C) Messages – written or unwritten, spoken or unspoken about substance use and addictive behaviors in each generation.
 - D) Your family roles. (For example, hero, scapegoat, chief enabler, etc.)
 - E) Other roles you and/or other people in your generation took.
 - F) The potential impact that your family patterns may have on your current or future work with families (and individuals).
- **The Family Genogram is due by Tuesday, March 24, 2026**

Family Addiction Treatment Application (200 points)

Family Addiction Treatment Paper: For this assignment, you may choose to work alone or with a partner. If you work alone, your paper must be 9-10 pages. If you work with a partner, then your paper should be 10-12 pages. Papers should be written in a manner consistent with APA style.

Choose a theory from chapter 5,6,7, or 8 of the Juhnke & Hagedorn (2019) text. Review scholarly work about the theory. To earn credit, you will need to do each of the following in your paper:

- A) Describe the goals and objectives of the theory,

- B) Describe the theory’s key fundamental components.
- C) Describe the groups targeted by the theory and the evidence base for efficacy with that group.
- D) Describe in detail the steps you (as a practitioner in training) would take to implement the theory in a clinical practice setting.
- E) Include at least 20 scholarly references.
 - a. **Of the 20 required references, at least 15 of them should be from peer-reviewed journals.**
 - b. **Papers that do not meet this minimum standard will earn ZERO (0) points.** Cover pages, abstracts, and references are not included in page counts for any assignment.

• **The Family Addiction Treatment Application Assignment is due by Tuesday, April 14, 2026.**

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 Canvas of any changes. Use this schedule as a guide for your preparation.

Unit/Topic	Due Date	Required Readings should be completed by the scheduled dates to properly prepare for quizzes.	Deliverables
Please stay on schedule. If you need accommodations, please be sure you are registered with the Office of Student Accessibility Services, and your accommodations letter will be shared with be through Eagle Accommodate.			
Unit 1: Rationale for Addiction Care	Tuesday, January 13, 2026	Course Syllabus TIP 39 p vii to xxiii (about 15 pages) Don't Forget the Bubbles - How to draw a genogram	Syllabus/Course Readiness Quiz Introduction/ Reflection
	Tuesday, January 20, 2026	Juhnke & Hagedorn (2019) Chapter 1: What is Addiction TIP 39 Chapter 1 - about 20 pages)	J&H Chapter 1 Quiz Diagnosis - HWWH
	Tuesday, January 27, 2026	TIP 39 Chapter 2 - (about 20 pages) Tip 39 Chapter 3 - Family Counseling Approaches (about 30 pages) Juhnke & Hagedorn (2019) Chapter 2: Helping Clients and Families Understand (about 60 pages)	J&H Chapter 2 Quiz J&H Chapter 2 HWWH Unit 1 Reflection & Discussion Post
Unit 2: Approaches to Treating the Addicted Family	Tuesday, February 3, 2026	Juhnke & Hagedorn (2019) Chapter 3: Key Family Counseling Constructs and Assessment Strategies (about 50 pages Tip 39 Chapter 4 - Integrated Family Counseling to Address Substance Use Disorders (about 20 pages)	J&H Chapter 3 Quiz J&H Chapter 3 HWWH

	Tuesday, February 10, 2026	Juhnke & Hagedorn (2019) Chapter 4: The Sequential Family Addictions Model (TSAM): Setting the stage for a New Approach to Working with Addictive Families (about 15 pages) Tip 39 Chapter 5 - Race/Ethnicity, Sexual Orientation, and Military Status (about 20 pages) Tip 39 Chapter 6 - Administrative and Programmatic Considerations (about 25 pages)	J&H Chapter 4 Quiz
	Tuesday, February 17, 2026	Fetal Alcohol Syndrome (about 60 pages): https://www.cdc.gov/ncbddd/fasd/documents/fas_guide_accessible.pdf	Unit 2 Reflection & Discussion Post

Unit/Topic	Due Date	Required Readings should be completed by the scheduled dates to properly prepare for quizzes.	Deliverables
Unit 3: The Sequential Addictions Model	Tuesday, February 24, 2026	Juhnke & Hagedorn (2019) Chapter 5: TSAM: Motivational Interviewing and Solution Focused Family Therapy (about 25 pages)	J&H Chapter 5 Quiz J&H Chapter 5 HWW
	Tuesday, March 3, 2026	Juhnke & Hagedorn (2019) Chapter 6: TSAM: Structural Family Counseling and Cognitive Behavioral Family Therapy (about 30 pages)	J&H Chapter 6 Quiz J&H Chapter 6 HWW
	Spring Break March 7-14th	Spring Break	
	Tuesday, March 17, 2026	Juhnke & Hagedorn (2019) Chapter 7: TSAM: Extended family Systems, Modified Intergenerational Family of Origin Therapy and Object Relations Family Therapy (about 35 pages)	J&H Chapter 7 Quiz
	Tuesday, March 24, 2026	Juhnke & Hagedorn (2019) Chapter 8: Special Topics in Counseling Addicted Families: Counseling Non-Addicted Family Members, Social Justice, Suicide Assessment, and Forgiveness (about 40 pages)	J&H Chapter 8 quiz J&H Chapter 8 HWW Unit 3 Reflection & Discussion Post

Unit 4: Co-Occurring Disorders and Impact on the Family	Tuesday, March 31, 2026	<p>TIP 42: Foreword, Executive Summary vii-xxvii</p> <p>TIP 42: Chapter 1 Introduction to Substance Use Disorder Treatment for People with Co-Occurring Disorders about 12 pages)</p> <p>Tip 42 Chapter 2: Guiding Principles for Working with People Who Have Co-Occurring Disorders (about 15 pages)</p> <p>Tip 42 Chapter 3: Screening and Assessment of Co-Occurring Disorders (about 35 pages)</p> <p>Tip 42 Chapter 4: Mental and Substance-Related Disorders - Diagnostic and Cross-Cutting Topics (about 70 pages – read about half)</p> <p>Harmony Foundation - Co-Occurring Disorders: Why Families are Key Members of the Collaborative Team</p>	Family Genogram
	Tuesday, April 7, 2026	<p>Tip 42 Chapter 4: Mental and Substance-Related Disorders - Diagnostic and Cross-Cutting Topics (about 70 pages – read about half)</p> <p>Tip 42 Chapter 5: Strategies for Working with People Who Have Co-Occurring Disorders (about 20 pages)</p> <p>Tip 42 Chapter 6: Co-Occurring Disorders Among Special Populations (20 pages)</p>	<p>Diagnosis - HWWH</p> <p>Unit 4 Reflection & Discussion</p>

Unit/Topic	Due Date	Required Readings should be completed by the scheduled dates to properly prepare for quizzes.	Deliverables
Unit 5: Workforce and Administrative Concerns Working with Families	Tuesday, April 14, 2026	<p>Tip 42 Chapter 7: Treatment Models and Settings for People with Co-Occurring Disorders (about 40 pages)</p> <p>https://policylab.chop.edu/blog/ensuring-solutions-cooccurring-hiv-and-substance-use-are-reaching-teens</p> <p>https://www.hazeldenbettyford.org/articles/cooccurring-disorder-facts (click/read all links from the table of contents)</p> <p>Bounds, Rodrigues, & Milburn (2023) Strengthening Families to Disrupt Intergenerational Health Inequities with Adolescents at Risk for Commercial Sexual Exploitation, Substance Use, and HIV</p>	Family Addiction Treatment Application
	Tuesday, April 21, 2026	<p>Durvasula & Miller (2014) Substance Abuse Treatment in Persons with HIV/AIDS: Challenges in Managing Triple Diagnosis</p> <p>Tip 42 Chapter 8 + Appendixes Workforce and Administrative Concerns in Working with People Who Have Co-Occurring Disorders (about 100 pages)</p>	Unit 5/Final Reflection & Discussion
	Monday, April 27, 2026	-----	Quiz - Comprehensive

Monday, January 12, 2026: First day of classes for Spring 2026.
Monday, January 19, 2026: MLK Holiday, no classes.
Friday, February 6, 2026: Early Warning Progress Reports are due
Friday, February 13, 2026: Last day to withdraw from the university with a tuition adjustment and /or refund
Saturday, March 7, 2026: Spring Break begins after Saturday Classes
Monday, March 16, 2026: Classes resume after Spring Break
Thursday, April 2, 2026: Last day for graduate students to withdraw from a class with a W/C grade
Friday, April 3, 2026: Good Friday Observance, no classes
Monday, April 27, 2026: Last day of class lecture for graduating and non-graduating students
Tuesday, April 28, 2026: Reading Day
Friday, May 1, 2026: Final Grades due for graduating students by 5pm.

COURSE DELIVERABLES & EVALUATION

Assignment/Activity	Points Due Date Available	
Class Participation		
Syllabus/Course Readiness Quiz	25	2 nd day of classes
Canvas Introduction/Discussion	25	2 nd day of classes
Attendance/Participation/Dispositions/Discussion	150	Ongoing/as scheduled
Content Quizzes	400	As scheduled, typically on Tuesdays. Comprehensive Quiz on April 27
Family Genogram	100	March 31
Handwritten Homework Assignments	100	As scheduled
Family Addiction Treatment Application	200	April 14
Total Available Points	1000	
Students are expected to participate in scheduled class meetings. <i>There will be reductions in total score for absences or dispositional concerns.</i>		

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) 5307646, 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.

LGBTA Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTA) 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.

Writing and Speaking Studio

NCCU's Writing and Speaking Studio is a space where students of all disciplines can develop their written and verbal (and nonverbal) communication skills, all while knowing that their needs, identities and voices are respected. Our in-person, online, daytime, evening and weekend services support the NCCU community in the craft and process of writing when it fits your schedule best.

SPECIAL INFORMATION ABOUT COVID-19

Updates to NCCU's COVID-19 plans are posted at: <https://www.nccu.edu/archived-coronavirus>