



**College of Health & Human Services
School of Kinesiology, Counseling,
& Rehabilitative Sciences
Counseling Program**

**COU 691-001 – Clinical Mental Health Counseling Internship (1-6 CR)
Spring 2020
Tuesdays, 4:30 - 6:00 p.m.
MEP 292**

Instructors: Dr. Hallie Sylvestro, Ph.D., M.Ed., LPCA
Email: sylvestrohl@nku.edu
Office Hours: By appointment.

Office Location: MEP 203H
Office Phone: (859) 572-6039

Course Description and Content Area:

An intensive counseling field placement in a school or mental health-oriented setting under the direction of an approved on-site clinical supervisor as well as a member of the program faculty on campus. Students may repeat course until they have successfully accrued internship hours necessary to meet course requirements. May be repeated for additional credit, up to 12 semester hours. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Students are required to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (CACREP 2009 Standard III. H.). A total of 240 direct service with clients appropriate to the program of study is required. Students must submit proof of professional insurance (ACA has resources for this) and cleared background checks before beginning any actions (to include counseling) at your site. All students are required to uphold the ACA's Ethical Standards.

Prerequisites: *Matriculation in counseling program or approval of department chair.*

Course Objectives applicable to all Internship Students:

Professional Identity – Common Curricular Experience

Professional Orientation And Ethical Practice

G.1.D. self-care strategies appropriate to the counselor role. (Item G.1.D)

G.1.E. counseling supervision models, practices, and processes; (Item G.1.E.)

Social And Cultural Diversity

G.2.D. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies (Item G.2.D)

G.2.E. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (Item G.2.E)

Helping Relationships

G.5.D. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (Item G.5.D)

Credit Hour Enrollment Guidelines

To successfully complete the requirements for internship, students must complete a minimum of

600 hours of supervised practice diagnosing and treating mental disorders over a minimum of two semesters.

- Students providing under 100 hours of supervised practice within the semester, shall be enrolled for 1 credit hour with instructor permission.
- Students providing under 200 hours of supervised practice within the semester, shall be enrolled for 2 credit hours with instructor permission.
- Students providing approximately 300 hours of supervised practice within the semester, shall be enrolled for 3 credit hours with instructor permission.

Required Materials

- Theoretical and/or Treatment planning manual of your choice.
- Additional readings/videos may be posted on the Canvas course site.
- Liability Insurance
- Camera able to record a minimum of 1 hour for each video session (with the ability to be saved/converted to digital format)
- A password-protected external hard drive for storing session videos.
- A password-protected flash drive designated for this class.
- *Note: The instructor reserves the right to assign additional readings.*

Instructional Methods: Students are expected and encouraged to actively participate in this learning experience. The goal is to utilize skill building, seminar-style class discussion, case presentations, and other methods to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning **NOTE: Students must obtain a camera able to record a minimum of 1 hour for each video session (with the ability to be saved/converted to digital format), an external hard drive for storing session videos, and a password-protected flash drive designated for this class.**

Course Grading

Evaluation of Student Performance: Student evaluation for internship will be based on a combination participation in class, on-site performance as evaluated by the university supervisor watching tapes of counseling in the internship setting, and on-site supervisor evaluations of the student's performance. Formal mid-term and final evaluations will be completed by on-site supervisor. Letter grades will be given by the university supervisor partially in consultation with the site supervisor. Do not assume that just attending class and being present at your internship site means you pass. *Actively pursue feedback from course instructor regarding your status and progress throughout the semester.*

Assignments

1. Maintaining professional standards.
2. Required Hours and Logs.
3. Summary Log and Evaluation Forms.
4. Case Presentations
 - Formal Presentations (In Class)
 - Informal Presentations
5. Attendance (per written policy)
6. Participation
7. Transcripts

Points (or percentage)

Yes or no
Submit all logs with 85% on time.
Yes or no
Yes or no
As assigned
Yes or no
Yes or no
Letter Grade

Course Assignments

Threshold Assignments. Threshold Assignments simply have to be done. Not completing these assignments or maintaining these requirements will simply result in a failing grade (the instructor does reserve the right to consider extenuating circumstances).

- 1) **Maintaining professional standards.** Professional standards include a collection of legal and ethical expectations of professionals in the field. For instance, any behavior that would result in being sued for ethical violations, prosecuted for violation of statutes, or loss of employment for failing to follow workplace policy would result in course failure. Further, violation of the university honor code would also be grounds for a failing grade.
- 2) **Required Hours and Logs.** Students will maintain and submit a log detailing the hours accumulated of direct and indirect services and signed by their site supervisor. Each student must complete the number of site hours and direct hours, that are required for the number of credits that they registered for (a minimum of 100 total hours including a minimum of 40 direct hours per credit hour registered). AND one hour of individual supervision, and one and a half group supervision hours on average per week that the student is on site. Further, weekly completed logs will be uploaded into Canvas every week by Sunday midnight. Students must keep signed copies for their own records. Students are responsible for regular attendance at internship site, communicating with site AND university supervisors when absent, and discussing weekly activities conducted both on site and at home (e.g., reviewing tapes, attending CE trainings, etc.) so supervisor feels comfortable signing off on these hours. Supervision is expected to occur weekly and, if cancelled, should be rescheduled with on-site supervisor, another supervisor on-site, or with instructor.
- 3) **Summary Log and Evaluation Forms.** A Summary Log signed by the student, site supervisor and university supervisor along with midterm and final evaluation forms must be submitted.
- 4) **In Class Case presentations:** *Each student will be required to present two formal case presentation in class.* During the semester, students should expect and be prepared to formally present **at least two** of their counseling sessions to Internship class for group review, discussion, and feedback. Each case presentation shall include: (a) a thorough summary and case conceptualization of the case for the peers and the instructor; (b) three to four questions for feedback from the group on the case form; and (c) presentation of a 10-minute video clip from the chosen counseling session.

NOTE: *Students must ensure the good quality of the recordings. Poor quality recordings could hinder student's ability to receive adequate supervision & therefore, to progress.*

- 5) **Class Attendance & Participation:** Students are responsible for the activity and direction of this course, including attendance in all class/supervision sessions and scheduling of counseling sessions. This course requires substantial personal initiative and organizational skills. Competent management of one's schedule and commitments is essential. Anticipate committing **at least 25-30 hours per week** to this course.

Students are required to meet weekly for group supervision to discuss specific clients and professional concerns. Due to the experiential nature of the course and professional development objectives, *attendance and punctuality will be important to the final grade.* Active participation in class discussions, as well as a willingness to give and receive constructive feedback are necessary components of development through this class. Professional etiquette/behavior will be expected.

NOTE: Missing either individual (site) or group supervision (university) will prohibit students from logging hours for the week. It is the student's responsibility to reschedule individual sessions, if needed. More than one absence from group supervision may result in dismissal from the course.

NOTE: Missing either individual (site) or group supervision (university) will prohibit students from logging hours for the week. It is the student's responsibility to reschedule individual sessions, if needed. More than one absence from group supervision may result in dismissal from the course.

6) Transcripts: Two (2) session transcripts – i.e., verbatim records of counseling sessions – are required of each student: a mid-term transcription (12-15 minutes) and a final transcription (15-20 minutes). This assignment will provide students with an opportunity to self-assess their interviewing skills and link their clinical work to counseling theory. Detailed instructions and an example will be provided. Transcripts will be reviewed and discussed in an individual meeting with the university supervisor at designated points in the semester. **Transcripts are due 48 hours before designated review meeting time with university supervisor.** ALL transcription assignments should disguise the nature of any individual whom you may have interviewed.

Assignments turned in late may not be accepted for credit. Assignments are due by the date indicated on the syllabus. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

NOTE: When turning in assignments, please use the following naming convention:

Name (first initial, full last name)_Title of Assignment_Course Designation

For example: "JSmith_OrientationPaper1_COU690"



Grading-Specific Policies

Submission of Assignments

All assignments are due by the deadline indicated in the syllabus and should be uploaded to Canvas unless otherwise specified.

Late Policy

As this course is your final opportunity to demonstrate the skills of a counseling professional, late assignment will not necessarily reflect the skills of an effective professional. As would be expected in a work setting, communicate if you believe that an assignment will be late prior to missing the deadline. The instructor will choose how to respond depending on the assignment. Frequent late or missing assignments will impact your final grade as late assignments due not indicate a high level of professional engagement.

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication

Students should expect responses to emails within 24-48 hours. If you have not received a response within this time frame, please email again as I may have not received the prior response.

Grading Feedback

Students should expect feedback on assignments within one week of due date except when faculty provides notification via announcement of a different timeline.

Grade Appeal.

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Student Performance Criteria

Evaluation is based upon completion of required assignments, as well as your instructor's and supervisors' evaluations of your counseling skills and professionalism. The following grading scale will be utilized for final grades assignments will be given grades reflecting these criteria.

Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00
F	0-72.99	0

NOTE: There are no C-s or Ds in Graduate School.

A	Completion of requirements and demonstrates skill in building high quality therapeutic relationships, consistent use of advanced counseling skills, and a high level of engagement in professional activities. Demonstrates outstanding level of professional judgment and ethical awareness and behavior. Contribution within the classroom and supervision exhibits a degree of insight and conceptual understanding commensurate with experience.
A- to B+	Completion of requirements and demonstrates skill in building high-quality therapeutic relationships, use of advanced counseling skills, and engagement in professional activities. Demonstrates high level of professional judgment and ethical awareness and behavior. Contribution within the classroom and supervision exhibits some degree of insight and conceptual understanding commensurate with experience.
B to B-	Completion of requirements, shows effectiveness in building therapeutic relationships, using basic counseling skills, and some engagement in other professional activities. Demonstrates proficient grasp of ethical awareness and behavior and professional judgment. Contribution within the classroom or supervision exhibits some degree of insight and conceptual understanding, but does contribution is inconsistent, not developmentally consistent with experience, or lacking in another way.
B-	Completion of requirements, shows adequate effectiveness in building therapeutic relationships, using counseling skills, but has some deficits in some aspects of client care, dispositional concerns, weak grasp on ethical awareness and/or behavior or professional judgment, or lack of engagement in professional activities. Contribution within the classroom or supervision is lacking insight or conceptual understanding, or is inconsistent, not developmentally consistent with experience, or otherwise lacking.
C+ to C	Completion of requirements, but shows minimal effectiveness in building therapeutic relationships, counseling skills, and/or deficits in some aspects of client care, ethical, and/or dispositional concerns. Contribution within the classroom or supervision is lacking. Will qualify for Professional Development Plan.
F	Course requirements not met, skill development inadequate for developmental level, dispositional or impairment concern, and/ or ethical violation.

Internship Requirements (CACREP 2016 Standard 3.H.)

The program requires completion of a supervised internship in the student's designated program area of 300 clock hours per internship section completed (for a total of at least 600 hours), begun after successful completion of the practicum. Each student's internship includes all of the following:

1. At least 120 clock hours of direct service per internship section completed (for a total of at least 240 direct hours), including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision (following state board regulations) throughout the internship, usually *performed by the onsite supervisor*.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of interactions with clients.

6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Guidelines to Assure Client Confidentiality

- Students must provide the instructor with a copy of the client's informed consent, including for videotaping and/or discussion of counseling sessions.
- Students must always use pseudonyms and make sure that no revealing information is exposed during presentations, in write-ups or recordings. Unless otherwise specified, recorded information is to be erased after presentation and/or transcription.
- Written materials from the presentation are to be returned to the presenter at the end of the presentation.
- Students are responsible for all written or recorded client-related data. Students need to collect all copies and destroy them as soon after a presentation as is feasible. Presenters need to make sure copies are not left in copying machines, computers, or recorders.
 - **Cell phones are not secure recording devices and should not be used to record sessions.**
- Groups, tapes, tests, notes and client cases are only to be discussed with the faculty supervisor and other students in the seminars. Playing recordings in the presence of other students, professors, friends, relatives, etc., without permission of the university supervisor violates the client's informed consent.
- Recordings are not to be transferred from one person to another by leaving tapes in mailboxes or other public places. Such procedures allow for the possibility of loss, theft or review by persons for whom the tape was not intended.
- When using a classroom for listening/viewing a recording, the volume should be kept to an audible minimum, and the recording should be discontinued when others enter the room.

Guidelines to Assure Confidentiality with Seminar Peer Group

What is discussed within group supervision remains within the group and is NOT discussed outside the classroom. Students need to feel that they are able to freely discuss in group supervision both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships. It is expected that students will honor the privacy of their peers as well as that of their clients.

NOTE: The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with any ideas expressed, but work to keep the discussions polite and focused on course ideas.

Dispositional Expectations and Personal Performance:

The NKU counseling program approaches the construct of professional dispositions as "habits of mind" that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal

responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

With that in mind, students are expected to demonstrate personal integrity and a commitment to professional development throughout their internship experience. They are expected to conduct themselves in an ethical and responsible manner and be willing to give and receive constructive feedback related to internship activities. **Moderate-to-significant difficulties with one or more dispositions may result in failure of the course, inability to continue to Internship (COU 691 or 692), and/or the development of a Professional Development Plan.**

Professional Ethics and Professionalism: The Counselor Education program subscribes to the American Counseling Association (ACA) Code of Ethics and Standards of Practice as the ethical codes governing the professional behavior of students and faculty members. Students are expected to familiarize themselves with these principles and demonstrate them throughout their academic and experiential work. **If you find yourself facing an ethical dilemma, it is best to be proactive and seek immediate consultation from your professor.**

Beyond written standards set forth by related professional organizations, professionalism embraces a high standard for interpersonal interaction, including respect for people, processes, and property. The faculty expects prospective counselors to engage in behavior that reflects a high level of health and professional integrity. Students should be stable and psychologically well adjusted. They should possess effective personal responsibility, integrity, interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development. **Inability to consistently demonstrate this standard of professionalism may result in failure of the course, and/or the development of a Professional Development Plan.**

All requirements must be met in order to receive a passing grade in this course. In addition, all work submitted must reflect the student's own individual work. Any ethical violations or academic dishonesty (e.g., cheating or plagiarism) will result in either a failing grade on the assignment, a failing grade in the course, or other stipulations, which are up to the instructor and program based on the nature of the case. The work done in this course is subject to the Graduate Student Honor Code/ Appeal Policies and the College of Education and Human Services Code of Ethics and Procedures for Violation (see below).

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours. Estimates of the time required for a typical student to complete course expectations are as follows:

Class Attendance (1.5 hrs/wk x 15 wks)	= 22.5 Hours
Transcripts (5 hrs x 2 transcripts)	= 10.0 Hours
Fieldwork (20 hrs/wk x 15 wks)	= 300.0 Hours
Case Presentation (2 hrs x 2 presentations)	= 4.0 Hours
<u>Individual Supervision (2-3 meetings, hour each)</u>	<u>= 2.0 Hours</u>
Total	= 338.5 Hours

TENTATIVE COURSE SCHEDULE

Date	Topics	Assignments Due
Jan 14	Introduction and course expectations	
Jan 21	Check-in <i>Case Presentation: Brittany 1</i>	Turn in required paperwork
Jan 28	Check-in <i>Case Presentation: Brittany A</i>	
Feb 4	Check-in <i>Case Presentation: Jonathan</i>	
Feb 11	Check-in <i>Case Presentation: Sarah & Demarco</i>	
Feb 18	Check-in <i>Case Presentation: Ashley & Jennifer</i>	
Feb 25	Check-in <i>Case Presentation: Kendra & Zach</i>	
Mar 3	Check-in <i>Case Presentation: Deaven & Judy</i>	Transcription #1 round 1
Mar 10	NO CLASS ☺	
Mar 17	Check-in <i>Case Presentation : The Brittany's</i>	Transcription #1 round 2
Mar 24	Check-in <i>Case Presentation : Jonathan & Sarah</i>	
Mar 31	Check-in <i>Case Presentation : Demarco & Ashley</i>	
Apr 7	Check-in <i>Case Presentation : Jennifer & Kendra</i>	
Apr 14	Check-in <i>Case Presentation : Zach</i>	Transcription #2 round 1
Apr 21	Check-in <i>Case Presentation : Deaven</i>	Transcription #2 round 2
Apr 28	Check-in <i>Case Presentation : Judy</i>	
May 5	Course Review	Signed Logs & Final Paperwork due

*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor.

Student Learning Outcomes

CACREP 2016 Standards

As the culminating activities in the counseling program, Practicum and Internship require students to demonstrate the cumulative knowledge obtained and practical skills developed throughout the curriculum of study. With that in mind, students enrolled in these courses are assessed on standards related to all of the CACREP Core Objectives and Specialty Areas. These include:

- 2.F.1: Professional Counseling Orientation and Ethical Practice
- 2.F.2: Social and Cultural Diversity
- 2.F.3: Human Growth and Development
- 2.F.4: Career Development
- 2.F.5: Counseling and Helping Relationship
- 2.F.6: Group Counseling and Group Work
- 2.F.7: Assessment and Testing
- 2.F.8: Research and Program Evaluation
- 5.C: Entry-Level Specialty Area – Clinical Mental Health Counseling

These areas are assessed by use of all course assignments, as well as supervisory evaluations.

Student Learning Outcome	Assessment (Assignments)	Kentucky Teacher Standards (Initial) (Advanced) (IECE)	<u>InTASC Category</u>	Specialized Professional Association (SPA) Standards	<u>PGES Domains</u>
Internship Site Hour Requirements	Site Logs			CACREP 3.H	
Develop Counseling Skills	Case Presentations Transcripts			CACREP 2.G.5 and 2.G.2	
Develop Professional Identity	Active site participation, including attendance to staff meetings, keeping regular hour logs, completing case forms and notes in a timely manner, etc.			CACREP 2.G.1	

Student Honor Code

Students should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters as outlined by the respective ethical guidelines. The work you will do in this course is subject to the Student Honor Code of the Code of Student Rights and Responsibilities and the College of Health and Human Services Code of Ethics. This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html> - policies. Any and all work submitted that is determined to be plagiarized will receive a zero for that assignment and lost points cannot be replaced with additional or substitute work. Plagiarism is a serious academic violation.

Accommodations due to Disabilities

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with the professor at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Technology Etiquette

Students are welcome to use laptop computers for taking notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Pinterest, browsing Etsy, checking the score of the Reds game, managing email, instant messaging, etc.). As a courtesy to your classmates, please silence or turn off all electronic communication devices during class and refrain from using cell phones for non-essential purposes (e.g., texting, game playing). If a call is essential, please leave the classroom.

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national

origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Name / Pronoun

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Student Evaluation of Instructor and Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.