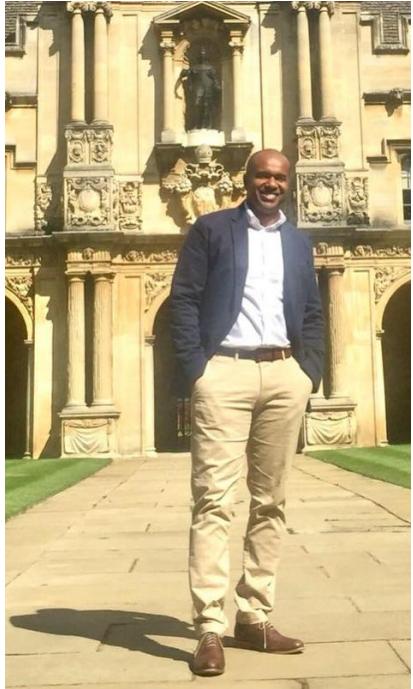


NORTH CAROLINA CENTRAL
UNIVERSITY HONORS PROGRAM

*"Welcome to **Honors Global Experience (GLST 1000)**, a course where you will sharpen your global awareness and problem solving skills as a World Changer.*

The class meets this Spring 2019 semester on Tuesdays and Thursdays from 1:00-2:15 p.m. in Room 102 of the Edmonds Classroom Building."



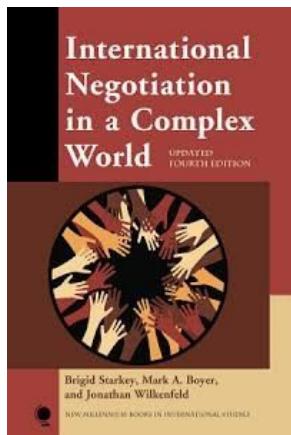
My name is Ansel Brown, Director of the University Honors Program, your "UHP." You can refer to me as Professor Brown. I graduated from NCCU in 1999 as a member of UHP. I earned my J.D. from Harvard Law School in 2002. I am passionate about international relations and higher education. I am enthusiastic about this class because I believe YOU can make an incredible impact in this world! And I am here to help you.

My office is located in Annie Day Shepard Hall, Room G-06. You can call me at 919-530-7477 or email me at browna@nccu.edu, but texting usually works best!



1





Your growth and success are important to me as your professor. In order to attain the greatest growth through this class and to build yourself for lifelong success as a World Changer, I strongly encourage you to access this book:

International Negotiation in a Complex World, by Brigid Starkey, Mark A. Boyer, and Jonathan Wilkenfeld (2016). The publisher is Rowman & Littlefield.

Through this process of growth, YOU will . . .

- *review the nature of global scarcity crises and the role of the United Nations in addressing related contemporary global issues.*
- *explore select contemporary global issues and events in their historical, cultural, political, and international context.*
- *be able to identify the actors, issues, positions, and interests in global issues.*
- *be able to synthesize concepts of issue analysis to engage in global problem solving, negotiating, and diplomacy.*
- *develop position papers and resolutions to address global issues.*

There are a few ways we will assess your growth throughout the Global Experience course:

My Identity and Global Citizenship – You will chronical your cultural legacy as a global citizenship.

UN and Collective Progress Worksheet – You will inventory role of UN in remedying scarcity crises.

Issue Reports – You will produce 4 Issue Reports summarizing four contemporary issues.

Issue Resolution Presentation – One group presentation on an issue resolution proposal.

Position Paper and Resolution – There will be a comprehensive country-specific position paper on a select issue with one related proposed resolution for the international negotiation simulation.

International Simulation – There will be six sessions of simulated United Nations negotiations.

Final Reflection – There will be a final reflective essay / presentation.

Evaluation	Grading Scale
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2



A. My Identity and Global Citizenship 10%	A – 90 to 100
B. UN Collective Progress Worksheet %5	B – 80 to 89
C. Four Issue Reports 40%	C – 70 to 79
D. Issue Resolution Presentation 10%	D – 60 to 69
E. Position Paper and Resolution 10%	F – below 60
F. International Simulation 15%	G. Final Reflection/Presentation 10%



Preparing to be a Professional and Responsible Leader!

We want you to be prepared for the professional world, where promptness and delay will significantly impact your ability to be an effective leader. In order to get you in this mode of thinking, work should be submitted promptly and will be diminished by five (5) points for each day it is late. If extenuating circumstances will prohibit you from fully and promptly engaging a classroom project, you must receive prior approval from Professor Brown. Similarly, incompletes for the semester can only be granted when work cannot be completed under extenuating circumstances and there is a prior written agreement with Professor Brown of what must be completed and the completion timeframe.



Healthy and Rewarding Classroom Engagement!

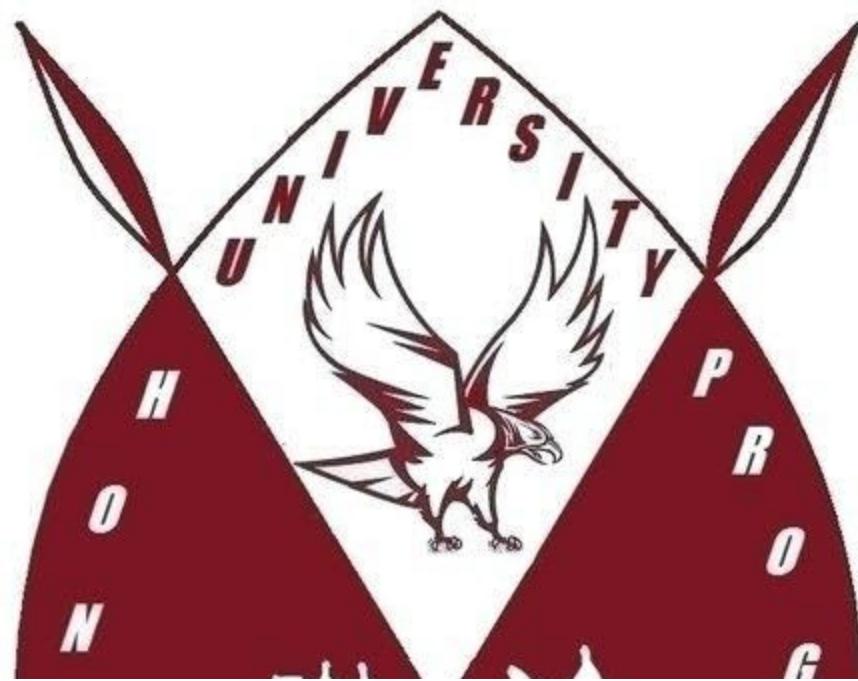
We believe in a healthy and rewarding learning environment for everyone in the class. Therefore, let's practice the "Golden Rule" and treat everyone the way we want to be treated, with *MUTUAL RESPECT*. This begins with me, and is expected from everyone. We do not disrupt class by entering late or leaving early without prior approval, speaking out of turn, or making disrespectful comments or gesturing.

January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tuesday = "Sunday" 1 ""	Tuesday = "Monday" 1 0 <> 0 2 ""	Tuesday = "Tuesday" 1 1 <> 0 2 "" 21	Tuesday = "Wednesday" 1 1 <> 0 2 "" 22	Tuesday= "Thursday" 1 2 <> 0 3 "" 33	Tuesday = "Friday" 1 3 <> 0 4 "" 44	Tuesday = "Saturday" 1 4 <> 0 5 "" 55
6	7	8 Intro to Course, Classmates, and Professor Brown	9	10 Read Peer Essay "My Identity and Global Citizenship"	11	12
13	14	15 Read Global Population Pressures Discuss Identity, Scarcity & Crisis	16	17 Read Global Population Pressures Discuss Identity, Scarcity & Crisis	18	19
20	21	22	23	24	25	26



4



		Read Reforming UN Discuss UN Collective Security Reform		Read UN Simulation Guide Discuss UN Simulation		
26 = 0,*** 26 < 31 27 *** 2727	27 = 0,*** 27 < 31 28 *** 2828	28 = 0,*** 28 < 31 29 *** 2929 Read Ch. 1 Discuss Introduction to International Negotiations	29 = 0,*** 29 < 31 30 *** 3030	30 = 0,*** 30 < 31 31 *** 3131 Read Ch. 1 Discuss Introduction to International Negotiations	31 = 0,*** 31 < 31 29 ***	0 = 0,*** 29 < 31 30 *** 30



Due January 10th @ 1:00 PM: "My Identity and Global Citizenship"

You will write a paper about your family's story and how it has shaped your cultural identity. You will venture into your family's narrative, chronicling your family's history, ancestry, and cultural experiences. Focus particularly on how global issues and cultures have impacted your family's cultural expression and experiences. You will finish with how your identity weaves into a greater sense of global citizenship and universal humanity.

Requirements: 2 pages minimum; Double spaced; Times New Roman font

Grading: The following will be considered in your grading evaluation:

- Depth, detail, and articulation of your telling of your cultural story
- Structure, organization, and grammar
- Adherence to stated requirements for the assignment

Due January 24th @ 2:15 PM: UN and Collective Security Worksheet (Classroom)



5



February 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tuesday = "Sunday" 1 ""	Tuesday = "Monday" 1 0 <> 0 2 ""				1	2
3	4	5 Read Ch. 4 Discuss the Issues in International Negotiation	6	7 Read Ch. 4 Discuss the Issues in International Negotiations	8	9
10	11	12 Read Israeli-Palestinian Conflict and Discuss	13	14 Read Israeli-Palestinian Conflict and Discuss	15	16
17	18	19 Read Nuclear Disarmament and Discuss	20	21 Read Nuclear Disarmament and Discuss	22	23
26 = 0,"" 26 < 31 27 "" 2724	27 = 0,"" 27 < 31 28 "" 2825	28 = 0,"" 28 < 31 29 "" 2926	27	28	31 = 0,"" 31 < 31 29 ""	0 = 0,"" 29 < 31 30 "" 30

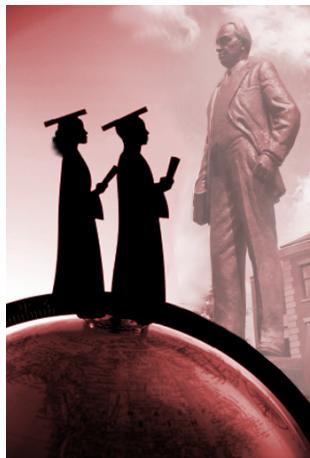


6



Read [Global Food Crisis](#) and Discuss

Read [Global Food Crisis](#) and Discuss



Due February 12th, 19th and 26th @ 1:00 PM: Weekly Issue Report

At the beginning of the week of class we begin each case study, you will submit an “Issue Report” that summarizes the following information:

- 1) What is the major unsettled issue or problem involved? (10% Evaluation)
- 2) What is the contextual setting (i.e., history, polarity, crises, timeframe, or international processes where pertinent)? (20% Evaluation)
- 3) What are the current events most pertinent to the issue? (10% Evaluation)
- 4) Who are the actors, direct parties and indirect players, involved? (10% Evaluation)
- 5) What are the a) positions and b) interests of the actors involved? (20% Evaluation)
- 6) How do the actors’ forms of government/organization and prevailing ideologies (i.e., political, cultural, and religious) influence their position on the issue? (10% Evaluation)

Requirements: (10% for Requirements and 10% for Communication)

- 800 words minimum and Double-spaced
- Three sources minimum including:
CQ Global Researcher, One Media Source, One Additional Source

March 2019

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



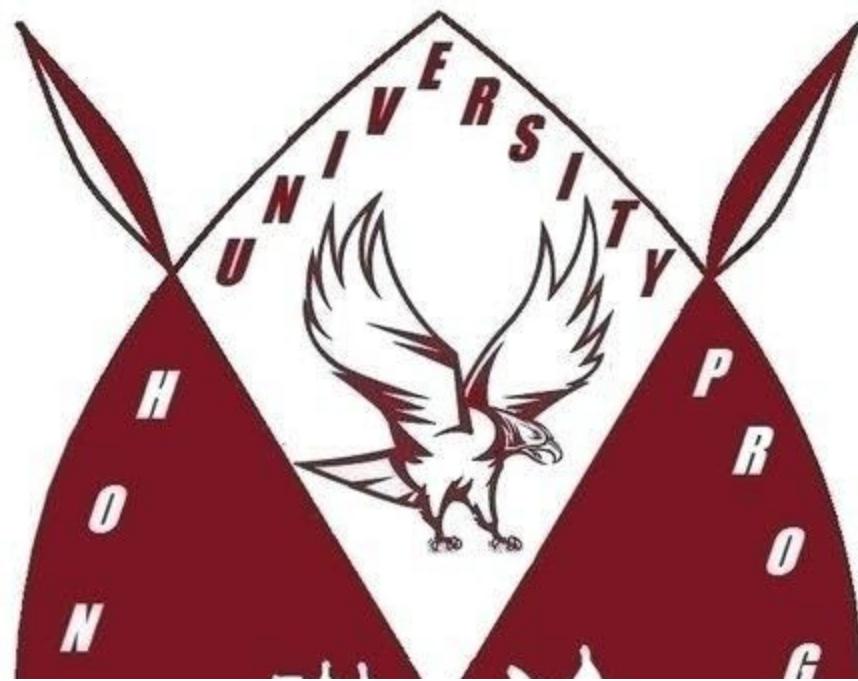
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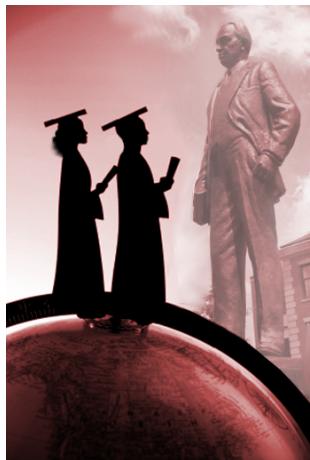


Tuesday = "Sunday" 1 ""	Tuesday = "Monday" 1 0 <> 0 2 ""					1	2
3	4	5	6	7	8		9
		Read Reducing Traffic Deaths and Discuss		Read Reducing Traffic Deaths and Discuss			
10	11	12	13	14	15		16
		ENJOY YOUR SPRING BREAK! U DESERVE IT! 		ENJOY YOUR SPRING BREAK! U DESERVE IT! 			
17	18	19	20	21	22		23
26 = 0,"" 26 < 31 27 "" 2724	27 = 0,"" 27 < 31 28 "" 2825	28 = 0,"" 28 < 31 29 "" 2926 ISSUE DELIBERATION SESSION	27	28	2931 = 0,"" 31 < 31 29 ""	300 = 0,"" 29 < 31 30 "" 30	



8





Due March 5th @ 1:00 PM: Weekly Issue Report

See Instructions Above.

March 26th & March 28th: Issue Deliberation Session

You will work with other delegates in your group whereby you will pick a selected case study issue, deliberate and negotiate with other delegates on a solution to the issue (make sure to negotiate from the vantage point of your country).



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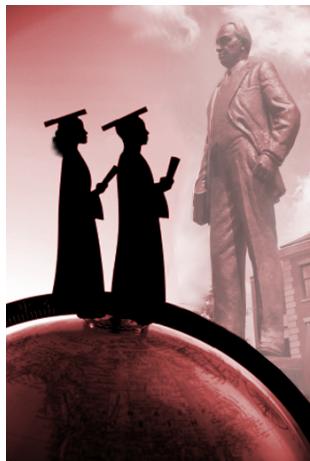
April/May 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
(March 31) Tuesday = "Sunday" 1 ""	1 Tuesday = "Monday" 1 0 <> 0 2 ""	2 ISSUE RESOLUTION PRESENTATIONS	3	4 ISSUE RESOLUTION PRESENTATIONS	5	6
7	8 I NTERNATIONAL NEGOTIATION SIMULATION	9	10	11 INTERNATIONAL NEGOTIATION SIMULATION	12	13
14	15 INTERNATIONAL NEGOTIATION SIMULATION	16	17	18 INTERNATIONAL NEGOTIATION SIMULATION	19	20
21	22 INTERNATIONAL NEGOTIATION SIMULATION	23	24	25 INTERNATIONAL NEGOTIATION SIMULATION	26	27
26 = 0,"" 26 < 31 27 "" 2728	27 = 0,"" 27 < 31 28 "" 2829	30	May 1	May 2	May 331 = 0,"" 31 < 31 29 ""	May 40 = 0,"" 29 < 31 30 "" 30



10





Due March 12th @ 1:00 PM: Issue Resolution Presentation

You will make a 10-minute minimum presentation to the class on your proposed resolution of the issue from your deliberations. Each presentation will be followed by 8 minutes of Q&A and discussion. The presentation must comprehensively cover the following:

- (10%) What are the most pertinent contextual and current events related to the issue?
- (20%) What are the a) positions and b) interests of the direct and indirect actors involved?
- (20%) What proposal did your group negotiate to solve the issue?
- (20%) How were negotiation strategies used in your group to reach a solution to the problem (distributive/collaborative or integrative/competitive)?

Grading: Each individual will also be evaluated on his/her 1) personal presentation (10%), 2) peer evaluation (10%), and 3) engagement with other classroom presentations (10%).



POSITION PAPER AND DRAFT RESOLUTION

Position Papers should be at least 1600 words double-spaced with a minimum of five (5) sources. The importance of proper references and citations cannot be overstated, as an academic integrity issue as well as for the purpose of checking original references. Position Papers are an analysis and summary of your international issue, assessing the setting, actors, issue, and strategies that will serve as a guideline for your ability to effectively negotiate in the International Negotiation Simulations. The more thorough you are at researching and drafting your Position Paper, the more effective you will be in the negotiations. Your Position Paper is your backpack and roadmap, so be sure to pack and detail everything so you are effective.

Each section of the position paper addressing a substantive issue area should contain the following information, presented in this format:

- 1) The setting
 - a. What is the historical and political context for the international issue?
 - b. What is the significance of the issue at the international level?
 - c. What are the pertinent policy objectives of your country?
 - d. How does your country's form of government and prevailing ideologies (political, cultural, and religious) influence your country's position on the issue?
- 2) The actors
 - a. Who are your allies and adversaries on the issue(s)?
 - b. Who are the key actors pertinent to the issue(s), direct and indirect?
 - c. What are the core positions and interests of key actors on the issue?
- 3) The issue
 - a. What is the major unsettled issue(s)/sub-issues?
 - b. What is the salience of the issue to your nation and other key actors?
 - c. What are the policy positions and interests of your country on the issue?
 - d. Is there possible linkage of this issue to other pertinent issues?
- 4) The strategy
 - a. What are the various strategies that could be pursued in the negotiations?
Ex: collaborative/distributive strategies (i.e., interest-based bargaining, track-two diplomacy, mediation) or competitive/integrative strategies (i.e., positional bargaining, adversarial or coercive diplomacy)



- b. What are the advantages and disadvantages of each strategy?
- c. What are the secondary or compromise strategies and objectives?

Attached to each Position Paper should be a Draft Resolution that will be negotiated with other countries in the United Nations Simulation.

United Nations Resolutions are the final results of discussion, writing, and negotiation. Draft resolutions are all resolutions that have not yet been voted on. There are three main parts to a draft resolution: the heading, the preamble, and the operative section. The heading shows the committee and topic along with the resolution number. It also lists the draft resolution's sponsors and signatories (see below). Each draft resolution is one long sentence with sections separated by commas and semicolons. The subject of the sentence is the body making the statement. The preamble and operative sections then describe the current situation and actions that the committee will take. Resolutions, which are drafted by delegates and voted on by the committee, will require a majority vote to pass. You can use as an example current United Nations Resolution, **but you must not copy**.

Draft Resolution Evaluation

Substantive Quality (50%)

Content Quantity (30%)

Grammar and Structure (20%)

Tips for Resolution Writing

- Create a **detailed resolution**. For example, if your resolution calls for a new program, think about how it will be funded and what body will manage it.
- Try to **cite facts** whenever possible.
- **Be realistic**. Do not create objectives for your resolution that cannot be met. Make sure your body can take the action suggested. For example, the General Assembly can't sanction another country – only the Security Council can do so.
- Try to find **multiple sponsors**. Your committee will be more likely to approve the resolutions if many delegates contribute ideas.
- **Preambulatory clauses** are historic justifications for action. Use them to cite past resolutions, precedents and statements about the purpose of action.
- **Operative clauses** are policies that the resolution is designed to create. Use them to explain what the committee will do to address the issue.



13



Preambulatory Clauses: The preamble of a draft resolution states the reasons for which the committee is addressing the topic and highlights past international action on the issue. Each clause begins with a present participle (called a preambulatory phrase) and ends with a comma. Preambulatory clauses can include:

- References to the UN Charter;
- Citations of past UN resolutions or treaties on the topic under discussion;
- Mentions of statements made by the Secretary-General or a relevant UN body or agency;
- Recognition of the efforts of regional or nongovernmental organizations in dealing with the issue; and
- General statements on the topic, its significance and its impact.

Sample Preambulatory Phrases

Affirming	Expecting	Having studied
Alarmed by	Expressing its appreciation	Keeping in mind
Approving	Expressing its satisfaction	Noting with regret
Aware of	Fulfilling	Noting with deep concern
Bearing in mind	Fully alarmed	Noting with satisfaction
Believing	Fully aware	Noting further
Confident	Fully believing	Noting with approval
Contemplating	Further deplored	Observing
Convinced	Further recalling	Reaffirming
Declaring	Guided by	Realizing
Deeply concerned	Having adopted	Recalling
Deeply conscious	Having considered	Recognizing
Deeply convinced	Having considered further	Referring
Deeply disturbed	Having devoted attention	Seeking
Deeply regretting	Having examined	Taking into account
Desiring	Having heard	Taking into consideration
Emphasizing	Having received	Taking note
		Viewing with appreciation Welcoming

Operative Clauses: Operative clauses identify the actions or recommendations made in a resolution. Each operative clause begins with a verb (called an operative phrase) and ends with a semicolon. Operative clauses should be organized in a logical progression, with each containing a single idea or proposal, and are always numbered. If a clause requires further explanation, bulleted lists set off by letters or roman numerals can also be used. After the last operative clause, the resolution ends in a period.



Sample Operative Phrases

Accepts	Endorses	Further requests
Affirms	Expresses its appreciation	Further resolves
Approves	Expresses its hope	Has resolved
Authorizes	Further invites	Notes
Calls	Deplores	Proclaims
Calls upon	Designates	Reaffirms
Condemns	Draws the attention	Recommends
Confirms	Emphasizes	Regrets
Congratulates	Encourages	Reminds
Considers	Endorses	Requests
Declares accordingly	Expresses its appreciation	Solemnly affirms
Deplores	Expresses its hope	Strongly condemns
Designates	Further invites	Supports
Draws the attention	Further proclaims	Takes note of
Emphasizes	Further reminds	Transmits
Encourages	Further recommends	Trusts

Sponsors of a draft resolution are the principal authors of the document and agree with its substance. Although it is possible to have only one sponsor, this rarely occurs at the UN, since countries must work together to create widely agreeable language in order for the draft resolution to pass. Sponsors control a draft resolution and only the sponsors can approve immediate changes.

Signatories are countries that may or may not agree with the substance of the draft resolution but still wish to see it debated so that they can propose amendments.

Resolutions | Friendly and Unfriendly Amendments

Approved draft resolutions are modified through amendments. An amendment is a written statement that adds, deletes or revises an operative clause in a draft resolution. The amendment process is used to strengthen consensus on a resolution by allowing delegates to change certain sections. There are two types of amendments:

A **friendly amendment** is a change to the draft resolution that all sponsors agree with. After the amendment is signed by all of the draft resolution's sponsors and approved by the committee moderator or president, it will be automatically incorporated



into the resolution. An **unfriendly amendment** is a change that some or all of the draft resolution's sponsors do not support and must be voted upon by the committee. The author(s) of the amendment will need to obtain a required number of signatories in order to introduce it. Prior to voting on the draft resolution, the committee votes on all unfriendly amendments.

GLST 1000 – SIMULATION RULES, POINTS, AND MOTIONS

General Assembly - Rules and Deliberations

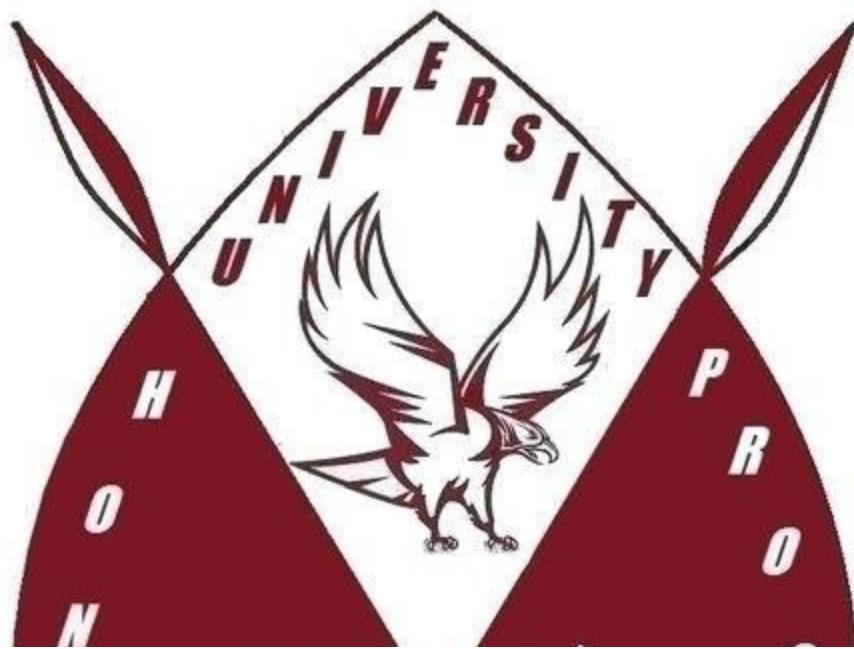
1. The Professor is both the Moderator of the United Nations simulation and the Secretary General of the General Assembly (GA). The Secretary General will call the meeting to order, after a brief introduction and overview. At this time the Secretary General will call the roll, after which point he/she will announce to the GA the number of delegations present.
2. Each day of the simulations there will be a plenary session that all delegates will attend. All resolutions drafted by delegates will be presented, discussed, debated, and voted upon. Each nation will have one vote. Delegates will begin each session by setting the agenda, opening the agenda items, moving through the agenda items, closing the agenda items, and adjourning.
3. At the beginning of the plenary, there can be a motion for caucusing to discuss the issues. Once in session there can be a motion to suspend the meeting for 5-10 minutes to caucus. The Secretary General will rule on the soundness of the motion and rule on the parameters of the motion. At this time delegates will discuss informally amongst themselves the issues of the GA. Delegates should familiarize themselves with the position papers each delegation should have submitted and will be made available to the delegates for the simulation.
4. Any ideas for resolutions should be made to other nations at the time of caucusing. Delegates from various nations should get together to jointly work on resolutions as well as propose and debate amendments to the resolutions being discussed by the committee. Amendments to a resolution can alter language, or add, and or delete provisions of a resolution.
5. After caucusing, the Secretary General will open the speaker's list. The Secretary General will recognize raised placards as motions to be added to the speaker's list to speak in favor or against any of the resolutions. The time for each speaker will be established by the delegates at the beginning of the session subject to the discretion of the



Secretary General. Once this is set the Secretary General will only allow one motion per session to change the time of debate. It is recommended by the Secretary General that ideally the speaker's time should be either 2-3 minutes to move debate along. However, debate time is up to the committee. Each nation may speak as many times as it likes or time will allow, however it must ask to be placed on the speakers list again after it has spoken. Delegates may motion to open or close the speakers list and at that point the Secretary General will bring it for a vote. Once the speakers list is exhausted resolutions will be voted on or tabled.

6. Voting: Nations must vote yes, no or abstention on substantive votes. No abstentions are allowed on procedural votes (Note: Direct any inquiries in writing on this issue to the Secretary General). Abstentions do not count as voting in favor of a resolution; thus they do not determine the passage of a resolution. Passage of a resolution comes with a majority vote.
7. After all resolutions have been voted upon there will be no more voting or debate on any topic, and the Secretary General will entertain a motion to adjourn the meeting which will pass with a simple majority vote.
8. Points of order may be made, but they must relate directly to matters of procedure or order (e.g. a delegate may take a point of order if the assembly is disruptive and if they cannot hear the debate or motion at hand). At this point the Secretary General would call for decorum in the chamber.
9. Motions may occur at any time that the Secretary General has not recognized a nation on the speaker's list and asked that nation to address the committee. Therefore, motions should come at the beginning or end of the session or between speakers. Members will be recognized by the Secretary General by raising their placards.
10. English will be the working languages of this General Assembly. Culturally appropriate professional dress by the delegates and General Assembly officials is required. Delegates may wear the professional dress of the country's they are representing. Delegates are urged to maintain decorum at all times and to treat each other, as well as General Assembly officials, with professionalism and respect.

Point of Information	After a delegate has given a speech in formal debate, he or she may yield time to points of information, or questions from other delegates concerning the speech.
Point of Order	Points of order are used when delegates believe the Secretary General has made an error in the running of the committee. Delegates rising to points of order may not speak on the substance of the matter under



	discussion. They should only specify the errors they believe were made in the formal committee procedure.
Point of Inquiry	When the floor is open (no other delegate is speaking), a delegate may rise to a point of inquiry in order to ask the Secretary General a question regarding the rules of procedure.
Point of Personal Privilege	Points of personal privilege are used to inform the Secretary General of a physical discomfort a delegate is experiencing (i.e., inability to hear a delegate's speech).
Table Debate	This motion must not be confused with the motion to adjourn the meeting. Tabling debate ends debate on the topic. Delegates can table debate, move on to another topic and return to the first topic at a later time. Before going to a vote, two delegates must speak in favor of tabling debate and two speak against it.
Close Debate	Closing debate allows the committee to move into voting procedure. Once a delegate feels that his or her country's position has been made clear, that there are enough draft resolutions on the floor and that all other delegates are ready, s/he can move for the closure of debate. Two delegates usually speak against the closure of debate (None speak for).
Appeal the Secretary General's Decision	This motion is made when a delegate feels that the Secretary General has made an incorrect decision. The appeal must first be made in writing.
Suspend the Meeting	Suspending the meeting means calling for a moderated or unmoderated caucus. When moving to suspend the meeting, delegates should specify the purpose for and length of the suspension. This motion requires an immediate vote.
Adjourn Meeting	Adjourning the meeting ends the committee session until the next session, which may be held the following year. The motion is most commonly made to end a committee session for the purpose of lunch or dinner.

GLST 1000 – SIMULATION EVALUATION

- Engagement (25%)
- Knowledge (25%)
- Negotiating (25%)
- Communication (25%)

Final Reflective Essay: GLST 1000 - Fall 2016 (DATE TBD – See University Schedule)



You will draft an essay of at least 800 words double-spaced (sources are voluntary). Your essay will address your reflections of how you were able to apply classroom learning to the International Simulation. You should pick a specific issue area, resolution, or scenario to address each of the following:

- 1) What historical contexts, international systems, crises, or third party interventions came into play, and how did you apply classroom learning to engage them?
(20% Value)
- 2) How was the United Nations model effective in remedying scarcity and self-interest with collective progress?
- 3) Who were the actors, direct parties and indirect players, and what actor characteristics came into play (i.e., coalitions, team cohesion, actor norms, commitment, power, capabilities and limits, rules of the game, actor identity)?
(10% Value)
- 4) What were the major unsettled issue(s)/sub-issues, and what were the dynamics for issue salience, linkage, high-versus low-politics, or two-level negotiation?
(20% Value)
- 5) What were the a) positions and b) interests of the actors involved in a select issue, and how were the interests of the involved parties either narrow or broad?
(20% Value)
- 6) How were you able to apply competitive/integrative strategies (i.e., positional bargaining, adversarial or coercive diplomacy) or collaborative/distributive strategies (i.e., interest-based bargaining, track-two diplomacy, mediation)?
(20% Value)

Adherence and Communication:

Up to 20 points may be deducted for failure to adhere to the format requirements, or failure to use clear communication, organization, proper grammar and spelling.

The Final Reflective Essay will be submitted by hand for a classroom reflective discussion on Date of Final in the regular classroom meeting location.



NC CENTRAL UNIVERSITY POLICIES



Discover what's Central to you.

Academic Dishonesty: “North Carolina Central University is dedicated to instilling in its students the highest principles of integrity and responsibility. In this regard, students are expected to demonstrate respect for these principles in the performance of their academic activities. Academic dishonesty, which is a violation of academic integrity, will be dealt with according to the provisions of the Student Code of Academic Conduct.” (Definitions of and penalties for academic dishonesty are described on pages 86-87 of the University Catalogue). Ignorance about proper citation format or lack of awareness of which elements must be attributed in quotations, summaries, paraphrases and bibliographies are invalid excuses. Protect yourself by citing correctly. Ask for guidance before submitting written work if you are unsure how to cite correctly.

Technology: Mobile and computer technology must be silent during lectures and put away during exams. You must attain prior approval from the professor in recording lectures through any audio or video technology. Access to a computer and printer, the internet, and a means to back up your work are essential for your success in this course. Technical problems often occur, labs are in high demand, and connections sometimes fail. These are not acceptable excuses for missed or late assignments, but rather shared conditions of our academic work. You are responsible for anticipating and working around these issues if and when they arise. Save often, print often, and back up your files.

Student Responsibilities: Sign up for Eagle Alerts on the Emergency Webpage;
Adverse Weather – Call NCCU’s Information Line (919) 530-7220



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Your Educational Privacy: In 1974, Congress adopted the Family Education Rights and Privacy Act (FERPA). This amendment provides that students who are 18 years or older and enrolled in post-secondary education are the sole guardians of their own academic records. In accordance with this amendment, all correspondence from the University regarding grades and/or discipline will be sent directly to the student at the address on file at the Registrar's Office. In addition, advisors and professors cannot discuss specifics with parents about the student's progress or problems. (5)

Veterans and Active Duty Service-members: Military duty helps develop strengths such as discipline and maturity, yet making a smooth transition from military to college life can be challenging. I invite you to speak with me about your military status and to use the VA office and Veterans Center for information and support. NCCU is recognized by G.I. Jobs as a Military Friendly School that has established a Veterans Center and EAGLE VETS, a recognized chapter of Student Veterans of America. NCCU's Veterans Affairs Office serves veterans, service members, and dependents. Our job is to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. NCCU's VA Coordinator is Ms. Tomeka Davis, (919) 530-5312. The Veterans Center is located in 216 Miller-Morgan.

NC CENTRAL UNIVERSITY POLICIES



Discover what's Central to you.

Statement of Inclusion/Non-Discrimination: NC 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,



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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.

NC CENTRAL UNIVERSITY POLICIES



Discover what's Central to you.

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



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other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

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

