

University of North Dakota  
College of Education & Human Development  
Department of Teaching, Leadership, & Professional Practice  
**T&L 350-01, Development and Education of the Adolescent**  
Fall 2018; M-W-F 11:00-11:50, Education 112 (room), 3 credits

**Instructor:** Lisa Ross-Hain  
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**Office:** EDU 275  
**Office Hours:** M, W, F 9-11:00am  
T-Th 2-4:00pm  
or by appointment

**Textbooks & Materials:** Santrock, J. (2016). *Adolescence*, 16<sup>th</sup> edition. 978-0-07-811718-3

**Course Description:** This course is a comprehensive examination of the characteristics and behavior of the adolescent student with implications for curriculum and instruction in the junior/middle and high school. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological and psychological factors in development. A field experience is part of the course.

**Prerequisites:** Admission to Teacher Education Program and T&L250. This class is offered in both fall and spring semesters.

This course is typically directed to people who will be teaching adolescents in middle level and secondary schools; however, people in social services fields often take the course, too, either as a requirement or special interest. The course is designed to allow flexibility for different specializations. To make the material, discussions and assignments most meaningful and practical for you, please attempt to relate them to the work that you are or anticipate doing with adolescents.

**Teaching & Learning Vision Statement:** The Department of Teaching and Learning will be a recognized leader in preparing teachers and professionals for a diverse and global society through excellence in teaching, scholarship, and service.

**Teaching & Learning Mission Statement:** The Department of Teaching and Learning is dedicated to the scholarly pursuit and dissemination of knowledge to aid in the professional development of teachers, teacher educators, and scholars at the bachelor's, master's, and doctoral levels. We engage in teaching, research, and service that inform exemplary policy and practice at all levels of education, from early childhood through higher education. Through our practice, scholarly pursuits, and service to the educational community, we emphasize, embrace and reflect upon the intertwined processes of teaching and learning. We believe that there exists a compelling interest for all educators and educational institutions to foster diverse learning environments, thus enhancing students' abilities to appreciate cultural diversity and operate as productive citizens of a global society.

**Conceptual Framework:** The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of educators who

- are committed to the continuing process of learning about many things, especially about their content and learning to teach;
- are able to take an active role in promoting the learning of all students;
- will advocate with and for students parents colleagues, school and community.

\*Syllabus is subject to change at instructor's discretion.

### **Course Objectives:**

- Understand how children of different ages learn. (CAEP #1.1, INTASC #2)
- Gain awareness of current events and policy issues related to adolescent development. (CAEP #1.1, INTASC #7)
- Articulate the six domains of adolescent development
- Articulate the economic, sociological, and psychological factors that impact adolescent development
- Demonstrate the ability to integrate understanding and implications for practice
- Study and analyze the physiological, cognitive, social, emotional, and moral domains of adolescent development. (INTASC 2)
- Consider the implementation of various teaching and counseling practices that are consistent with adolescent development theory and ethical education practices (INTASC 3, 4) (CAEP #1.1, 1.2, INTASC #9)
- Examine family influences on adolescent development and to consider/plan ways to connect parents to adolescents' lives and education (INTASC 9, 10)
- Assist an ELL student with language skills and American cultural understandings and also to learn about that student's country and culture (INTASC 2, 3, 5, 9)
- Observe and interview an ELL adolescent and situate the information acquired from this case study within a framework of theory and research-based adolescent development and education applications (INTASC 2, 6, 9)
- Develop as a reflective practitioner through writing and oral communication (INTASC 6, 9)

### **INTASC STANDARDS**

#### **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### **Student Responsibilities:**

- Complete assigned readings and be prepared to discuss and use information during each class.
- Bring textbook to each class for reference, examples, discussion and clarification.
- Attend class and participate in class discussions and activities.
- Check Blackboard regularly for announcements, assignments, and other course information.
- Check with another class member for notes or assignments if a class, or part of a class, is missed.
- Submit Chapter Responses by 10:59am on the date scheduled for class discussion/activity.
- Submit Exit Tickets before leaving class on the day/date they are posted in class.
- Submit other papers and projects by 11:59pm on the date due.
- Field Experience and Case Study requirements must be completed according to specified format in order to receive a passing grade in the course.

#### **Cell Phones, Screens and Other Technology:**

We may periodically use websites, apps and/or other technology in class. I will try to inform you of this prior to the class period. If you plan to incorporate any of these into a classroom activity and/or presentation, please also try to inform the class ahead of time.

Make sure to have your cell phones on vibrate during class. If you must take a call, please LEAVE the classroom BEFORE you answer. NO texting during class. If you must text, please LEAVE the room before doing so. All technology use during class should be used for the purpose of class activities. Laptop/other should be used sparingly and with little distraction to others in the room. Much of our time together will involve discussion, listening and interacting with classmates and/or instructor. Your attention and participation is expected. Checking social media, shopping, gaming, or similar activities is not allowed. Please inform the

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instructor if you plan to voice and/or video record any portion of the class period. If cell phones or technology is abused, the instructor reserves the right to have it removed.

### **Assignments:**

Please refer to the information in this section before asking questions about course requirements. Keep in mind that specific details about many assignments and projects will be posted in the Assignments section of Blackboard and explained in class. All are subject to change with appropriate notification.

#### ➤ **Chapter Responses**

- The purpose of each Chapter Response is for you to *read and react* to the information presented in each chapter to help you make meaning of it and to prepare you for related in-class activities and/or discussions. The intention is that you engage with what you read, reflect on it, compare it to your personal past experience and attempt to apply it to the work you are and/or anticipate doing with adolescents.
- Chapter Responses should each be 200-250 words in high-quality prose demonstrating good word choice, grammar and punctuation.
- Chapter Responses must show effort, honesty, reflection, insight and potential application to your future interactions with adolescents.
- For each Chapter Response please consider the following guiding questions:
  - What are the main points of the chapter?
  - Did you learn anything new?
  - What did you find most interesting?
  - How does the information presented support or contradict your personal experience? Consider your experience as an adolescent yourself as well as your work, study and or interactions with adolescents. Include details and examples when possible.
  - What questions arise as you reflect on this chapter and are unanswered in the reading?
  - How do you see the information presented in the chapter as pertinent and applicable to your work with adolescents?
  - What are you prompted to DO or INCORPORATE in your teaching/working practice that responds to or reflects your understanding of the information?
  - What are you prompted to NOT DO or AVOID in your teaching/working practice that responds to or reflects your understanding of the information?
- Each Chapter Response is worth 5 points, X 13 chapters = 65 points. Responses MUST be submitted by 10:59am (prior to the 11:00am start of class) on the date scheduled for discussion of that chapter and/or related activity. See Tentative Class Schedule.
- Chapter Responses will be accepted up to one full day (24 hours) late. Late responses will NOT be eligible for full points. One Chapter Response score will be dropped = 60points.
- We may incorporate peer responses to your Chapter Responses as the semester progresses.

#### ➤ **Exit Tickets**

- Periodically at the end of a class period an Exit Ticket will be assigned. This will typically be a question or prompt posted on the screen IN CLASS ONLY. THESE WILL NOT BE POSTED ON BLACKBOARD. You will be given a note card and a few minutes to respond in writing before leaving class. They should be short and concise, demonstrating your participation (including actively listening to others) in class. *Please speak with the instructor if you would prefer to do this as a short voice recording after and outside of class time and submit by 4:00pm on the day assigned in class*
- The intention is that you process what took place in class, synthesize new information and/or insights and grow in your understanding of adolescence and adolescents.
- This feedback will help me to understand what “worked” or didn’t “work” for you in class.

- Exit Tickets will help track your attendance. Attendance is expected and tracking may be required to satisfy attendance guidelines for athletic programs, scholarships and/or financial aid.
- Each Exit Ticket is worth 2 points, X 11(approximately) = 22 points. One Exit Ticket score will be dropped = 20 points.
- **Guest Lecturer / Video Responses**
  - After each guest lecturer or assigned video, a 200-250 word response/reaction paper will be submitted. Details, guidelines and due dates will be provided via Blackboard.
  - Every attempt should be made to attend in-class guest speaker lectures. Hopefully, guest lectures will be recorded and posted on Blackboard. However, if this does not happen for some reason, an alternate assignment will be provided on Blackboard.
  - Guest Lecturer / Video Responses will be worth 5 points each, X 4(approx.) = 20points.
- **"Who & How Am I?" - Self-Profile Project**
  - Students will use a variety of self-assessments to develop their own personal profile of who they are as a learner and as a person. They will also be able to translate this reflection and its implications to future work with adolescents. More information to come.
  - A variety of presentation options will be offered for this project including PowerPoint, Prezi, Video, Explain Everything, Keynote, and others.
  - 50 points
- **Facility Culture Group Project, Presentation and Peer Reviews**
  - Groups of students with similar majors and/or career interests will develop a culture behavior plan for the adolescent students/clients of a particular facility or setting (real or imaginary) related to their major. More information to come.
  - These projects will be presented in class.
  - Project and presentation =50 points.
  - Students will write short reviews and give feedback to the other groups after each presentation.
  - Peer Reviews = 15points.
- **Adolescent Field Experience Hours & Adolescent Case Study**
  - You will be paired with one (or more) ELL learners in a middle or high school setting. If you are a Social Work major you will be placed at the Juvenile Detention Center. You will spend a minimum of 10 hours with this person, interacting with him/her, helping them learn the English language, talking with them and learning about their cultural dissonance and transition to American way of life (academic, social, emotional, moral, societal). These observations will be the basic building blocks for the case study. More information will be provided during class and on Blackboard. Students will have 4 classes OFF during this semester due to the field experience time requirements. Observation Journal and Case Study must be completed according to specified format in order to receive a passing grade in the course.
  - Field Experience = 50 pts (Includes various components/requirements.)
  - 150 points (Includes various components/requirements.)
- **Active Class Participation in Discussions and Class Activities**
  - Students are encouraged and expected to actively participate in all class discussions and activities. Some of these will be in the large group, others will be in small groups or with a partner. Please be considerate of the variety of personalities we will enjoy in class. If you are very social and outgoing, please invite more timid classmates into the discussion or activity. If you are the shy type, please make an effort to contribute. A variety of thoughts, perspectives and experiences can enrich us all.
- **NOTE: NO EXAMS!!**
  - In lieu of traditional exams, it is expected that you will incorporate key terms, phrases, examples and information presented in the textbook in all assignments, writings, discussions and projects as they apply.

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Evaluation of Required Assignments	Points Possible	Percentage of Grade
Chapter Responses (5pts each X 13 chapters =65, 1 dropped)	60	13%
Exit Tickets (2pts each x approx. 11=22, 1 drop)	20	5%
Guest / Video Responses (5 pts, X 4(approx.))	20	5%
Self-Profile Project - "Who & How am I?"	50	11%
Facility Group Project & Presentation	50	11%
Facility Group Project Peer Reviews	15	3%
Field Experience (Various components)	50	11%
Case Study (Various components)	150	33%
Active Class Participation	35	8%
<b>TOTAL</b>	<b>450 points</b>	<b>100%</b>

**Grading Scale:** A= 90-100%, B= 80-89%, C= 70-79%, D= 60-69%

**NOTE:** *This course is writing intensive. Please talk to the instructor about possible alternative options for meeting course requirements, if necessary.*

**NOTE:** *Generally, no assignments will be printed for class distribution. You are welcome to print your own copies as needed.*

**NOTE:** *If you are concerned or have questions about an assignment, the score on an assignment and/or your grade, please set up an appointment with the instructor. Contact me via email, after a class period or during the office hours listed above.*

#### **Late assignments**

Chapter Responses will be accepted up to one full day (24 hours) late. Late responses will NOT be eligible for full points. These cannot be made up. If however, you must be absent often or for an extended time period, please talk to the instructor about options. Doing this PRIOR to the absence/s, when possible, is required.

Exit Tickets will not be accepted after 5:00pm on the day of the class in which it was assigned.

Guest Lecturer/Video responses, Self-Profile Project, Facility Culture Group Project, Field Experience and Case Study will be deducted 10% of the maximum point value for each day (including Saturday and Sunday) after the due date.

Active Class Participation is impossible if you are not in class. These cannot be made up. If however, you must be absent often or for an extended time period, please talk to the instructor about options. Doing this PRIOR to the absence/s is strongly encouraged, if possible.

**NOTE:** *Please talk to the instructor if you are struggling to complete an assignment on time. Having this discussion PRIOR to the due date is optimal.*

#### **Plagiarism**

The assignments in this course are intended to prompt you to learn, think, reflect, consider, react and respond on a personal (or at times, small group) level. In doing so you will interact with the thoughts and information collected or presented by others – classmates as well as outside educators, researchers, students, professionals, etc. DO NOT COPY all or part of another's work. This includes all assignments and projects. Egregious plagiarism may result in an "F" for the assignment and/or course and/or dismissal from the teacher education program. See also Code of Student Life.

### **Incomplete Grades**

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See "Grading System" in the UND 2018-19 Catalog)

### **Attendance**

- Attendance is expected and may be required to satisfy guidelines for athletic programs, scholarships and/or financial aid.
- In the instance that an absence from class is unavoidable, please inform the instructor prior to class when possible. You may send an email or visit briefly AFTER a class period. If the absence was unexpected, an email or brief discussion with the instructor AFTER a class period is appreciated. In either instance, you do not need to divulge details of the reason for the absence.
- There may be instances where students who are involved with sports teams on campus need to be away for games. To ensure that student athletes benefit fully from this course, they MUST provide (1) an official written notification/request for classes missed due to travel games, AND (2) a reminder one class period ahead of your absence, AND (3) a discussion on how to make up what will be missed.
- As a result of an absence for any reason, alternative work may be assigned, as the instructor deems appropriate.

### **Books and materials**

You are expected to own or rent the textbook listed as required for the course and bring it to class. You are expected to read articles, view videos and/or access Internet sites as assigned.

### **Preparedness**

You are expected to read and be familiar with the content of the course syllabus and to access Blackboard regularly for course information as changes may (will!) occur at times during the semester. You are expected to read assigned chapters prior to the date we are scheduled to discuss them.

### **Flexibility & Patience**

The syllabus and assignment due dates are tentative in nature; changes will occur throughout the semester; students will be apprised of changes as soon as possible. Please be patient with the instructor, especially in my process of learning to use Blackboard and classroom technology.

## ***Policies for Students in Educator Preparation Programs***

**Dispositions:** The Council of Accreditation for Educator Preparation (CAEP) requires the university to monitor the academic progress and dispositions of every student enrolled in a program leading to an education license or credential. Dispositions refer to a student's actions and behaviors in terms of professionalism, ethics and human relations. Should a concern arise about a student's progress or dispositions, faculty, instructors and/or cooperating teachers may request a one-on-one meeting with the teacher candidate or advanced student to discuss areas of strength or concerns. Written documentation of this conference may be included in the student's permanent file. Specific procedures are delineated on the form, *Professional Dispositions for UND Teacher Education*.

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**Essential Abilities Requirements:** *Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the educator preparation curriculum and the development of personal attributes required for professional licensure. The candidate must possess or be able to gain these abilities with or without reasonable accommodation. The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory (Handbook for Teacher Education).*

*Reasonable accommodations will be afforded to education candidates with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of education candidates must report that to the Associate Dean of Student Services and Assessment and suggest any accommodations that they think will enable them to perform as education candidates. The Associate Dean will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the student may not be able to complete their educational program.*

**College of Education & Human Development Academic Concerns and Grievance Process Policy:** *The grievance process can be found on the web at <http://education.und.edu/files/docs/academic-concerns.pdf>. Graduate students should follow the CEHD Grievance Policy for decisions made at the course or program level and should follow the School of Graduate Studies Grievance Policy for decisions made by the School of Graduate Studies. It is the student's responsibility to initiate and advance the grievance. Please contact Dr. Anne Walker, the Associate Dean of Student Services and Assessment, for more information and assistance with the CEHD grievance process.*

## **University & College Statements**

**University Attendance Policy and Procedure:** *Attendance and participation in class activities are considered integral parts of a university education. It is the University policy that attendance in classes is expected of all students. If attendance and/or participation are required and will impact grading, it is the responsibility of the instructor to communicate clearly that policy to students during the first week of class in the course syllabus.*

*Even in situations where an instructor might excuse a class absence, e.g., severe medical situations, family emergencies, military service, or authorized University activities, it is the responsibility of the student, whenever possible, to inform the instructor ahead of time.*

**Campus Emergency:** *In the event of a major campus emergency, suspension, or closure, the course requirements, deadlines, and grading policies on the official syllabus are subject to change. You will be notified of such changes by email, using the email address you have listed in Blackboard. Please make sure that email address is correct.*

**The Code of Student Life:** *UND students are expected to follow the Code of Student Life which is available at: <http://und.edu/code-of-student-life/>. It outlines the rights and responsibilities and expected levels of conduct of citizens in the University community. The purpose of the rules outlined is to prevent abuse of the rights of others and to maintain an atmosphere in the University community appropriate for an institution of higher education.*



**Disability Services for Students:** UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you plan to request disability accommodations you are expected to register with Disability Support Services. For more information, contact DSS or check the DSS web site at: <http://und.edu/disability-services/>

**Scholastic Honesty:** Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion.

A. Cheating on a test includes, but is not restricted to:

1. Copying from another student's test.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another student during a test without authority.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
5. Substituting for another student or permitting another student to substitute for oneself to take a test.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. This includes appropriation of another person's work by the use of computers or any other electronic means.

C. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Instructors choosing to treat a case of scholastic dishonesty as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If, before the drop date, an instructor is considering such action (or still investigating a possible case of dishonesty), the instructor may, with the concurrence of the dean of the course, place a hold on the student's registration to prevent the student dropping the course. If the student has already dropped the course, the dean of the course may void that drop and have the Registrar re-enroll the student in the class. (See "Scholastic Honesty" in the 2018-19 UND Catalog).

**Non-discrimination statement:** As part of its commitment to providing an educational environment free from discrimination, UND complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at UND-sponsored activities and programs whether occurring on-campus or off-campus. Title IX also protects third-parties, such as visiting student athletes, from sexual harassment or violence in UND's programs and activities and protects employees from sexual harassment and discrimination. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. UND will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. UND's Title IX coordinator is Donna Smith, Director of Equal Employment Opportunity/Affirmative Action, 401 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, 701-777-4171, [donna.smith@und.edu](mailto:donna.smith@und.edu). Retaliation against any person who initiates an inquiry or complaint or participates in the investigation of a complaint is prohibited. Such conduct will be further cause for disciplinary action.

**Brief Information about reporting:** Any student who has been impacted by sexual violence (sexual assault,

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domestic violence, dating violence, stalking) or gender-based misconduct is encouraged to report and seek appropriate resources on campus. Please contact the Title IX Coordinator (Donna Smith, [donna.smith@und.edu](mailto:donna.smith@und.edu) or 701-777-4171) to discuss your options. To view the policy and additional resources, please visit: <https://und.policystat.com/policy/4522669/latest/>.

**How to seek help when in distress:** We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/student-affairs/student-rights-responsibilities/care-team.cfm>.

**Faculty reporting obligations regarding sexual violence:** Classroom discussions or assignments may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.