**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

|  |  |
| --- | --- |
| **COURSE INFORMATION**COUN 5080-01, Professional and Ethical Issues in Counseling, 4 CreditsLocation: Classroom, Zoom, CanvasTuesdays, 4:00-7:25pm | **INSTRUCTOR**Office Hours: Cell:  |

**REQUIRED TEXTS AND/OR READINGs**

**TEXT and MATERIALS**

Stone, C. (2017). *School counseling principles: Ethics and law* (4th ed.)*.* Alexandria: American School Counselor Association.

**Ethical Codes:**

American Counseling Association. (2014). *2014 ACA code of ethics*. Alexandria: American Counseling Association. Retrieved June 24, 2014, from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American School Counselor Association. (2016). *Ethical standards for school counselors*. Retrieved June 20, 2019, from https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

**Online Resources:**

Washington Law Help: <http://www.washingtonlawhelp.org/WA/index.cfm>

ACLU of Washington: <http://www.aclu-wa.org/>

Crisis Clinic of Seattle: <http://www.crisisclinic.org/>

Library of Congress Thomas: <http://thomas.loc.gov/>

Guttmacher Institute: <http://gutmacher.org>

Office of Superintendent of Public Instruction (2014). K-12 laws and regulations: <http://www.k12.wa.us/RulesRegs.aspx>.

Safe Schools Coalition: www.safeschoolscoalition.org or 1-877-SAFE-SAFE

Washington State Legislator: <http://search.leg.wa.gov/>

Education Laws in Washington State: <http://www.k12.wa.us/ProfPractices/adminresources/FAQ.aspx>

Washington State School Safety Center: <http://www.k12.wa.us/SafetyCenter/>

State-by-State Statues on Child Abuse: <http://asca.dev.networkats.com/asca/media/asca/home/childabusebystate.pdf>

**Content areas**

**COURSE DESCRIPTION**

Graduate Bulletin Description

Facilitates the development of student knowledge of ethical principles, professional codes and decision-making capacity. Course will explore legal statutes impacting counselor behavior, examples of malpractice and risk management strategies for maintaining a healthy and vibrant counselor practice in school, mental health and addiction settings. For Majors Only.

Course Purpose(s)/Goal(s): The purpose of this course is to introduce students to ethical and legal issues pertaining to the role of professional school counselors in K-12 schools.

Course Rationale (**Required**):

1. CACREP Standards

Section II: Professional Counseling Identity

E. Current counseling-related research in the curriculum.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
	1. history and philosophy of the counseling profession and its specialty areas
	2. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
	3. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
	4. the role and process of the professional counselor advocating on behalf of the profession
	5. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
	6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
	7. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
2. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
3. technology’s impact on the counseling profession
4. strategies for personal and professional self-evaluation and implications for practice
5. self-care strategies appropriate to the counselor role
6. the role of counseling supervision in the profession
7. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
	1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
8. multicultural counseling competencies
9. help-seeking behaviors of diverse clients
10. COUNSELING AND HELPING RELATIONSHIPS
11. procedures for identifying trauma and abuse and for reporting abuse

SEC. 5: SCHOOL COUNSELING

1. CONTEXTUAL DIMENSIONS
2. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
3. legal and ethical considerations specific to school counseling
4. Washington Administrative Code WAC 246-811-030

Substance Use Dependency Professional

* 2 (s) Professional and ethical responsibilities

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES** (**Required**) (explicitly related to Course Purposes/Goals)

* *Students will use technology to demonstrate professional conduct, knowledge of ethical decision-making models, and familiarity with the ACA Code of Ethics and legal statutes.*
* Students will be introduced to the history and philosophy of the counseling profession and its specialty areas
* Students will learn the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
* Students will learn counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams in K-12 school settings.
* Students will learn the role and process of the professional counselor advocating on behalf of the school counseling profession
* Students will be introduced to advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
* Students will be introduced to professional counseling organizations, including membership benefits, activities, services to members, and current issues
* Students will learn professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
* Students will learn ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
* Students will be introduced to technology’s impact on the counseling profession
* Students will learn strategies for personal and professional self-evaluation and implications for practice
* Students will identify self-care strategies appropriate to the counselor role
* Students will become familiar with the role of counseling supervision in the profession
* Students will become familiar with multicultural and pluralistic characteristics within and among diverse groups nationally and internationally in K-12 schools
* Students will develop knowledge of the multicultural and social justice counseling competencies
* Students will become knowledgeable of help-seeking behaviors of diverse clients in K-12 schools.
* Students will learn counselor characteristics and behaviors that influence the counseling process
* Students will be introduced to procedures for identifying trauma and abuse and for reporting abuse as K-12 school counselors
* Students will learn about professional school counseling organizations, preparation standards, and credentials relevant to the practice of school counseling
* Students will familiarize themselves with legal and ethical considerations specific to school counseling
* Students will be introduced to substance use issues affecting K-12 youth.

**COURSE INSTRUCTIONAL METHODS**

This course uses a variety of instructional methods including, but not limited to, group discussion, lecture, oral presentations by students, independent study, written exercises, role-playing, and other strategies as appropriate to the area being studied. Supplemental readings will also be assigned through handouts and other resources that are important for full understanding of the course content.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**COURSE REQUIREMENTS**

1. Assignments and Activities

| **Assignment** | **CACREP Standard**  | **Points Possible**  |
| --- | --- | --- |
| Reading Reflections | 1e, 1f, 1m | 22 |
| Critical Incident Write Up  | 1e, 1f, 1m | 45 |
| Professional Disclosure Statement  | 1j | 25 |
| Discussion Postings (5 total) | 1b, 1e | 200 |

*Summative Assignment*: The “Critical Incident Write-Up” assignment is a summative assignment. Summative assignments are used to determine student knowledge and skills around the CACREP core and specialty areas. Students who fail a summative assignment (receive a rating of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

**Summative Assignment Rating Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Overall Rating** | **Rating Scale** | **Description** |
| A | Excellent | 4 | Student demonstrates excellent work |
| B | Satisfactory | 3 | Student demonstrates satisfactory work |
| C | Unsatisfactory | 2 | Student demonstrates unsatisfactory work |
| D | Poor | 1 | Student demonstrates poor work |
| F | Inadequate | 0 | Student demonstrates inadequate work  |

1. Grading Scale:

94-100 % A 80-83 B- 67-69 D+

 90-93 A- 77-79 C+ 64-66 D

 87-89 B+ 74-76 C 60-63 D-

 84-86 B 70-73 C- 0-59 F

1. Course Expectations:

*Assignments:* All assignments are due prior to the start of class on the due date. Late assignments are not accepted. To earn points for in-class based experiential assignments (e.g., Who Am I?, Literature Circle) students need to be physically present in class.

*Attendance*: Due to the experiential nature of this course, and because of the limited times we meet over the summer, attendance is required. Two absences will result in an automatic “F” grade. An absence is defined as missing more than 5 minutes of a class. I make no distinctions between “excused” and “unexcused” absences. 35 points are deducted from the total points for each absence.

 *Readings:* All assigned readings are to be completed prior to the beginning of class.

**SCHEDULE OF COURSE ACTIVITIES**

| **Date** | **Topics**  | **Readings and Assignments** | **CACREP STANDARD** | **Evaluation****Method** |
| --- | --- | --- | --- | --- |
| Class #1June 21(Campus) | Introduction to the philosophy of ethicsCredentials/Licensure Self-care strategies | Discussion Post: Self-care strategy | 1a, 1b, 1c, 1d, 1f, 1g, 1lSection 5 SC: 2k |  |
| Class #2June 28(Canvas) | Introduction to professional ethicsSchool Counselor Professionalism  | Stone Ch. 1-2<https://www.schoolcounselor.org/Magazines/November-December-2007/Solutions-to-Ethical-Problems-in-Schools>ACA & ASCA Ethical Codes**Due: Reading Reflections****Due: Discussion Post #1** | 1i, 1j, 1k | Readings, Quiz, and Assignments |
| Class #3July 5(Zoom) | Cyberspace | Stone Ch. 3**Due: Reading Reflections** | 1e, 2a, 2c, 2f | Readings, Quiz, and Assignments |
| Class #4July 12(Canvas) | FERPA & Negligence | Stone Ch. 4 & 5**Due: Reading Reflections****Due: Discussion Post #2** | 1m, 7d | Readings, Quiz and Assignments |
| Class #5July 19(Zoom) | Court obligations & Child abuse | Stone Ch. 6 & 7**Due: Reading Reflections** | 5f | Readings, Quiz and Assignments |
| Class #6July 26(Canvas) | Ind. & group counseling, & Sexually active students | Stone 8 & 9**Due: Reading Reflections****Due: Discussion Post #3** | 1e, 1k, 5f | Readings, Quiz and Assignments |
| Class #7August 2(Zoom) | LGBTQ & Sexual harassment | Stone Ch. 10 & 11**Due: Reading Reflections****Due: Professional Disclosure Statement**  | 1e, 1j | Readings, Quiz and Assignments |
| Class #8August 9(Canvas) | Bullying, Cyberbullying, Violence, & Criminal Activity | Stone Ch. 12 & 13**Due: Reading Reflections****Due: Critical Incident****Due: Discussion Post #4** | 1e, 1j | Readings, Quiz and Assignments |

**Assignment #1: Reading Reflections**

The purpose of reading reflections is to assist the development of your learning of the course material. Your reflections on the readings also offer an opportunity to discuss in class the content of the readings that you found most provocative, challenging, or useful (e.g., what stirred your imagination or challenged your assumptions; what surprised you?).

* + Write one question, comment, or argument (for each chapter and assigned article) that occur to you during your reading that you would like to have discussed in class. Display thoroughly that you have read and understood the text.
	+ Your reflections are also your opportunity to find the answers to questions raised by the readings. That is, if there is something you do not fully understand or are curious about, create a question to be discussed in class. Questions, however, should not be simplistic or easily answered by the readings, e.g., What does the acronym L.U.V. stand for? What is emotional intelligence? These questions are easily answered in the text.
	+ Your writing will be assessed according to the reading reflection rubric below. Examples of strong reading reflections are posted on Canvas in the Files tab. Please read through these before writing and turning in your first reflection.

These responses are to be turned in on Canvas prior to class each week at 4pm Tuesday.

**Assignment #2: Critical Incident Write Up**

Identify a *current* critical incident pertaining to professional school counselors in K-12 school settings. Use the handout below to address the critical incident. The STEP Ethical Decision-Making Model should be used as a framework for decision-making. Make sure to also reference both the ACA *Code of Ethics* and the ASCA *Ethical Standards for School Counselors*. You will be graded based on accuracy and depth of your answers.

**Critical Incident Report**

1. Define the problem both *emotionally* and *intellectually*.
2. Apply the ASCA and ACA ethical codes.
3. Consider students’ chronological and developmental age.
4. Consider the *setting, parental rights,* and *minor’s rights.*
5. Apply the moral principles.
6. Determine the potential courses of *action* and their *consequences*.
7. Evaluate the selected action (justice, universality, publicity).
8. Who would you consult with given the situation?
9. Implement the course of action and document.

**Critical Incident Report Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory (0)** | **Satisfactory (2.5)** | **Exceptional (5)** | **Points** |
| Defines the problem  | The problem is not defined emotionally and intellectually or the problem is just emotionally or intellectually.  | The problem is defined both emotionally and intellectually.  | Meets “satisfactory” and provides depth expected of graduate level work.  |  |
| Application of the ACA and ASCA Ethical Codes | The ACA and ASCA ethical codes are not applied or only one of the codes is applied. | The ACA and ASCA ethical codes are applied.  | Meets “satisfactory” and refers to specific sections of both ethical codes. |  |
| Chronological and developmental age | Student’s chronological and developmental age is not discussed or only one is discussed.  | Both student’s chronological and developmental age is discussed in detail.  | Meets “satisfactory” and provides specific examples that connect with course concepts.  |  |
| Setting, parental, and student rights | Setting, parental, and student rights are not discussed or only focuses on one or two of these.  | The setting, parental, and student rights are explored in detail.  | Meets “satisfactory” and provides specific examples that connect with course concepts.  |  |
| Moral principles | Does not apply the moral principles or the moral principles are partially discussed.  | Moral principles are discussed in detail.  | Meets “satisfactory” and provides examples to illustrate the moral principles.  |  |
| Potential courses of action | Does not explore potential courses of action or partially explores potential courses of action.  | Incorporates a substantial number of potential courses of action.  | Meets “satisfactory” and connects with course concepts.  |  |
| Evaluate selected action | Does not evaluate selected action.  | Evaluates and provides a rational for selected action.  | Meets “satisfactory” and connects selected action with ethical and legal statues.  |  |
| Consultation  | Does not discuss the need for consultation.  | Discusses the importance of consultation and identifies those with whom to seek consultation with on the issue.  | Meets “satisfactory” and includes 2-3 individuals with which to consult.  |  |
| Implement course of action and evaluate  | Does not discuss course of action or how course of action will be evaluated.  | Implements course of action and how it will be evaluated.  | Meets “satisfactory” and identifies uses data to evaluate course of action.  |  |

**Assignment #3: Professional Disclosure Statement**

Craft your school counselor professional disclosure statement that you will use at your practicum and internship. The professional disclosure statement will be given out to parents and families that you will see during practicum and internship. The professional disclosure statement needs to include (1 paragraph for each section):

1. Include an Introduction about the purpose of the disclosure statement
2. Your philosophy and counseling approach (use elements of your theory paper you wrote in COUN 5110)
3. Formal education, training, and supervision (list that you’re a Seattle University counseling student)
4. How you ascribe to the ASCA Ethical Standards for School Counselors and ACA Code of Ethics,
5. The meaning and limits of confidentiality in a K-12 school setting,
6. A contact email and number that you can be reached for questions (this will change when you are at your practicum or internship site).

Upload the assignment on Canvas on the due date.

* Please type and single-space your paper
* Title your paper “Professional Disclosure Statement”, centered and on top of the first page
* Check for grammar, punctuation, and spelling
* Write your paper according to the level (elementary, middle, and high school) you intend to work. The idea is that this will be used with students, parents, and teachers.
* Include necessary references
* Align your paper according to APA 7th edition guidelines (with the exception of spacing and cover page)
* No more than 2 pages.

**Professional Disclosure Statement Rubric**

Student:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Unsatisfactory****(0 points)** | **Satisfactory****(2.5 points)** | **Exceptional****5 points** | **Total Points** |
| **Introduction** | Introduction is not appropriate (e.g. lacks an introductory paragraph and/or purpose of the disclosure statement is not clear). | Introduction is appropriate (e.g., appropriately explains the purpose of the disclosure statement). | Meets “Satisfactory” and includes an appropriate summary paragraph at the end of the disclosure statement.  |  |
| **Theoretical Orientation** | The theoretical orientation is not adequately articulated | The theoretical orientation is clearly articulated. | Meets “Satisfactory” category and the theoretical orientation aligns with K-12 settings. |  |
| **School Counselor Role** | The school counselor role is not clearly articulated and/or appropriately described. | The school counselor role is clearly articulated and appropriately described. | Meets “Satisfactory” category and appropriately connects the school counselor role with the mission of the school.  |  |
| **Limits of Confidentiality** | Limits of confidentiality are not appropriately explained. | Limits of confidentiality are appropriately explained.  | Meets “Satisfactory” category and appropriately connects with being a student advocate.  |  |
| **Code of Ethics** | A connection with the ACA and ASCA Code of Ethics is not clearly articulated. | A connection with the ACA and ASCA Code of Ethics is clearly articulated. | Meets “Satisfactory” category and clear examples provided. |  |
| **Structure** | Some major grammatical or proofreading errors; language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format; does not follow APA Style 6th edition guidelines. | Appropriate, clear and fluid transitions; arrangement of paragraphs seems particularly apt; no grammatical or spelling errors; somewhat follows APA Style 6th edition guidelines. | Meets “satisfactory” category and accurately follows APA Style 6th edition guidelines. |  |

**Assignment #4: Canvas Discussion Posting Assignments and Rubric**

Students will participate in five discussion forums in class. Students are expected to make an initial posting (IP) and at least three responses to others postings (RO) for each discussion forum. Below is the scoring rubric:

|  | Discussion Posting and Response Rubric40 possible points per discussion forumSix-Day Clinical Residency Evaluation Scoring Guide Grading Rubric |
| --- | --- |
| **Criteria** **20 points-Initial Posting (IP);** **20 points-Response to others (RO)** | **0****Does Not Meet Expectations** | **2Emerging** | **3Progressing** | **4****Meets Standard** | **5Exemplary** |
| **RESPONSIVENESS****Did the student post their initial Discussion question and respond to three other students’ Discussion posts?** **(5 points-IP****5 points-RO)**  | Postings and responses are not submitted. | Postings and responses are ***unresponsive*** to the requirements of the discussion instructions and/or the prompt provided. They miss the point of the question by providing responses that are insubstantial and/or anecdotal (e.g., largely comprised of student opinion), and do not demonstrate that the student has read, viewed, and considered the learning resources and/or colleague postings. | Postings and responses are ***somewhat responsive*** to the requirements of the discussion instructions and/or the prompt provided. They lack in substance by relying more on anecdotal than scholarly evidence (e.g., largely comprised of student opinion); and/or do not adequately demonstrate that the student has read, viewed, and considered the learning resources and/or colleague postings. | Postings and responses are ***responsive to and meet the requirements*** of the discussion instructions and/or the prompt provided. They respond to the question being asked in a substantive, reflective, and evidence-based way and demonstrate that the student has read, viewed, and considered the learning resources and/or colleague postings. | Postings and responses are ***responsive to and exceed requirements*** of the discussion instructions and/or the prompt provided. They respond to the question being asked and ***go beyond what is required*** in some meaningful way (e.g., incorporates additional readings outside of the assigned learning resources). They are substantive, reflective, evidence-based and demonstrate that the student has read, viewed, and considered the learning resources and/or colleague postings. |
| **CONTENT KNOWLEDGE****Does the posting and responses show that the student learned and integrated/applied the information presented? Is the student’s demonstration of knowledge and skill attainment accurately conveyed?****(5 points-IP****5 points-RO)**  | Postings and responses are not submitted | Postings and responses ***demonstrate a lack of understanding*** of the concepts and issues presented in the course; and/or are inaccurate, contain many omissions and errors, are not supported by research/evidence, and contain many critical errors when demonstrating specific skills or strategies. | Postings and responses ***demonstrate minimal understanding*** of concepts and issues presented in the course, and contain some omissions and/or errors, are not supported by research/evidence and/or the research/evidence is inappropriate or marginal in quality, and there is a lack of mastery of skills and/or numerous errors when demonstrating specific skills or strategies. | Postings and responses ***demonstrate understanding* *and application***of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented; and postings/responses are supported by research/evidence from peer-reviewed books and journals, and mastery and application of skills or strategies are demonstrated. | Postings and responses ***demonstrate in-depth understanding* *and application*** of concepts and issues presented in the course demonstrating that the student has integrated the general principles and ideas presented, and postings/responses are well supported by pertinent research/evidence from a variety of peer-reviewed books and journals, and mastery and thoughtful/accurate application of skills or strategies are demonstrated. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **QUALITY OF WRITING****Does the student demonstrate graduate-level writing in postings and responses?****(5 points-IP****5 points-RO)**  | Postings and responses are not submitted | Postings and responses are ***well below graduate-level writing expectations***. They use unclear and inappropriate language, make many errors in spelling, grammar and syntax, do not provide information about a source when citing or paraphrasing it, directly quote from original source materials and/or consistently paraphrase rather than use original language, and/or are discourteous and disrespectful when offering suggestions, feedback, or opposing viewpoints. | Postings and responses are ***somewhat below graduate-level writing expectations***. They use language that is unclear and/or inappropriate, make more than occasional errors in spelling, grammar, and syntax, provide inadequate information about a source when citing or paraphrasing it, under-use original language and over-use direct quotes and paraphrases; and/or are at times less than courteous and respectful when offering suggestions, feedback, or opposing viewpoints. | Postings and responses ***meet graduate-level writing expectations***. They use language that is clear; make only a few errors in spelling, grammar, and syntax; provide adequate information about a source when citing or paraphrasing it using APA style; organizes using headers; use original language wherever possible and only directly quote when necessary and/or appropriate; and/or are courteous and respectful when offering suggestions, constructive feedback, or opposing viewpoints. | Postings and responses***exceed graduate-level writing expectations***. They use language that is clear, concise, and appropriate; make few if any errors in spelling, grammar, and syntax; provide adequate information about a source when citing or paraphrasing it using APA style; organizes using headers; use a preponderance of original language and only directly quote when necessary and/or appropriate; and/or are positive, courteous, and respectful when offering suggestions, constructive feedback, or opposing viewpoints. |
| **CONTRIBUTION TO THE DISCUSSION Does the student’s participation forward the discussion and make a difference in the discussion?**  **(5 points-IP****5 points-RO)**  | Postings and responses are not submitted | Postings and responses ***do not contribute*** to the quality of Discussion interaction, thinking, and learning as they do not provide examples, do not include interesting thoughts or ideas, and/or do not demonstrate critical thinking. Response posts miss the mark, do not attend to the content of the discussion, and/or are not supported by the learning resources. | Postings and responses ***do little to contribute*** to the quality of Discussion interactions, thinking, and learning by providing few and/or irrelevant examples; few if any thought-provoking ideas, and “regurgitated” knowledge rather than critical thinking. Response posts do not demonstrate that the student has read, viewed, and considered and a sampling of colleagues' postings; absorbed the general principles and ideas presented; or demonstrated mastery and thoughtful/accurate application of skills or strategies presented in the course | Postings and responses ***contribute*** to the quality of the Discussion interactions, thinking, and learning by providing relevant examples, thought-provoking ideas and interpretations, and critical thinking. Response posts demonstrate that the student has read, viewed, and considered and a sampling of colleagues' postings; absorbed the general principles and ideas presented; and demonstrate mastery and thoughtful/accurate application of skills or strategies presented in the course.  | Postings and responses ***significantly contribute*** to the quality of the discussion; **Full points for main posts** are awarded to those reflective of interactions, thinking, and learning by providing rich and relevant examples, discerning and thought-provoking ideas, stimulating prompts and probes, new perspectives, and original and critical thinking. **Full points for response posts** are awarded to those that go beyond minimum expectations and demonstrate an integration of learning resources and a sampling of colleagues' postings.  |

**NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):**

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

<http://www.seattleu.edu/learningcommons>

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](https://www.seattleu.edu/academicintegrity) which contains the URL:

<<https://www.seattleu.edu/academicintegrity>>

**DISABILITY ACCOMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)**

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

[**https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679**](https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679)

**Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

[**https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678)

**Professional Conduct Policy (REQUIRED in all syllabi)**

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

**<https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690>**

**WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)**

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.