The College of Education's Conceptual Framework
Prepared 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 5130, Multicultural and Social Justice Counseling, 4 Credits
Building: Chardin 145
Tuesdays, 6-8:40pm

INSTRUCTOR
Manivong J. Ratts, Ph.D., L.M.H.C., N.C.C.
Office: Loyola 216
Office Hours: By appointment
Phone (206)409-0885 (cell)

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS

Required Articles: (Available through Lemieux library database)


Recommended Books (Literature Circle)


**CONTENT AREAS**

**COURSE DESCRIPTION**

Graduate Bulletin Description

Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process. In addition, competencies needed to meet the diverse needs of alcoholic and drug addicted individuals and barriers to effective addiction treatment will be explored.

**Course Purpose(s)/Goal(s) (Required)**

Course Rationale (Required):

1. CACREP Standards

   Section II: Professional Counseling Identity
   E. Current counseling-related research in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT
   f. systemic and environmental factors that affect human development, functioning, and behavior

5. COUNSELING AND HELPING RELATIONSHIPS
   d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

2. Washington Administrative Code WAC 246-811-030
   Chemical Dependency Professional
   • 2(e) Cultural diversity including people with disabilities and its implication for treatment.

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES (Required) (explicitly related to Course Purposes/Goals)
- Students will explore the relevance of multicultural and social justice issues impacting culturally diverse individuals.
- Students will be knowledgeable of current multicultural and social justice counseling research.
- Students will become familiar with theories and models of multicultural and social justice counseling, including identity development models and social justice advocacy.
- Students will become familiar with the multicultural and social justice counseling competencies.
- Students will explore their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.
- Students will understand the effects of power and privilege for counselors and clients.
- Students will become familiar with help-seeking behaviors of diverse clients.
- Students will examine the impact of spiritual beliefs on clients’ and counselors’ worldviews.
- Students will develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- Students will become familiar with systemic and environmental factors that affect human development, functioning, and behavior.
- Students will learn about ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

COURSE INSTRUCTIONAL METHODS
Including a listing of the variety of instructional methods/strategies/techniques to be used in the course: e.g., role playing, small group projects, video tapes, brainstorming, focus groups, student presentations with peer feedback (oral or written).
STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Am I?</td>
<td>2a</td>
<td>6</td>
</tr>
<tr>
<td>Reading Insights (3 total)</td>
<td>N/A</td>
<td>15 (5 pts. each)</td>
</tr>
<tr>
<td>Cultural Immersion &amp; Interview</td>
<td>2a, 2d, 2e, 2f, 2h</td>
<td>50</td>
</tr>
<tr>
<td>MCC and ACSA Survey</td>
<td>2c</td>
<td>15</td>
</tr>
<tr>
<td>Literature Circle</td>
<td>2a-h, 3f</td>
<td>64</td>
</tr>
<tr>
<td>Readings and Class Participation</td>
<td>2a-h, 3f, 5d</td>
<td>50</td>
</tr>
</tbody>
</table>

B. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>94-100 %</td>
<td>A</td>
<td>94-100</td>
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<tr>
<td>90-93</td>
<td>A-</td>
<td>87-89</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>80-83</td>
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<tr>
<td>84-86</td>
<td>B</td>
<td>77-79</td>
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<td>80-77</td>
<td>B-</td>
<td>74-76</td>
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<td>77-69</td>
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<td>66-63</td>
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<tr>
<td>70-63</td>
<td>C-</td>
<td>63-59</td>
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<tr>
<td>66-59</td>
<td>D+</td>
<td>60-59</td>
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<tr>
<td>69-60</td>
<td>D</td>
<td>60-59</td>
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<tr>
<td>59</td>
<td>F</td>
<td>0-59</td>
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C. Course Expectations:

Diversity Statement: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate. This does not mean that you will feel comfortable in class. Discomfort can provide rich insight, which in turn, can lead to growth.

Assignments: All assignments are due prior to the start of class on the due date. Late assignments are not accepted. Please do not approach the professor if to ask if you can submit an assignment late.

Attendance: Due to the experiential nature of this course attendance is required. Missing one class will result in an automatic drop of a ½ letter grade from a student’s overall grade (e.g., A to A-). Two absences will result in an automatic “F” grade. An absence is defined as more than 5 minutes late to class or missing more than 5 minutes of class. No distinctions are made between “excused” and “unexcused” absences.
Readings: All assigned readings are to be completed prior to the beginning of class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1 1/10</td>
<td>Introduction &amp; Overview Counseling “Forces” Counseling Video #1</td>
<td></td>
<td>Section IIE 2a, 2b, and 2c</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Class #2 1/17</td>
<td>Who Am I? Worldview and Multiple Dimensions of Identity Microaggressions Counseling Video #2</td>
<td>Who Am I? Jones &amp; McEwen (2000); Pearlin (1989); McLeroy et al. (1988) Ratts &amp; Pedersen, Ch. 1-3 &amp; 5 Reading Insight #1</td>
<td>2b and 2e</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Class #3 1/24</td>
<td>Counseling Video #3 Multicultural and Social Justice Counseling Competencies and Advocacy Competencies CAS Model</td>
<td>Ratts &amp; Pedersen, Ch. 4, 6-9 Ratts, Singh, Nassar-McMillan, Butler, &amp; McCullough (2016) Complete MCC and ACSA Survey in Ratts &amp; Pedersen text</td>
<td>2b, 2c, and 2h, 3f, 5d</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Class #4 1/31</td>
<td>Counseling Clients of Color</td>
<td>Ratts &amp; Pedersen, Ch. 10-14</td>
<td>2a and 2d, 2e</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Class #5 2/7</td>
<td>Counseling LGB Clients</td>
<td>Ratts &amp; Pedersen, Ch. 15 McIntosh (1986) Reading Insight #2</td>
<td>2a and 2d, 2e</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Class #6 2/14</td>
<td>Counseling Transgender Clients</td>
<td>Ratts &amp; Pedersen, Ch. 16 Meyer (2003). Reading Insight #3</td>
<td>2a and 2d, 2e</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Class #7 2/21</td>
<td>Counseling clients in poverty</td>
<td>Ratts &amp; Pedersen, Ch. 18 Devor (2004); Meyer et al. (2001)</td>
<td>2a and 2d, 2e</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Class #8 2/28</td>
<td>Counseling Clients with Disabilities Religion and</td>
<td>Smart &amp; Smart, (2006); Ratts &amp; Pedersen, Ch. 19</td>
<td>2a and 2d, 2e, 5d</td>
<td>Readings Lectures Assignments</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings and Assignments</td>
<td>CACREP STANDARD</td>
<td>Evaluation Method</td>
</tr>
<tr>
<td>---------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>Class #10 3/7</td>
<td>Poster Presentations</td>
<td>Cultural Interview and Presentation</td>
<td></td>
<td>Readings Lectures Assignments</td>
</tr>
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<td></td>
<td>Counseling</td>
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</tbody>
</table>
WHO AM I?

Name: _______________________________________

1. I self-identify as: (share only those aspects of your identity that you feel comfortable in sharing with others)

<table>
<thead>
<tr>
<th>Social Identities</th>
<th>Social Group Membership</th>
<th>Dominant, Border, or Target Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
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<tr>
<td>Ethnicity</td>
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<tr>
<td>Gender identity</td>
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<tr>
<td>Gender expression</td>
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<tr>
<td>Sexual orientation</td>
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<tr>
<td>Ability status</td>
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<td>Age</td>
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<td>Economic status</td>
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<td>Relationship status</td>
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<td>Parental status</td>
<td></td>
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</tr>
<tr>
<td>Education status</td>
<td></td>
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</tr>
</tbody>
</table>

2. The two aspects of my identity I am most conscious of on a daily basis are

__________________

and _________________. I am conscious of these aspects of identity because:

3. The two aspects of my identity I am least conscious of on a daily basis are

_______________

and _________________. I am least conscious of these aspects of identity because:

3. How might my dominant, border, and target identities influence the therapeutic relationship with clients from dominant groups? Border groups? Target groups?
Reading Insight: Expand Your Knowledge Through Reading

1. Read assigned materials for each class session.

2. Pick one article or chapter from the selected weekly readings and note key information, frameworks, ideas, concepts, theories, quotes, etc. Your goal is threefold: (a) understand the information, (b) personalize/internalize the information, and (c) construct meaning with others.

3. Prepare a one-page typed summary/reflection sheet to use as talking points in class activities. You may wish to bring copies for others. The following prototype may be helpful in organizing your sheet—use both sides if needed. Include visuals or use concept maps if you like. Make each Reading Insight sheet meaningful and succinct for easy reference and use in class. Use any method that works well for you!

   NAME _______________

   Reading Insights #_____

   • Key Information, Ideas, Terms, Definitions

   • Personal Insights, Connections, Questions, Concerns

4. Scoring = 5 points total per sheet
   • 2.5 points for completion/clarity
   • 2.5 points for sharing/using it with others in class on the due date
Cultural Immersion and Interview

**PURPOSE:** To learn more about another person’s experiences within her/his culture and the influence of oppression through a cultural immersion experience and interview.

**ASSIGNMENT:**
This is a three-part assignment:

1. **Part I:** Immerse yourself in the social identity group of the person you intend to interview. You are to visit a place you have never before visited. The place you visit must help you to become a more culturally competent helping professional. Going to a club does not meet this requirement, however, immersing yourself within a community, neighborhood, or religious establishment may. *You must keep a journal of your experiences, thoughts, feelings and behaviors in this “different” environment.* You are encouraged to check with the instructor to see if the immersion activity will be sufficient enough to meet this course requirement.

   The location must meet ALL of the conditions identified below:
   - Your stay should be for at least three to four consecutive hours.
   - You should be a participant-observer within the location you choose. Do not arrange a “guided tour”, or observe from the “outside”. Attempt to immerse yourself directly in the activities of your chosen site.
   - You are visiting a member of an oppressed group (e.g., LGBT community, ALANA community, disability community, etc.) that you intend to interview (without the person you are interviewing).
   - You are not a member of the oppressed group.
   - You are not familiar with this population.
   - You are likely to work with this population in your field placement or upon graduation.
   - The activity causes you some level of discomfort.
   - You are not visiting an establishment of which you were or are employed or volunteer or have frequented in the past.

   For example, the location and activity you choose might be one of the following:
   - Participating in an unfamiliar religious ceremony
   - Spending an evening with members of an unfamiliar racial/ethnic group
   - Visit a lesbian, gay, bisexual, or transgender (LGBT) establishment or community
   - Spending a day with the homeless community

   There are many other possibilities. The critical element is to choose something very different from what you are accustomed to and which causes – even as you think about it – some sensation of discomfort.

2. **Part II:** Identify a person to interview from an oppressed group that you community that you visited and that we covered in class that you are not familiar with. This interview needs to occur in person (i.e., face-to-face) and not via phone, email, or other social networking
platforms. The person you interview can not be a member of your social identity group. Appropriate marginalized groups can include but are not limited to: individuals with disabilities, Asian American, LGBT, African American/Black, Latino/a American, Jewish American, etc. PRIOR to the interview immerse yourself in the community of the person you wish to interview.

Interview one or more persons who belong to the social identity group in which you are interested and that have been affected by the issue of oppression you are researching. Ask a minimum of five questions for each section below that will help you:

a. Learn about the person’s cultural background and worldview.

b. Understand the person’s identity development.

c. Learn about internalized oppression.

d. Understand how oppression impacts the person from an ecological perspective. For this section, questions should be framed around each layer of the ecological model:

- **Intrapersonal**: the individual characteristics of a person such as knowledge, attitudes, behavior, self-concept, skills, and developmental history
- **Interpersonal**: the interpersonal processes and/or groups that provide individuals with identity and support (i.e. family, friends, and peers).
- **Institutional**: represents the social institutions in society such as schools, church, community organizations.
- **Community**: the hidden and unhidden values, norms, and regulations of a community.
- **Public Policy**: local, State, and Federal Laws & Policies
- **Global**: international and global events, affairs, and policies.

3. **Part II**: Create a poster board summarizing the interview you conducted. The poster board should include the following:

a. **Cultural Immersion Experience**: Discuss your immersion experience. Discuss the venue you visited, the experience you had, and any thoughts, feelings and/or reactions you had during the immersion experience.

b. **Cultural Background and Worldview**: Highlight the interviewee’s cultural background and worldview.

c. **Ecological Model**: Discuss the following ecological factors that emerged in your cultural interview:

   1. Intrapersonal
   2. Interpersonal
   3. Institutional
   4. Community
   5. Public Policy
   6. Global

d. **Summary**: In 1 paragraph reflect on what you learned most from the immersion experience and interview that you can use in your future practice.
Student: ______________________________

The Cultural Immersion and Interview summative assignment is used to determine student knowledge and skills in the Social and Cultural Diversity CACREP core area. Students who fail a summative assignment (receive a rating scale 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.

**Evaluation Process**

The professor will complete the following rubric to assess student social and cultural diversity knowledge and skills. Points correspond to the rating scale.

<table>
<thead>
<tr>
<th>Points</th>
<th>Overall Rating</th>
<th>Rating Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-50</td>
<td>Mastery</td>
<td>4</td>
<td>Able to perform at a high level without supervision on a consistent basis</td>
</tr>
<tr>
<td>40-44</td>
<td>Proficient</td>
<td>3</td>
<td>Able to perform without supervision on a consistent basis</td>
</tr>
<tr>
<td>35-39</td>
<td>Developing</td>
<td>2</td>
<td>Able to perform with supervision on a consistent basis</td>
</tr>
<tr>
<td>30-34</td>
<td>Beginning</td>
<td>1</td>
<td>Able to perform with supervision on an inconsistent basis</td>
</tr>
<tr>
<td>33 and below</td>
<td>Inadequate</td>
<td>0</td>
<td>Unable to perform with supervision</td>
</tr>
</tbody>
</table>
Rubric: Cultural Immersion and Interview

<table>
<thead>
<tr>
<th>Total Score (50 Total Points)</th>
<th>Description / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A” Range = 45-50</td>
<td>Submitted on time. Guidelines fully met. Personal reflection shows depth and demonstrates critical thinking in relating content to personal experience and ideas; Personal reflection and conjectures are connected with course concepts. No errors in punctuation, grammar fragmented sentences, or spelling. No APA style 6th Edition Errors</td>
</tr>
<tr>
<td>“F” = 33 and below</td>
<td>Not submitted. Guidelines not met.</td>
</tr>
</tbody>
</table>
Literature Circle

DIRECTIONS: As a group select one book from the lists of books in the “Recommended Books” section of the syllabus. Come prepared to discuss the book as part of a Literature Circle

Role Description

Overview: A "Literature Circle" is a structure for talking about a book with your peers as you read it together. Students are in charge of the discussion and for setting reading assignments together (how many pages read before next discussion). There are between 4 -6 members in each literature circle, and each member rotates one of the following jobs throughout the project.

Discussion Director/Facilitator: This student is responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day’s reading assignment. As the group Facilitator, it is also this student's job to direct the group discussion, keep track of student work, and rate the group's "Habits of Work" each day the group meets.

Literary Luminary/Alternate Facilitator: This student is responsible for choosing parts of the story that he/she wants to read out loud to the group. The idea is to help students remember some interesting, powerful, puzzling, or important sections of the text being read. The Literary Luminary must decide which passages or paragraphs are worth reading aloud, and justify the reason for selecting them. Additionally, if the Discussion Director is absent, this student will serve as the Facilitator.

Connector: This student is responsible for finding connections between the text his/her group is reading and the outside world. This means connecting the reading to the following: his/her own life, happenings at school or in the community, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author.

Theory Captain: This student is responsible for revealing specific themes or traits of the theory within the text. This means s/h/z/e will find examples in the assigned reading of behaviors/actions that help group members to know the theory better.

Artful Adventurer: This student is responsible for sharing an artistic representation of the material read. Avenues for expression may include: artwork in any medium, music, poetry, collage, music, mobile or anything else which represents an aspect of the material read.

Vocabulary Enricher: This student is responsible for finding especially important vocabulary in the story. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.
Discussion Director/Facilitator

As the Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. List a minimum of five thought provoking questions below. (Think of these starters: Why..., If..., What..., Who..., and How...)

1.)

2.)

3.)

4.)

5.)
Literary Luminary/Alternate Facilitator

As the Literary Luminary, it is your job to read aloud parts of the story to your group in order to help your group members remember some interesting, powerful, puzzling, or important sections of the text. You decide which passages or paragraphs are worth reading aloud, and justify your reasons for selecting them. Write the page numbers and paragraph numbers on this form along with the reason you chose each passage. You must choose a minimum of 3 passages.

Some reasons for choosing passages to share might include:

* Pivotal events * Informative * Descriptive * Surprising * Thought-provoking * Funny *

* Controversial * Confusing * Personally meaningful

Location

Reason for choosing the passage

Page _____

Paragraph ___

Location

Reason for choosing the passage

Page _____

Paragraph ___

Location

Reason for choosing the passage

Page _____

Paragraph ___
Connector

As the Connector, it is your job to find connections between the text your group is reading and the outside world. This means connection the reading to:

* Your own life * Happenings at school or in the neighborhood

* Similar events at other times and places * Other books or stories

* Other writings on same topic * Other writings by the same author * Your emerging theory

Think about a minimum of two connections the reading reminded you of. List the connection and explain how the events are similar.

1.)

2.)
Theory Captain

As the Theory Captain, it is your job to share observations you have about the theory being postulated by the author. Select three adjectives that describe the theory in your text, and support your selection with an example taken from your readings.
Artistic Adventurer

As the Artistic Adventurer it is your responsibility for sharing an artistic representation of the material you read for today’s Literature Circle. Some ideas for sharing may include: a character, the setting, a problem, an exciting part, a surprise, a prediction, or anything else. Examples of genres for expression may include:

* Artwork * Music * Poetry * Collage * Mobile

Have fun! Let your imagination soar!

What I shared: __________________________

In the space below please provide a written description of what you shared and explain how it represents a facet of the assigned reading.
Vocabulary Enricher

As the Vocabulary Enricher, it is your job to look for especially important vocabulary words within the book your group is reading. Words chosen should be:

* Important * Unfamiliar * Different * Puzzling

* Funny * Used in an unusual way * Interesting

List a minimum of 5 words you feel would be worth discussing with your group.

<table>
<thead>
<tr>
<th>Words selected and Page # found</th>
<th>Definition based on context</th>
<th>Reason word was selected</th>
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</table>
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](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 which contains the URL: <[https://www.seattleu.edu/academicintegrity](https://www.seattleu.edu/academicintegrity)>

DISABILITY ACCOMMODATION 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:


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 be downloaded using the following URL:

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.