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, Professional and Ethical Issues in Counseling, 4 Credits
Loyola 302
Wednesdays, 5:00-8:25pm

INSTRUCTOR
Manivong J. Ratts, Ph.D., N.C.C.
Office: Loyola 216
Office Hours: By Appointment
Phone: 206-296-2843
Cell: 206-409-0885 (preferred)

REQUIRED TEXTS AND/OR READINGS

TEXT and MATERIALS


Ethical Codes:


Online Resources:
ACLU of Washington: http://www.aclu-wa.org/
Crisis Clinic of Seattle: [http://www.crisisclinic.org/](http://www.crisisclinic.org/)


Guttmacher Institute: [http://gutmacher.org](http://gutmacher.org)


Safe Schools Coalition: [www.safeschoolscoalition.org](http://www.safeschoolscoalition.org) or 1-877-SAFE-SAFE


**CONTENT AREAS**

**COURSE DESCRIPTION**

**Graduate Bulletin Description**
Facilitates the development of students’ ethical behaviors and adherence to state and federal laws pertaining to the practice of counseling. Ethical guidelines and professional codes of conduct, including discussion of ethical dilemmas related to counseling, will be explored. In addition, an understanding of state and federal statutes, state regulations and code of ethics specific to the field of alcohol and drug counseling will be explored. Prerequisites: COUN 5100, COUN 5110.

**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
   a. history and philosophy of the counseling profession and its specialty areas
   b. 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
c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
d. the role and process of the professional counselor advocating on behalf of the profession
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
j. technology’s impact on the counseling profession
k. strategies for personal and professional self-evaluation and implications for practice
l. self-care strategies appropriate to the counselor role
m. the role of counseling supervision in the profession

2. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
c. multicultural counseling competencies
f. help-seeking behaviors of diverse clients

7. COUNSELING AND HELPING RELATIONSHIPS
d. procedures for identifying trauma and abuse and for reporting abuse

SEC. 5: SCHOOL COUNSELING
2. CONTEXTUAL DIMENSIONS
   l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   n. legal and ethical considerations specific to school counseling

SEC. 5: CMHC
2. CONTEXTUAL DIMENSIONS
   j. cultural factors relevant to clinical mental health counseling
   k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   l. legal and ethical considerations specific to clinical mental health counseling

2. Washington Administrative Code WAC 246-811-030
   Chemical 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 chemical dependency 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**

A. Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Decision Making Model Summative Assignment</td>
<td>SC Contextual Dimensions: 2n CMHC Contextual Dimensions: 2k</td>
<td>45</td>
</tr>
<tr>
<td>Weekly Quizzes (7 total)</td>
<td>All</td>
<td>60 (10 points each)</td>
</tr>
<tr>
<td>Professional Disclosure Statement</td>
<td>SC Contextual Dimensions: 2n CMHC Contextual Dimensions: 2k</td>
<td>30</td>
</tr>
<tr>
<td>Discussion Postings (3 total)</td>
<td>1j SC Contextual Dimensions: 2n CMHC Contextual Dimensions: 2k</td>
<td>96 (32 points each)</td>
</tr>
<tr>
<td>Class participation and readings</td>
<td>n/a</td>
<td>19</td>
</tr>
</tbody>
</table>

B. Grading Scale:

<table>
<thead>
<tr>
<th>94-100 %</th>
<th>A</th>
<th>80-83</th>
<th>B-</th>
<th>67-69</th>
<th>D+</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-93</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>74-76</td>
<td>C</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>70-73</td>
<td>C-</td>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>
Ethical Decision Making Model Summative Assignment

The Ethical Decision Making Model summative assignment is used to determine student knowledge and skills in the Professional Counseling Orientation and Ethical Practice 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 professional counseling orientation and ethical practice 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>14-15</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>12-13</td>
<td>Proficient</td>
<td>3</td>
<td>Able to perform without supervision on a consistent basis</td>
</tr>
<tr>
<td>11</td>
<td>Developing</td>
<td>2</td>
<td>Able to perform with supervision on a consistent basis</td>
</tr>
<tr>
<td>10</td>
<td>Beginning</td>
<td>1</td>
<td>Able to perform with supervision on an inconsistent basis</td>
</tr>
<tr>
<td>9 and below</td>
<td>Inadequate</td>
<td>0</td>
<td>Unable to perform with supervision</td>
</tr>
</tbody>
</table>

Ethical Decision Making Model Assignment

Directions:

View the case study depicting an ethical dilemma in mental health counseling practice. Use the ACA ethical decision-making model to discuss the dilemma following instructions in the Assignment below.

Detailed Explanation:

Introduction: This assignment is a key assessment of your learning in the Counseling program. The American Counseling Association recommends that all professional counselors adopt an ethical decision making model for use in day to day practice. For the purpose of this assignment, students will apply the ACA ethical decision-making model to a select case relevant to your field of practice.

Purpose: The purpose of the assignment is to demonstrate competence applying a decision making model to a dilemma in practice.

Instructions: Read a case study depicting an ethical dilemma in clinical mental health or school counseling practice. Use the Ethical Decision Making Model from your text to discuss the
dilemma. Write your responses in full sentences or paragraphs. It is ok to embed a list in a paragraph. Use scholarly resources to support your paper.

Evaluation: You will be evaluated for your ability to follow directions and discuss each step. The instructor will note where a response is inadequate. The student will be directed to sources of information that will assist learning following evaluation. Step 3 will be 1 point. Steps 1, 2, 4, 5, 6, 7 & 8 will be 2 points each. There are no make-up assignments.

**Step 1**
Identify the problem or dilemma.

**Step 2**
Identify the potential issues involved.

**Step 3**
Review the ethical codes. Consult the 2014 ACA ethical codes and identify the most highly relevant codes. You may cut and paste the codes into your response below.

**Step 4**
Know the applicable laws and regulations. What are the critical laws or regulations that impact this case.

**Step 5**
Obtain consultation. Who would you like to consult (besides your instructor) to gain more information for the case. Think of three persons or professional organizations.

**Step 6**
Consider possible and probable courses of action (Think of 2-3 possible courses of action for the counselor in the case).

**Step 7**
Enumerate the consequences of various decisions (for the courses of action you listed in Step 6, think of potential psychological and social costs, risks and benefits for each action).

**Step 8**
Choose what appears to be the best course of action (based on your work in Steps 6 & 7, what would you most likely do based on limited information you have now. What would you want to know to determine whether it is the best course of action).

**Points 15**
### Ethical Decision-Making Model Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
</tr>
<tr>
<td>Identify the problem or dilemma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the potential issues involved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review the ethical codes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know the applicable laws and regulations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain consultation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider possible and probable courses of action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enumerate the consequences of various decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose what appears to be the best course of action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Course Expectations:**

- Assignments are to be submitted at the beginning of class on the due date. Late assignments are not accepted and will result in an automatic zero points and possible failure of the course.
- Attendance is required. Students who miss more than 5 minutes of class will be considered absent. Missing 1 class will result in an automatic drop of a ½ letter grade. Missing 2 or more classes will result in an “F” grade and need to repeat the course.
# SCHEDULE OF COURSE ACTIVITIES

<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><strong>Class #1</strong>&lt;br&gt;<strong>June 22</strong>&lt;br&gt;Class #2&lt;br&gt;<strong>June 29</strong>&lt;br&gt;**Class #3&lt;br&gt;<strong>July 6</strong>&lt;br&gt;**Class #4&lt;br&gt;<strong>July 13</strong>&lt;br&gt;**Class #5&lt;br&gt;<strong>July 20</strong>&lt;br&gt;**Class #6&lt;br&gt;<strong>July 27</strong>&lt;br&gt;**Class #7&lt;br&gt;**August 3</td>
<td><strong>Introduction</strong>&lt;br&gt;<strong>History of Counseling</strong>&lt;br&gt;<strong>Professional Organizations</strong>&lt;br&gt;<strong>Credentialing and Licensure</strong>&lt;br&gt;<strong>Role of Counselors</strong>&lt;br&gt;<strong>Introduction to Professional Ethics</strong>&lt;br&gt;<strong>The Counselor as a Person and Professional</strong>&lt;br&gt;<strong>Values and Helping Relationships</strong>&lt;br&gt;<strong>Self-care</strong>&lt;br&gt;<strong>Multicultural Perspectives and Diversity Issues</strong>&lt;br&gt;<strong>Community and SJ Perspectives</strong>&lt;br&gt;<strong>Client Rights and Counselor Responsibilities</strong>&lt;br&gt;<strong>Confidentiality: Ethical and Legal Issues</strong>&lt;br&gt;<strong>Managing Boundaries and Multiple Relationships</strong>&lt;br&gt;<strong>Professional Competence and Training</strong>&lt;br&gt;<strong>Ethical Issues in Supervision</strong>&lt;br&gt;<strong>Issues in Theory and Practice</strong>&lt;br&gt;<strong>Ethical Issues in Couples and Family Therapy</strong></td>
<td><strong>Corey et al. Ch. 1-3 ACA &amp; ASCA Ethical Codes Quiz #1</strong>&lt;br&gt;<strong>Corey Chpts. 4 &amp; 13 Quiz #2</strong>&lt;br&gt;<strong>Corey Chpts. 5-6 Professional Disclosure Statement Quiz #3</strong>&lt;br&gt;<strong>Corey, Ch. 7-8 Stone, Ch. 4-6 Quiz #4</strong>&lt;br&gt;<strong>Corey, Chpts. 9-10 Stone, Ch. 9 &amp; 11 Quiz #5 Critical Incident</strong>&lt;br&gt;<strong>Corey Chpts. 11-12 Stone, Ch. 12-13 Quiz #6</strong></td>
<td><strong>Section II: E 1a, 1b, 1c, 1d, 1f, 1g SC Contextual Dimensions: 2l, 2n CMHC Contextual Dimensions: 2k</strong>&lt;br&gt;<strong>1e 2a, 2c, 2f SC Contextual Dimensions: 2n CMHC Contextual Dimensions: 2j, 2k</strong>&lt;br&gt;<strong>1j SC Contextual Dimensions: 2n CMHC Contextual Dimensions: 2k</strong>&lt;br&gt;<strong>1m SC Contextual Dimensions: 2n CMHC Contextual Dimensions: 2k</strong>&lt;br&gt;<strong>SC Contextual Dimensions: 2n</strong></td>
<td><strong>Readings, Quiz, and Assignments</strong>&lt;br&gt;<strong>Readings, Quiz, and Assignments</strong>&lt;br&gt;<strong>Readings, Quiz, and Assignments</strong>&lt;br&gt;<strong>Readings, Quiz and Assignments</strong>&lt;br&gt;<strong>Readings, Quiz and Assignments</strong>&lt;br&gt;<strong>Readings, Quiz and Assignments</strong></td>
</tr>
</tbody>
</table>
Assignment #1 Quizzes

There will be quizzes throughout the class. Quizzes will take place at the beginning or end of each class. The quizzes are intended to prepare you for the CPCE and the NCE. The CPCE is a comprehensive exam you will take your third year in the program (winter term). The NCE is an exam that you will take your last term in the program. Quizzes will cover weekly course readings and/or course lectures. You can best prepare for this quiz by reading before class.
Assignment #2 Ethical Decision-Making Model Summative Assignment

Instructions: Read a case study depicting an ethical dilemma in clinical mental health or school counseling practice. Use the Ethical Decision Making Model from your text to discuss the dilemma. Write your responses in full sentences or paragraphs. It is ok to embed a list in a paragraph. Use scholarly sources to support your paper.
Ethical Decision-Making Model

Step 1: Identify the problem or dilemma.

Step 2: Identify the potential issues involved.

Step 3: Review the ethical codes. Consult the 2014 ACA ethical codes and the ASCA Ethical Standards to identify the most highly relevant codes. You may cut and paste the codes into your response below.

Step 4: Know the applicable laws and regulations. What are the critical laws or regulations that impact this case.

Step 5: Obtain consultation. Who would you like to consult (besides your instructor) to gain more information for the case. Think of three persons or professional organizations.

Step 6: Consider possible and probable courses of action (Think of 2-3 possible courses of action for the counselor in the case).

Step 7: Enumerate the consequences of various decisions (for the courses of action you listed in Step 6, think of potential psychological and social costs, risks and benefits for each action).

Step 8: Choose what appears to be the best course of action (based on your work in Steps 6 & 7, what would you most likely do based on limited information you have now. What would you want to know to determine whether it is the best course of action).
Assignment #3 Professional Disclosure Statement for School Counselors

Craft your counselor professional disclosure statement that you will use at your practicum and internship. The professional disclosure statement will be given out to students/clients 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 are 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).

Make copies for everyone in class to share. Upload this 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 6th edition guidelines (with the exception of spacing and cover page)
- No more than 2 pages.
Professional Disclosure Statement Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Unsatisfactory (0 points)</th>
<th>Satisfactory (2.5 points)</th>
<th>Exceptional (5 points)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction is not appropriate (e.g., lacks an introductory paragraph and/or purpose of the disclosure statement is not clear).</td>
<td>Introduction is appropriate (e.g., appropriately explains the purpose of the disclosure statement).</td>
<td>Meets “Satisfactory” and includes an appropriate summary paragraph at the end of the disclosure statement.</td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical Orientation</strong></td>
<td>The theoretical orientation is not adequately articulated.</td>
<td>The theoretical orientation is clearly articulated.</td>
<td>Meets “Satisfactory” category and the theoretical orientation aligns with K-12 settings.</td>
<td></td>
</tr>
<tr>
<td><strong>School Counselor Role</strong></td>
<td>The school counselor role is not clearly articulated and/or appropriately described.</td>
<td>The school counselor role is clearly articulated and appropriately described.</td>
<td>Meets “Satisfactory” category and appropriately connects the school counselor role with the mission of the school.</td>
<td></td>
</tr>
<tr>
<td><strong>Limits of Confidentiality</strong></td>
<td>Limits of confidentiality are not appropriately explained.</td>
<td>Limits of confidentiality are appropriately explained.</td>
<td>Meets “Satisfactory” category and appropriately connects with being a student advocate.</td>
<td></td>
</tr>
<tr>
<td><strong>Code of Ethics</strong></td>
<td>A connection with the ACA and ASCA Code of Ethics is not clearly articulated.</td>
<td>A connection with the ACA and ASCA Code of Ethics is clearly articulated.</td>
<td>Meets “Satisfactory” category and clear examples provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>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.</td>
<td>Appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; no grammatical or spelling errors; somewhat follows APA Style 6th edition guidelines.</td>
<td>Meets “satisfactory” category and accurately follows APA Style 6th edition guidelines.</td>
<td></td>
</tr>
</tbody>
</table>
Assignment #3 Professional Disclosure Statement for CMHC

Section 1: Clinician Contact Information

First Name and Last Name, Degree
Certification and Licensures
Address and Contact Information

Section 2 Required Disclosures:

Disclosure Statement and Agreement for Services

[Insert text here]

Section 3: Optional Course-of-Treatment Language

[Insert text here]

Section 4: Limitations of Confidentiality

[Insert text here]

Section 5: Mandated Reporting

[Insert text here]

Section 6: Insurance

[Insert text here]

Section 7: Family, Couples, and Group Counseling

[Insert text here]

Section 8: Supervision and Consultation

[Insert text here]

Section 9: Education, Training, and Experience

[Insert text here]
Section 10: Therapeutic Orientation/Philosophy

[Insert text here]

Section 11: Financial Requirements

[Insert text here]

Section 12: Optional Anticipation of Litigation:

[Insert text here]

Section 13: Optional Crisis Contact Information

Section 14: Washington Required Disclosures

[Insert text here]

Section 17: DoH Complaint Process

A copy of the acts of unprofessional conduct can be found in RCW 18.130.180. Complaints about unprofessional conduct can be made to:

Health Systems Quality Assurance Complaint Intake
Post Office Box 47857
Olympia, WA 98504-7857
Phone: 360-236-4700
E-mail: HSQAComplaintIntake@doh.wa.gov

Section 18: Optional Referral List

I maintain a referral list of other Counselors with a wide range of specialties. I will provide you with a referral to another Counselor if I feel your needs are beyond the scope of my expertise, or if you request such referral information.

Section 19: Consent for Treatment

By signing this document, you are attesting that you have received, read, fully understand and consent to the disclosures, terms, and conditions above, that you have received a copy of your HIPAA and Washington State Notice of Rights and Privacy Practices, have read and fully understand these rights, and have been given the opportunity to ask questions.

Section 20: Signatures
______________________________ ____________________________
Client Signature    Date
______________________________
Print Name

______________________________ ____________________________
Clinician Name    Date
Assignment #4: Class Participation and Attendance

Due to the experiential nature of this course, and because of the limited times we meet over the summer, attendance is required. Missing one class will result in an automatic deduction of a hole letter grade from your overall grade (e.g., A to B). 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 an entire class. I make no distinctions between “excused” and “unexcused” absences.
Assignment #5: Discussion Postings

Students will participate in two discussion forums for the last two class days. Requirements for these postings will appear in the course portal on the first day of the week of these classes. Below is the scoring rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Emerging</th>
<th>2 Progressing</th>
<th>3 Meets Standard</th>
<th>4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPONSIVENESS</strong>&lt;br&gt;Did the student answer the Discussion question and respond to other students based on the Discussion Instructions or response prompt?&lt;br&gt;(4 points-IP&lt;br&gt;4 points-RO)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>CONTENT KNOWLEDGE</strong>&lt;br&gt;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?&lt;br&gt;(4 points-IP&lt;br&gt;4 points-RO)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>QUALITY OF WRITING</strong>&lt;br&gt;Does the student&lt;br&gt;(4 points-IP&lt;br&gt;4 points-RO)</td>
<td>Postings and responses are well below graduate-level writing</td>
<td>Postings and responses are somewhat below graduate-level writing expectations.</td>
<td>Postings and responses meet graduate-level writing expectations. They use</td>
<td>Postings and responses exceed graduate-level writing expectations.</td>
</tr>
</tbody>
</table>
demonstrate graduate-level writing in postings and responses?

(4 points-IP 4 points-RO)

**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.

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 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 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 significantly contribute to the quality of the Discussion interactions; 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.

CONTRIBUTION TO THE DISCUSSION

Does the student’s participation forward the discussion and make a difference in the discussion?

(4 points-IP 4 points-RO)

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 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.

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 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.

Contributions to Discussion 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 the 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.

They use language that is unclear and inappropriate, 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 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.
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 which contains the URL:

<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:

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=78679
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.