



COLLEGE OF EDUCATION

CLINICAL MENTAL HEALTH COUNSELING

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

Counseling Across The life

SYLLABUS | Winter 2023

Course Description

Graduate Bulletin Description: Provides an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan, with special consideration to the impact of multicultural and social justice influences on development. In addition, the course explores the effects of personal and parental use of psychoactive substances on human development.

Course Purpose: This course is designed to help students view clients from a developmental perspective with the understanding that development does not take place in isolation; rather, human development is deeply embedded within and is inseparable from the context of family, social network, and culture. Students will be able to recognize the importance of individual and systemic influences on human growth and development. The course also explores the influence of addiction on human development across the lifespan. Class content and activities are presented from a social justice perspective on human development.

Course information

Course code: COUNO 5070
Credits: 4
Location: Online Asynchronous

Instructor information

Instructor:
Phone:
Email:

Text & Materials

Required Texts, Reading Materials, and Technology

Coker, J. K., Cannon, K. B., Dixon-Saxon, S. V., & Roller, K. M. (2022). *Lifespan Development: Cultural and Contextual Applications for the Helping Professions*. Springer Publishing.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association

Other Readings:

Additional readings assigned by the professor are made available on Canvas

Technology:

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail servicedesk@seattleu.edu or visit <http://www.seattleu.edu/its/> for assistance with SU technology.

Course Rationale: Professional Standards

CACREP Standards

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

F2. 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
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- g. the impact of spiritual beliefs on clients' and counselors' worldviews

F3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions

- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C.1. FOUNDATIONS

- b. theories and models related to clinical mental health counseling

C.2. CONTEXTUAL DIMENSIONS

- a. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- f. impact of crisis and trauma on individuals with mental health diagnoses
- e. impact of biological and neurological mechanisms on mental health
- j. cultural factors relevant to clinical mental health counseling

Course Objectives and Key Performance Indicators

- *know the theories of individual and family development across the lifespan*
- *understand the theories of learning*
- *know the theories of normal and abnormal development*
- *know the theories and etiology of addictions and addictive behaviors*
- *understand the biological, neurological, and physiological factors that affect human development, functioning, and behavior*
- *understand the systemic and environmental factors that affect human development, functioning, and behavior*
- *identify the effects of crisis, disasters, and trauma on diverse individuals across the lifespan*
- *develop a general framework for understanding differing abilities and strategies for differentiated interventions*
- *learn and understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan*
- recognize cultural and contextual factors of lifespan development theories.
- discuss the limitations of lifespan development theories and how the theories inform understanding of the mental health professions
- identify risk and resiliency factors for each stage of the lifespan
- identify and understand cultural factors relevant to clinical mental health counseling

Office Hours

Office Hours are on _____

Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course. Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

Response Times

The best way to reach me is to use _____ I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

Methods of Instruction

Change in Delivery of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course is delivered in an asynchronous format. Asynchronous online learning allows students to view course material at any time. All course activity is done online. There are no required face-to-face sessions within the course and no requirements for on-campus activity except for COUNO 5100 (Fundamental Counseling Skills), COUNO 5170 (Group Counseling), and the practicum and internship courses. It includes class discussion boards, video content, reading content, and interactive elements. Viewing all asynchronous material is essential for success in the course. Additionally, a group project will require small group interaction among group members.

Digital Delivery Expectations

Seattle University utilizes Canvas as the learning management system for all courses in the program. There are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week
- Student discussion postings are professional and respectful of others
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment
- All student assignments must be submitted on Canvas
- All student communication on course with faculty must occur through Canvas

Assignments

All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point

values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment. In addition, I have reminders about what is due on the first page of each module.

Student Performance Evaluation Criteria and Procedures

Assignment	CACREP Standard	Points Possible
Final Reflection Paper: Lifespan Autobiography	F2.a, C1.b, C2.j, F3.a, F3.c, F3.e, F3.f,	100
Discussion Postings	F2.a, C1.b, C2.j, F3.a, F3.c, F3.e, F3.f, F3.h, F3.i, C1.b, C2.j	70
Case Study Analysis	F2.a, C1.b, C2.j, F3.a, F3.c, F3.e, F3.f, F3.g, F3.h, F3.i,	50
Roundtable Dialogue	F2.a, F2.g, F3.a, F3.b, F3.c, F3.d F3.e, F3.f, F3.g, F3.h, F3.i, C1.b, C2.j	40
Quizzes (4)	F2.a, C1.b, C2.j, F3.a, F3.b, F3.c, F3.d F3.e, F3.f, F3.g, F3.h, F3.i	20

Point scale	Letter grade	Point scale	Letter grade
94% and higher	A	74% - 76%	C
90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	67% - 69%	D+
84% - 86%	B	66% - 63%	D
80% - 83%	B-	60% - 63%	D-
77% - 79%	C+	0% 59%	F

A grade of 'B' or better is required to pass a course. Students who earn less than a 'B' will be required to repeat the course. Repeating a course may delay a student's program of study.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 1	Orientation to Lifespan, Culture, and Context	<ul style="list-style-type: none"> • Coker et al. (2022): Chapter 1 • Singh et al. (2016): Chapter 4 • Video: Generations throughout history (10mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post – Due Wednesday • Discussion board peer response – due Friday • Roundtable dialogue 	F3.a, F3.e, F2.a	<ul style="list-style-type: none"> • Discussion board • Round table dialogue
Week 2	Fundamentals of Developmental Theory	<ul style="list-style-type: none"> • Coker et al. (2022): Chapter 2 • Article: Lorelle & Michel (2017) • Article: Szabo & Ward (2015) • Explore: AADA site • Video: Sigmund Freud's Five Stages of Psychosexual Development (10 mins) • Video: Erikson's 8 Stages of Development Theory (7mins) • Video: Piaget's Stages of Development (6 mins) • Video: Vygotsky's Theory of Cognitive Development in Social Relationships (5 mins) • Video: Bandura's Social Learning Theory - Simplest Explanation Ever (13 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post – Due Wednesday • Discussion board peer response – due Friday • Roundtable dialogue 	F3.a, F3.e, F3.f, F2.b, C2.g	<ul style="list-style-type: none"> • Discussion board • Round table dialogue
Week 3	Spiritual and Moral Development	<ul style="list-style-type: none"> • Stauffer et al. (2016): Chapter 3 • Fowler & Dell (2006) • Article: Ball et al. (2017) 	F3.a, F3.i, F2.d, F2.g, C1.b, C2.j	<ul style="list-style-type: none"> • Discussion board

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Article: Scroggs et al. (2018) • Explore: Spiritual and Religious Competencies • Video: The science behind how parents affect child development (17 mins) • Video: Spirituality and Ethics: Applications to Counseling Practice (38 mins) • Video: Spirituality and Religion in Counseling (53 mins) • Video: Spirituality and Mental Health - Dr. Sidney Hankerson (23 mins) • Optional video: Kohlberg's 6 Stages of Moral Development (7 mins) • Optional video: CGD ep 3: Discussing Fowler's Stage Theory (1:18 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post – Due Wednesday • Discussion board peer response – due Friday • Roundtable dialogue • Quiz – Due Sunday 		<ul style="list-style-type: none"> • Round table dialogue • Quiz
Week 4	Infancy through Early Childhood	<ul style="list-style-type: none"> • Coker et al. (2022): Chapter 4-5 • Hill et al. (2016): Chapter 7 • Optional article: Scott et al. (2017) • Video: Children, Violence, and Trauma— Treatments That Work (6 mins) • Video: Autism and Diversity (6 mins) • Video: Can you make it to the end? (1 min) • Video: The revolutionary truth about kids and gender identity (17 mins) • Video: Sue Johnson Explains Attachment Theory in 9 Minutes (9 mins) 	F3.a, b, c, e, f, g, F2.b, C1.b, C2.g, j	<ul style="list-style-type: none"> • Round table dialogue

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Video: Science Bulletins: Attachment Theory—Understanding the Essential Bond (8 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Roundtable dialogue 		
Week 5	Middle Childhood through Adolescence	<ul style="list-style-type: none"> • Coker et al. (2022): Chapter 6-7 • Article: de Moor et al. (2019) • Optional article: Norona et al (2016) • Video: Dan Siegel - “The Adolescent Brain” (4 mins) • Video: ADHD sucks, but not really (13 mins) • Video: Gender Identity Development and Medical Options for Transgender Youth (27 mins) • Optional Video: Brainstorm: The Power and Purpose of the Teenage Brain (1:07 mins) • Optional Video: The Neuropsychology of Conduct Disorder in Children (17 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Quiz – Due Sunday • Roundtable dialogue • Discussion board main post – Due Wednesday • Discussion board peer response – due Friday 	F3.a, e, f, g, F2.d, g, C1.b, C2.f, g, j	<ul style="list-style-type: none"> • Discussion board • Round table dialogue • Quiz
Week 6	Emerging Adulthood through Early Adulthood	<ul style="list-style-type: none"> • Coker et al. (2022): Chapter 8-9 • Optional read: Hicks & Flamez (2016) • Optional read: Hutchison et al (2016) • Optional Article: Robinson & Wright (2013) • Video: Human Growth & Development: Working with Adolescents and Young Adults. (51 mins) 	F2.a, C1.b, C2.g, j, F3.a, c, e, f, g, h, i,	<ul style="list-style-type: none"> • Discussion board • Round table dialogue • Case study analysis

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Video: The Changing Transition to Adulthood: Full Video (29 mins) • Video: Mindfulness and young adult well-being (10 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Case Study Analysis – Due Sunday • Roundtable dialogue • Discussion board main post – Due Wednesday • Discussion board peer response – due Friday 		
Week 7	Middle Adulthood	<ul style="list-style-type: none"> • Coker et al. (2022): Chapter 10-11 • Ohrt et al. (2018) • Optional Article: Uludagli & Pekcetin (2021) • Video: A Journey Through Middle Adulthood (11 mins) • Video: Let's end ageism (11 mins) • Video: Fifty-five, Unemployed, Faking Normal (18 mins) • Video: Midlife crisis needs a rebrand (10 mins) • Optional video: 57 Years Apart - A Boy and a Man Talk About Life. (4 mins) • Optional video: 58 Years Apart - A Girl and a Woman Talk About Life (3 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Quiz – Due Sunday • Roundtable dialogue 	F3.a, c, e, f, h, i, C1.b, C2.g, j,	<ul style="list-style-type: none"> • Round table dialogue • Quiz
Week 8	Late Adulthood	<ul style="list-style-type: none"> • Coker et al. (2022): Chapter 12-13 • Article: Bugajska (2016) • Optional read: Alleman et al. (2013) • Optional Article: Robinson & Wright (2013) 	C1.b, C2.g, j F3.a, c, e, f, h, i,	<ul style="list-style-type: none"> • Discussion board • Round table dialogue

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • Video: Dare to Question Why We Are So Afraid of Getting Older (17 mins) • Video: Creativity in Counseling: Older Adults Mental Benefits (53 mins) • Video: Laura Carstensen: Older people are happier (12 mins) • Video: Life Lessons From 100-Year-Olds (13 mins) • Optional video: Trauma Informed Counseling for Older Adults (52 mins) • Optional video: Treatment of Depression in Older Adults Evidence-Based Practices (27 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Roundtable dialogue • Discussion board main post – Due Wednesday • Discussion board peer response – due Friday 		
Week 9	End of Life	<ul style="list-style-type: none"> • Flamez et al. (2016) • Optional read: Kwak & Collet (2016) • Optional read: Cupit et al. (2012) • Optional Article: Robinson & Wright (2013) • Video: Randy Pausch Last Lecture: Achieving Your Childhood Dreams. (1:16mins) • Video: How We Avoid Crisis in Life by Preparing For Death (15 mins) • Optional video: Living, Dying and the Problem with Hope (19 mins) • Optional video: Homer Simpson Tasty Fish (stages of death / change) (2 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Roundtable dialogue • Final Reflection Paper 	<p>F2.a</p> <p>F3.a, b, c, e, f, h, i</p> <p>C1.b, C2.j,</p>	<ul style="list-style-type: none"> • Round table dialogue • Quiz

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 10	Disability, sexuality, addiction & trauma/stress throughout the lifespan	<ul style="list-style-type: none"> • Article: Jordan & Tseris (2018) • Article: Kwan et al. (2018) • Article: Ailey et al (2003) • Video: Adverse Childhood Experiences (ACEs): Impact on brain, body and behaviour (6 mins) • Video: How childhood trauma affects health across a lifetime (16 mins) • Video: From Genes to Addiction: How Risk Unfolds Across the Lifespan (13 mins) • Video: The Disability Conversation Myers (8 mins) • Video: Sexual development across the lifespan lecture (10 mins) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Quiz – Due Sunday • Roundtable dialogue • Discussion board main post – Due Wednesday • Discussion board peer response – due Friday 	F3.a, d, e, h, g	<ul style="list-style-type: none"> • Discussion board • Round table dialogue • Final Reflection paper” Lifespan Autobiography

Formatting & Submitting Assignments

All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

APA Style: For the online CMHC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use [Purdue University’s Online Writing Lab \(OWL\)](#) pages on APA, and if you’re having difficulty, arrange to meet with me and we can go over any trouble-spots together.

Academic Integrity Tutorial

Please familiarize yourself with the university's academic integrity policies by visiting the [Resources for Students](#) page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

Assignment Deadline Policies

Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

Discussion Posting Deadline Policies

There will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

Workload in this Course

Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

Key Performance Indicators and Professional Counselor Dispositions

Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world.

Summative assignments are used to determine students' ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

CACREP Curricular and Specialty Areas	Course/Exam	Summative Assignment	0	1	2	3	4
Professional Coun. Orn. & Ethical Practice	C5080	Ethical Decision-Making					
Social and Cultural Diversity	C5130	Cultural Interview/Immersion					
Human Growth and Development	C5070	Final Paper					
Career Development	C5120	Career Assess. Interview					
Counseling and Helping Relationships	C5100	Clinical Assessment I					
	C5510	Clinical Assessment II					
Group Counseling and Group Work	C5170	Group Proposal					
Assessment and Testing	C5270	Test Interpretation					
Research and Program Evaluation	E5000	Research Design					
Foundations of CMHC	C5580	CMHC Observ. & Interview					
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project					
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV					
Foundations of School Counseling	C5090	SC Observ. & Interview					
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project					
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV					
CACREP Areas	Exam	CPCE					

Professional dispositions are used to determine a student's fit for the profession. CACREP defines dispositions as "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student's attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

Diversity, Equity, and Inclusion

The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

Academic Resources to Support Your Learning

I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the [Library & Learning Commons](#) website.

- **Writing Center:** The [Seattle University Writing Center](#) supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>
- **Learning Assistance Programs:** The [Learning Assistance Programs](#) (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at learningassistance@seattleu.edu for the most updated information about accessing services.
- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding

and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the [Ask a Librarian](#) page or book a [Virtual Consultation](#) online.

- **Math Lab:** The [Math Lab](#) offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.
- **English Language Learning Center:** The [English Language Learning Center](#) (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.
- **Support for Remote Learning:** Remember to review the [online tutorial](#) that the Center for Digital Learning and Innovation has created to support your remote learning experience.

University Policies

- **Support for Students with Disabilities:** Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.
- **Notice Regarding Religious Accommodations:** It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, [*Policy on Religious Accommodations for Students*](#).

- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: oiie@seattleu.edu or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar's [Academic Policies](#) page. Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**
- **Professional Conduct Policy**