

# COUN 650 Promoting Social Justice Through Culturally Sensitive Counseling

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## Instructor

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## Office Location

Howarth, Rm 311

## Office Hours

By appointment

## Classroom Location

On zoom: June 15-29

In classroom beginning  
July 1: Howarth, Rm 212

## Classroom Schedule

Tu/Th 4-6:50 pm

## Course Description

This course orients counselors to the complexities of working with clients from diverse backgrounds and considers the impact of race, ethnicity, socioeconomic status, disability status, gender, gender identity, sexual orientation, age, language, and religious/spiritual affiliation on the counseling relationship. Concepts of intersectionality, marginalization, acculturation, and privilege are emphasized. Students will have opportunities to reflect on their own cultural context and to develop skills for providing culturally competent counseling.

## Method of Instruction

Instructional methods are synchronous with some asynchronous interaction. Lecture, discussion, case study analysis, and experiential learning are used in this course.

## Course Objectives and Relationship to Program Goals

This course addresses the following program goal: To prepare counselors who work effectively and collaboratively with all stakeholders. Candidates must demonstrate knowledge and awareness of both self and others, as shaped by individual and cultural diversity and context. Cultural context includes cultural, individual, and role differences, particularly those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

- Examine attitudes, beliefs, identity development, and worldview by participating in specific experiential learning activities designed to foster understanding of self and culturally diverse clients.
- Analyze power, privilege and the political/social justice implications in counseling.
- Apply multicultural, advocacy, and social justice competencies when working with and advocating with/for diverse populations.
- Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally.

- Evaluate one's professional role in promoting social justice and addressing biases, prejudices, oppression, and discrimination.

### CACREP Standards Addressed in this Course

2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2.F.2.a: multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2.F.2.b: theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
2.F.2.c: multicultural counseling competencies
<b>*2.F.2.d: the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</b>
2.F.2.e: the effects of power and privilege for counselors and clients
2.F.2.f: help-seeking behaviors of diverse clients
2.F.2.g: the impact of spiritual beliefs on clients' and counselors' worldviews
2.F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
CMHC 5.C.2.j: cultural factors relevant to clinical mental health counseling

- Key Performance Indicator

### Key Performance Indicators

In COUN 650, the KPI **2.F.2.d** “*the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others*” is assessed in Cultural Lifeline/Narrative assignment. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

## Course Schedule

Week	Subject	Readings/Assignments	CACREP STANDARDS
<b>Week 1</b> June 15 Virtual (meet on zoom)	<ul style="list-style-type: none"> <li>• Photo Journal Introductions</li> <li>• Syllabus Review</li> <li>• Cultural self-assessment using the ADDRESSING model by Pamela Hays</li> <li>• Cultural Humility</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to class: Read Sue, Sue, Neville, &amp; Smith Chapters 1-3</li> <li>• Article Reading in Canvas</li> </ul>	2.F.2.b 2.F.2.c
June 17 Virtual (meet on zoom)	<ul style="list-style-type: none"> <li>• Affective and Conceptual Dimension of Multicultural Counseling and Therapy</li> <li>• Multicultural &amp; Social Justice Counseling Competencies</li> <li>• Advocacy Competencies</li> </ul>		
<b>Week 2</b> June 22 Virtual (meet on zoom)	<ul style="list-style-type: none"> <li>• Political and Social Justice Implications of Counseling</li> <li>• Power/Privilege</li> <li>• Intersectionality</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to class: Sue, Sue, Neville, &amp; Smith Chapters 4-6</li> <li>• Derald Wing Sue Lecture: <i>Implicit bias and microaggressions: the macro impact of small acts</i> (50:49 min.)</li> <li>• Project Implicit Activity</li> <li>• Movie: Crash</li> <li>• June 22 - Discussion Board post due; Responses due by June 24</li> </ul>	2.F.1.e 2.F.2.a 2.F.2.h 2.F.2.e
June 24 Virtual (meet on zoom)	<ul style="list-style-type: none"> <li>• Individual and Systemic Worldviews</li> <li>• Microaggressions</li> </ul>		
<b>Week 3</b> June 29 (meet on zoom)	<ul style="list-style-type: none"> <li>• Multicultural Barriers &amp; the Helping Professional</li> <li>• Communication Style</li> <li>• Film Analysis: Crash</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to class: Sue, Sue, Neville, &amp; Smith Chapters 7-9</li> <li>• Podcast 'Not Racist' is Not Enough</li> <li>• June 29 – Discussion Board post due; Responses due by July 1</li> </ul>	2.F.2.a 2.F.2.d
July 1 Begin in person classes	<ul style="list-style-type: none"> <li>• Multicultural Evidence-Based Practice</li> <li>• <i>Counseling skills- Diversity</i> (8:51) Available from <a href="https://www.youtube.com/">https://www.youtube.com/</a></li> <li>• <i>Counseling lab</i></li> </ul>		
<b>Week 4</b> July 6	<ul style="list-style-type: none"> <li>• Racial/Ethnic Identity Development Models</li> <li>• Contextual and Collaborative Assessment</li> <li>• Case Study Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to class: Sue, Sue, Neville, &amp; Smith Chapters 11-13</li> </ul>	2.F.2.g

Week	Subject	Readings/Assignments	CACREP STANDARDS
July 8	<ul style="list-style-type: none"> <li>Religion and Spirituality in Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Articles in Canvas</li> <li>Cultural Lifeline/Narrative Due</li> </ul>	
<b>Week 5</b> July 13	<ul style="list-style-type: none"> <li>Effects of power and privilege</li> <li><i>The Color of Fear</i> (1 hr. 30 mins.) Documentary by Lee Mun Wah</li> </ul>	<ul style="list-style-type: none"> <li>Prior to class: Sue, Sue, Neville, &amp; Smith Chapters 14-18</li> <li><i>Cultural &amp; Therapist Factors in Treating Asian Americans</i> (22:34 mins.)</li> <li>Accessible through Collins Library: "Counseling Latino Children and Adolescents: Cross-Cultural Issues." , directed by Bradford I. Mary, Enedina Vazquez, and Luis A. Vázquez. , Microtraining Associates, 2004. Alexander Street, <a href="https://video.alexanderstreet.com/watch/counseling-latino-children-and-adolescents-cross-cultural-issues">https://video.alexanderstreet.com/watch/counseling-latino-children-and-adolescents-cross-cultural-issues</a>.</li> <li>July 13 – Discussion Board post due; Responses due by July 15</li> </ul>	2.F.2.a 2.F.2.e 5.C.2.j
July 15	<ul style="list-style-type: none"> <li>Race/Ethnicity Group Populations</li> <li>Effects of power and privilege</li> <li>Case Study Analysis</li> </ul>		
<b>Week 6</b> July 20	<ul style="list-style-type: none"> <li>Counseling LGBTQ+ Population</li> <li>Guest Panel</li> </ul>	<ul style="list-style-type: none"> <li>Prior to Class: Sue, Sue, Neville, &amp; Smith Chapters 19-21; Chapter 23</li> <li>Accessible through Collins Library: Counseling Gay and Lesbian People of Color: Multiple Identities: Part 1. Directed by Kevin Nadal. Microtraining Associates, 2011.</li> </ul>	2.F.2.f 5.C.2.j
July 22	<ul style="list-style-type: none"> <li>3 minute thesis presentations</li> <li>Counseling specific populations</li> </ul>		

Week	Subject	Readings/Assignments	CACREP STANDARDS
		<a href="https://video.alexanderstreet.com/watch/counseling-gay-and-lesbian-people-of-color-multiple-identities-part-1">https://video.alexanderstreet.com/watch/counseling-gay-and-lesbian-people-of-color-multiple-identities-part-1</a> . <ul style="list-style-type: none"> <li>3 minute thesis presentations</li> </ul>	
<b>Week 7</b> July 27	<ul style="list-style-type: none"> <li>Counseling Individuals living in Poverty</li> <li>Counseling individuals with Disabilities</li> <li><i>Couple with Downs Syndrome mistreated at South Jersey Movie Theater.</i> (2:36 min.)</li> <li>Case Study Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Prior to class: Sue, Sue, Neville, &amp; Smith Chapters 22 &amp; 25</li> <li><i>Faces of Poverty; Life on the Breaking Point</i> (25 min.)</li> <li>July 27 – Discussion Board post due; Responses due by July 29</li> </ul>	2.F.2.h 5.C.2.j
July 29	NO CLASS TODAY		
<b>Week 8</b> Aug 3	<ul style="list-style-type: none"> <li>Counseling Women</li> <li>Counseling Older Adults</li> </ul>	<ul style="list-style-type: none"> <li>Sue &amp; Sue Chapters 24 &amp; 26</li> <li>Articles in Canvas</li> <li>August 3 – Final Exam due</li> </ul>	2.F.1.e 2.F.2.h
Aug 5	<ul style="list-style-type: none"> <li>Cultural Celebration</li> <li>Final Reflections</li> </ul>		

## Requirements and Evaluation

### Class Participation and Attendance

**10% of Grade**

The format for the course will be a discussion-based seminar and will depend on student attendance and active participation. Plan to come to class having read and thought about the materials. Be prepared for discussion (including leading discussion), case study analysis, and practice lab sessions.

### Assignments:

### Cultural Lifeline/Narrative

**30% of Grade**

**Due Week 4**

Create a drawing of your cultural lifeline and provide a written narrative explaining your lifeline. Record the following experiences from your early life to present day. You might also take note of significant events in your family that preceded your birth related to cultural awareness, acceptance, and prejudice.

- Experiences with people different from you (use all cultural contexts we've discussed and perhaps others we have not); reactions to those experiences
- Examine aspects of power, privilege, marginalization you experienced throughout life
- Note what you learned that shaped your worldview, beliefs, messages, and values you took in
- Record times you experienced or witnessed discrimination, when, where, with whom
- Note your response to the discrimination. What did you learn from the experience?
- Discuss your personal identity development from the perspective of identity development models.
- Reflect on areas of growth and lifelong learning goals related to multicultural counseling competence

Assignment should follow APA (7<sup>th</sup> ed.) format and include APA style sub-headings to organize your work. This assignment address CACREP KPI 2.F.2.d: the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

### Cultural Lifeline/Narrative Rubric

Criteria	Exceeds Standard	At Standard	Developing Standard	Below Standard
<b>KPI 2F2d:</b> the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Reflects a clear, comprehensive analysis of one's cultural context, examining critical values, beliefs, traditions, and experiences that frames one's worldview. Demonstrates awareness of strengths and areas of growth related to how one views self and others.	Reflects a general analysis of one's cultural context, examining values, beliefs, traditions, and experiences that frames one's worldview. Demonstrates some awareness of strengths and areas of growth related to how one views self and others	Reflection of one's cultural context is brief and examines minimal values, beliefs, traditions and experiences that frames one's worldview is limited. Shows minimal awareness of strengths and areas of growth related to how one views self and others	Reflection of one's cultural context is missing associations with values, beliefs, traditions and experiences that frame worldview. Missing strengths and areas of growth.
2F2c: multicultural counseling competencies	Lifelong learning goals specifically and clearly align to multicultural counseling competencies in the counseling profession.	Lifelong learning goals mostly align to multicultural counseling competencies in the counseling profession	Lifelong learning goals somewhat align to multicultural counseling competencies in the counseling profession	Lifelong learning goals do not align to multicultural counseling competencies in the counseling profession
APA Format	Paper conforms to APA format standards including subheadings	Paper generally conforms to APA format standards.	There are major variations from APA format standards.	Does not use APA format.

	and title page and references if used.			
Writing/Grammar	Writing is professional and polished. Paper is well-organized	Grammatical or other errors are infrequent and do not detract from the overall quality.	Grammatical errors are frequent and distract from clarity of expression.	Writing is not up to standard for graduate-level work. Errors are frequent and distracting.

**3-Minute Thesis/Poster Presentation: Social Justice & Advocacy      20% of Grade      Due Week 6**

Research a specific social identity group that has endured discrimination and oppression. Explore the institutional/social barriers that impede access, equity, and success for clients of that specific group. Create a poster including the following information: a summary of research literature identifying barriers of access, equity and success for that group, and propose one or more actions counselors can take related to intervening with, and on behalf of, clients at the intrapersonal, interpersonal, institutional, community, public policy, or international/global levels. Use [the ACA Advocacy Competencies](#) as a guide. During class, share the poster using a 3-Minute Thesis Style presentation format. This assignment addresses CACREP standard 2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

**3-Minute Thesis/Poster Grading Rubric**

Criteria	Exceeds Standard	At Standard	Developing Standard	Below Standard
3-Minute Presentation Delivery	Presentation does not exceed the time limit and presented clearly and succinctly.	Presentation slightly exceeds time limit and material is presented in an understandable manner.	Presentation exceeds time limit significantly and material is somewhat presented in an understandable manner.	Presentation is unclear and exceeds time limit significantly.
Research	A minimum of 5 peer-reviewed articles are used to gain insight on specific access, equity, and success barriers for the group chosen.	A minimum of 3 peer-reviewed articles are used to gain insight on specific access, equity, and success barriers for the group chosen.	Research is included but not from peer-reviewed scholarly sources.	Research is not used.
Advocacy in Action	Advocacy action(s) are guided by the ACA advocacy competencies and demonstrate advanced ability to use the advocacy model to empower and advocate for clients from diverse cultural groups.	Advocacy action(s) are mostly guided by the ACA advocacy competencies and demonstrate ability to use the advocacy model in working with clients from diverse cultural groups.	Advocacy action(s) are vaguely guided by the ACA advocacy competencies and demonstrate some difficulty applying the advocacy model in working with clients from diverse cultural groups.	Advocacy action(s) are not guided by the ACA advocacy competencies and does not use the advocacy model.

**Discussion Board Group (Groups of 3-4)**

**20% of Grade**

**Due Week 2, 3, 5, & 7**

In groups of 3-4 classmates, each group will discuss new insights, reflections, and reactions to your readings and assigned multimedia (films and podcasts). Your initial reflections are due throughout the course on designated days noted in weekly calendar. Responses to classmate are also required. Initial posts and responses are intended to raise critical consciousness. This assignment addresses CACREP standard 2.F.2.c: multicultural counseling competencies.

**Discussion Board Grading Rubric**

<b>Criteria</b>	<b>Exceeds Standard</b>	<b>At Standard</b>	<b>Developing Standard</b>	<b>Below Standard</b>
<p><b>Substance:</b> Explores, explains, and expands upon issue being discussed. Applies relevant course materials.</p>	<p>Contributions demonstrate strong critical thinking skills and in-depth reflections that contribute to cross-cultural competence in counseling and include connections to relevant readings and concepts.</p>	<p>Contributions demonstrate some critical thinking skills and a few new insights that contribute to cross-cultural competence.</p>	<p>Contributions demonstrate surface level exploration of topics discussed.</p>	<p>Contributions do not demonstrate new insights or learning aligned to cross-cultural competence.</p>
<p><b>Collaboration:</b> Collaborates with fellow learners</p>	<p>Respectfully challenges discussion points and/or asks questions to increase deeper exploration of classmate reflections. Discussion is beyond points of agreement and engages various viewpoints and explores new insights.</p>	<p>Responses to classmates encourage discussion and provide some insight but doesn't explore differences in opinion/perspective.</p>	<p>Responses to classmates are limited and do not provide new insights.</p>	<p>Does not consistently interact with classmates in the discussion board.</p>

**Cultural Immersion Experience**

**20% of Grade**

**Due Week 8**

Participate in a service learning activity, cultural immersion experience, conduct interviews, or complete a podcast immersion to gain insight on a social identity group and community different from your own. After completing the experience/activity, write a reflection journal on your experience that includes the following:

1. Summary of the experience including your reactions, thoughts, and feelings you experienced.
2. Reflect on insights gained through the lens of Social Justice and Multicultural Competencies: (1) counselor self-awareness, (2) client worldview, (3) counseling relationship, and (4) counseling and advocacy interventions.



This final paper does not need to be written in APA style, as this is a journal reflection of your experience and how this experience influences your development in the area of social justice and multicultural competence. The journal should be a minimum of three full pages. This assignment addresses CACREP Standard 2.F.2.c: multicultural counseling competencies.

**Cultural Immersion Grading Rubric**

Criterion	Exceeds Standard	At Standard	Developing Standard	Below Standard
Cultural Immersion Experience	Summary of experience and reactions include in-depth, sophisticated exploration of thoughts, feelings experienced during the immersion.	Summary of experience and reactions include adequate exploration of thoughts, feelings experienced during the immersion.	Summary of experience and reactions include limited exploration of thoughts, feelings experienced during the immersion.	Summary is missing important information.
Reflections of Social Justice and Multicultural Competence	Reflections of experience are clearly aligned to each area of social justice and multicultural competencies.	Reflections of experience are aligned to some of the social justice and multicultural competencies.	Reflections of experience are aligned to few social justice and multicultural competencies.	Reflections of experience are not aligned to the social justice and multicultural competencies.

**Required Text**

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8<sup>th</sup> ed.), Wiley.

**Bibliography**

Atkins, R., & Oglesby, A. (2019). *Interrupting racism: Equity and social justice in school counseling*. Routledge.

Francis, P. C. (2016) Religion and spirituality in counseling. In I. Marini & M. S. Stebnicki (Eds.), *The professional counselor’s desk reference* (2<sup>nd</sup> ed.) (pp. 559-564) New York, NY: Springer.

Holcomb-McCoy, C. C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Corwin Press.

Maxwell, A. & Shields, T. (2016) The impact of “modern sexism” on the 2016 presidential race. Retrieved from <https://blaircenter.uark.edu/the-impact-of-modern-sexism/>

- Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism and engage in collective healing*. New Harbinger Publications.
- Smart, J. (2016) Counseling individuals with disability. In I. Marini, & M. A. Stebnicki (Eds.) *The professional counselor's desk reference* (2<sup>nd</sup> ed.) (pp. 247-254). New York, NY: Springer.
- Tatum, B. (1997) *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.

### **Recommendations for Personal Reading**

- 'Nickel and Dime: On (Not) Getting By in America' by Barbara Ehrenreich
- Bitterroot: A Salish Memoir of Transracial Adoption by Susan Devan Harness
- **Born a Crime: Stories From a South African Childhood** by Trevor Noah
- I Am Malala: The Story of the Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai
- When They Call You a Terrorist: A Black Lives Matter Memoir by Patrisse Khan
- In Search of Safety: Voices of Refugees by Susan Kuklin
- Evicted: Poverty and Profit in the American City By Matthew Desmond
- No Pity: People with Disabilities Forging a New Civil Rights Movement by Joseph P. Shapiro
- Boy Erased by Garrard Conley
- One I Was You: A Memoir of Love and Hate in a Torn America by Maria Hinojosa
- The Bold World by Jodie Patterson
- Tomorrow will be Different by Sarah McBride
- Sissy by Jacob Tobia
- Children of the Land by Marcelo Hernandez Castillo
- The Color of Water by James McBride
- George by Alex Gino
- Mexican WhiteBoy by Matt de la Pena
- Turning Japanese: A Graphic Memoir by Mari Naomi
- The Letting Go Trilogies by Dmae Roberts
- Half and Half: Writers on Growing Up Biracial and Bicultural by Claudine Chiawei O'Hearn
- Everything I Never Told You by Celeste Ng
- Beyond Magenta: Transgender Teens Speak Out by Susan Kuklin
- Some Assembly Required: The Not-So-Secret Life of a Transgender Teen by Arin Andrews
- De-Transition, Baby by Torrey Peters

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## UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

### **University Mission Statement**

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

### **Classroom Emergency Response Guidance**

Please review university emergency preparedness response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

### **Office of Accessibility and Accommodations**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

### **University Diversity Statement**

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.

to foster a spirit of openness to active engagement among all members of our campus community.  
We Act

to achieve an environment that welcomes and supports diversity.  
to ensure full educational opportunity for all who teach and learn here.  
to prepare effectively citizen-leaders for a pluralistic world.

## **Names and Pronouns**

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

## **Student Bereavement Policy**

Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

## **Copyright and Fair Use**

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

## **Academic Integrity**

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University's Academic Integrity Policy at <http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/>.

## **Student Religious Accommodations**

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/>. If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me

written notice within the first two weeks of class so that we can coordinate the accommodation. If you have questions about the policy, you may contact the University Chaplain. If you have a grievance about the application of the policy or the handling of your request for an accommodation, you may contact the Dean of the Faculty.