

## **TM 515: Disruptive Business Models**

### **School of Business and Management**

3 Credits

Grading Type: Decimal

Effective Date: 1/1/2023

List any Pre-requisite or Co-Requisite: N/A

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

Industry shifting innovation and temporal or (un)timely events continue to shape our economies in today's business world. In this course, students study disruptive business models in-depth, including the assessment of new opportunities and potential threats, and customize business operations and delivery models and frameworks to shifting customer needs. In addition, the course explores techniques for alternative strategy development at the executive level and business reorganization for innovation and maintaining a disruptive scope for business sustainability and success.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- CO.1 - Analyze an organization’s business strategies and current-state processes to identify the organization’s opportunities to introduce new product infrastructure. **(Business Analysis Paper)**
- CO.2 - Analyze disruptive innovation models and applications. **(Disruptive Innovation Model Integration Presentation)**
- CO.3 - Evaluate the areas of opportunity and apply one disruptive innovation model to improve the organization's profitability, drive growth, and claim a market segment. **(Disruptive Business Models Assessment)**
- CO.4 - Integrate the selected innovation model and strategic planning to guide the selected organization through the employment of the model. **(Disruptive Innovation Model Integration Presentation)**

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

<b><i>Overview of Required Assignments</i></b>	<b><i>% of Final Grade</i></b>
Instructor Determined Assignments and Activities	20%
Business Analysis Paper	25%
Disruptive Business Models Assessment	25%
Disruptive Innovation Model Integration Presentation	30%
<b>TOTAL</b>	<b>100%</b>

### **Business Analysis Paper (25% of Final Grade)**

#### **Course Outcome:**

- CO.1 - Analyze an organization’s business strategies and current-state processes to identify the organization’s opportunities to introduce new product infrastructure.

**Assignment Content:**

- Identify a small-to-medium organization that you may be familiar with or one of interest to you.
- Analyze the organization’s industry or marketplace and its competitiveness in that space.
- Analyze competition intensity and threats of entrants through the employment of two business models, e.g., SWOT / Porter’s Five Forces Model.
- Apply one of the three disruptive models/innovation pathways that would be best utilized for the organization’s plans to introduce new product infrastructure.

Write in third-person format. Complete this paper within the 8–10-page limit (250 words per page). Page count does not include the cover and reference pages, but are required. Images, charts, tables, and graphics can be used; however, they are not considered part of the page count. No abstract is required.

Follow APA (7th edition), double-spaced, 12 pt., Times New Roman font. Incorporate a minimum of eight (8) scholarly or industry resources written within the past five years. Additional resources from contemporary sources are encouraged.

Students must cite sources of all ideas, facts, and information used that are not their own, even if the student has paraphrased what they have read. Failure to do so is plagiarism, although the oversight may be unintentional. To avoid plagiarism, view CityU’s guide about [Avoiding Plagiarism](#).

<b>Components</b>	<b>% of Grade</b>
Introduction of organization and marketplace	30%
Business/Disruptive Models	40%
Style, Mechanics, and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Introduction of organization and marketplace	30	Organization identified is not described, and an overview of the marketplace is not	Organization identified is described, and marketplace/segment is included in the paper but with key details not	Organization identified is described, and the marketplace/segment is included with enough detail to understand	Organization identified and its marketplace/segment are clearly described in great detail with all information needed to understand the situation fully.

		addressed/discussed.	addressed/discussed.	the current state.	
Business/Disruptive Models  (CO1) (PO3)	40	Analyzes some business and disruptive innovation development theories and models and their applications.	Analyzes business and disruptive innovation development and models and their applications; analysis may be lacking some important context, nuance, depth, or completeness.	Carefully analyzes various business and disruptive innovation development theories and models, and their applications, using clear examples.	Critically analyzes various business and disruptive innovation development and models, and their applications, using clear and specific examples; Draws nuanced comparisons and distinctions between the various models and theories and their applications.
Style, Mechanics, and Organization	20	Spelling, punctuation, and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses or uses abstract or informal words for the topic—no clear sections. No context was provided. No writing credibility. No flow of ideas	Many spellings, punctuation, and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses words. Occasionally incorporates context to	Spelling, punctuation, and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to support writing credibility though the style is limited. All major parts of the report are included, with ideas flowing logically from one idea to the next.	Almost entirely free of spelling, punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate words that are specific and have a precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.

		within paragraph sequence.	support writing credibility—some division of ideas built into sections but lacks logical flow from one to the next.		
References and APA	10	Fails to cite or reference sources to support ideas. Demonstrates little to no research. APA conventions are not followed.	Attempts to cite and reference credible and/or relevant sources are appropriate to the discipline to support ideas. Writing is supported by fewer than the required number and type of sources. APA conventions are only sometimes followed.	Almost always, cites and references are from credible and/or relevant sources and are appropriate to the discipline to support ideas. Writing is supported by the required number and type of sources. APA conventions are mostly followed.	Always cite references from credible and/or relevant sources appropriate to the discipline to support ideas. Writing is supported by more than the required number and type of sources. APA conventions are always followed.
TOTAL	100 %				

**Disruptive Business Models Assessment (25% of Final Grade)**

**Course Outcomes:**

- CO.2 - Evaluate the areas of opportunity and apply one disruptive innovation model to improve the organization's profitability, drive growth, and claim a market segment.

**Assignment Content:**

Continuing with the selected organization from assignment one, select one disruptive innovation model to improve the organization's profitability and stakeholder/shareholder likeness and profitability. The assessment will contain the following sections:

- Summarize the review of the organization identified in the business analysis paper;

- Discuss the organization’s current-state process, competition, and marketplace.
- Evaluate areas of opportunity, and context on how you arrived at this opportunity;
- Identify any alignment challenges between the organization’s mission, vision, and values and the identified opportunity;
- Introduce the disruptive innovation model that you will be employing and how that model will move the organization towards an optimal state;
- Evaluate the challenges and the opportunities and describe how the disruptive innovation model will be employed to bridge the gap between the current-state challenges and the future-state opportunities;
- Provide a conclusion.

Write in third-person format; minimum of 10-pages (250 words per page). Page count does not include the cover and reference pages, but you are required. Images, charts, tables, and graphics can be used; however, they are not considered part of the page count. No abstract is required.

Appropriate spelling, punctuation, and grammar are incorporated. Students must cite sources of all ideas, facts, and information used that are not their own, even if the student has paraphrased what they have read. Failure to do so is plagiarism, although the oversight may be unintentional. To avoid plagiarism, view CityU’s guide about [Avoiding Plagiarism](#).

**Submission title: Last Name, First Name, Assignment Title**

<b>Components</b>	<b>% of Grade</b>
Introduction and review of current-state	20%
Analysis of the competition and the marketplace	20%
Evaluation of the selected disruptive innovation model	30%
Style, Mechanics, and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

Criteria	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Introduction and review of current-state	20	Key elements are not included in the section. The description of the organization and the current-state are vague.	Some key elements are included in the section, but the information is overly general/insufficient to understand the situation. The description of the organization	Key elements are included in the section. The information provides an understanding of the organization, the workplace climate, the situation, and the current-state is	All key elements plus additional valuable information are included in the section. The information provides a complete understanding of the organizational

			and the status current state is incomplete.	identified.	climate and the current-state.
Analysis of the competition and the marketplace	20	There is no content about the competition, marketplace, or opportunity area(s) of opportunity. There is little or no information/analysis of the organization's mission, vision, and values and the identified opportunity.	Some analysis of the competition, marketplace, and the area(s) of opportunity and the alignment between the organization's mission, vision, and values and the identified opportunity.	Key aspects of analysis are included that describe the competition, marketplace, the area(s) of opportunity, and the alignment between the organization's mission, vision, and values and the identified opportunity.	Thorough discussion and analysis on all key aspects that describe alignment between the competition, marketplace, and the area(s) of opportunity and the alignment between the organization's mission, vision, and values and the identified opportunity.
Evaluation of the selected disruptive innovation model  (CO2)  <b>LO Assessed</b>	30	Evaluates the basic structure of the selected disruptive innovation model; identify some areas for application, but evaluation and analysis do not clearly define employment to reach the optimal state.	Evaluates the structure of the selected disruptive innovation model; identify alignment challenges between the organization's mission, vision, and values but may miss some key needs and/or the model/ may not be completely appropriate for the context.	Evaluates the structure of the selected disruptive innovation model; identify alignment challenges between the organization's mission, vision, and values; identify how the selected model will move the organization towards an optimal state.	Critically evaluates the structure of the selected disruptive innovation model; Identifies several strengths and specific areas of opportunity; suggests numerous strategic interventions that align to the organization's mission, vision, and values and support success in an optimal state.
Style, Mechanics,	20	Spelling, punctuation,	Many spellings, punctuation,	Spelling, punctuation,	Almost entirely free of spelling,

and Organization		and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses or uses abstract or informal words for the topic—no clear sections. No context was provided. No writing credibility. No flow of ideas within paragraph sequence.	and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses words. Occasionally incorporates context to support writing credibility—some division of ideas built into sections but lacks logical flow from one to the next.	and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to support writing credibility though the style is limited. All major parts of the report are included, with ideas flowing logically from one idea to the next.	punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate words that are specific and have a precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.
References and APA	10	Fails to cite or reference sources to support ideas. Demonstrates little to no research. APA conventions are not followed.	Attempts to cite and reference credible and/or relevant sources are appropriate to the discipline to support ideas. Writing is supported by fewer than the required number and type of sources. APA conventions	Almost always, cites and references are from credible and/or relevant sources and are appropriate to the discipline to support ideas. Writing is supported by the required number and type of sources. APA conventions	Always cite references from credible and/or relevant sources appropriate to the discipline to support ideas. Writing is supported by more than the required number and type of sources. APA conventions are always followed.

			are only sometimes followed.	are mostly followed.	
TOTAL	100 %				

## **Disruptive Innovation Model Integration Presentation (30% of Final Grade)**

### **Course Outcomes:**

- CO.3 - Analyze disruptive innovation models and applications.
- CO.4 - Integrate the selected innovation model and strategic planning to guide the selected organization through the employment of the model.

### **Assignment Criteria:**

Create a disruptive innovation model integration presentation based on the previous two assignments.

At a minimum, the following will be included in the presentation:

- Overview of the organization (one slide);
- Strategic alignment of identified opportunity to the organization's growth in the marketplace in alignment with its mission, vision, and values;
- The theories and models used to evaluate the organization;
- Contributing factors to the selection of the disruptive innovation model;
- Overview of Current state;
- Units of measures employed to provide quantitative analysis on the effectiveness of the selected disruptive innovation model;
- Recommendations to achieve an optimum state.

Other areas that would be useful in the presentation are as follows:

- Proposed actions to manage stakeholder/shareholder concerns;
- Overview/examples of disruptive models that other organizations are using in this space;
- Analysis of customer demand signal.

### **Presentation**

Students are to prepare a 12 - 15 (maximum) slide presentation. The presentation slide count does not include the title, reference, or appendix slides. Each slide should have brief, key points with images that visually tell the story. For MM or fully In-class sessions, students will present to

the class; for Online mode, students will tell their story through audio and video; e.g., YouTube, recorded Zoom, Teams, or another video medium.

In both cases, audio/spoken content should equate to an average of 60 seconds per slide. The notes section should be used to capture the student’s narrative for the presentation. Include a minimum of ten (10) quality references, five (5) from scholarly sources.

**Submission title: Last Name, First Name, Assignment Title**

<b>Components</b>	<b>% of Grade</b>
Introduction and review of current-state	20%
Analysis of the competition and the marketplace	25%
Recommendations and integration of disruptive model to reach an optimal state	25%
Visual Content	10%
Delivery and Engagement	10%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

Criteria	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Introduction of organization and review of current-state	20	Demonstrates little or no knowledge and understanding of the organization. Little or no attempt to analyze the organization’s current-state. Opinions are stated as fact.	Demonstrates emerging knowledge and understanding of the organization. Attempts to analyze the organization’s current-state, but analysis falls short. Many opinions are stated as facts, with some identified as opinions.	Demonstrates knowledge and understanding of the organization. Demonstrates ability to analyze the organization’s current-state. Research supports most assumptions. Most opinions are stated as opinions.	Demonstrates comprehensive knowledge and understanding of the organization. Demonstrates ability to assess both current-state and future-state systematically. Research supports all aspects. Opinions are stated as opinions.
Analysis of the competition and the marketplace	25	Provides a narrow analysis of the competition and the	Provides a developing analysis of the competition and the	Demonstrates a working knowledge of the competition and the	Demonstrates in-depth working knowledge of the competition and the

		marketplace; fails to demonstrate knowledge of the industry and apparent opportunities.	marketplace but does not support analysis with facts.	marketplace supports with some information and data.	marketplace's current-state. Provides detailed information on analysis processes, competition, marketplace, the area of opportunity, and context on how the opportunity was attained.
Recommendations and integration of disruptive innovation model to reach an optimal state  (CO3 & CO4)  (PO3)	25	Provides a basic disruptive innovation model recommendation with little connection to the marketplace.	Provides a basic disruptive innovation model recommendation connected to the marketplace but does not support findings with information and data.	Provides a basic disruptive innovation model recommendation connected to the marketplace and supports with some information and/or data.	Develops a comprehensive analysis of the competition and the marketplace, includes information and provides a robust recommendation on the employment of a disruptive innovation model recommendation with a connection to the marketplace supported by good information and data.
Visual Content	10	The presentation has too few or too many slides. Slides may contain annoying visual effects and/or inappropriate graphics. Large dense sections of text. Limited visual images though some contribute to	The presentation has the appropriate slide count. Slides have a few annoying visual effects. Graphics are appropriate though limited. Some slides have large dense sections of text that are difficult to read and	The presentation has the appropriate slide count for the content—no annoying visual effects. Graphics are appropriate throughout the presentation. Slides contain brief, key points with images that visually tell the story.	The presentation has the appropriate slide count for the content. Visually appealing, brief key points are displayed with an innovative design.

		<p>the presentation. Online specific – no attempt to create an audio presentation.</p>	<p>understand. Visuals tell the story, but viewers mostly rely on speaker contributions. The audio had moments of silence and other audio challenges.</p>		
<p>Delivery and Engagement</p>	<p>10</p>	<p>Introduction was too short and without detail or was too long with too much detail.</p> <p>The conclusion contains few specifics. The presentation delivery was too short or too long. Submission instructions not followed. Read slides. Monotone. No eye contact. ON - Limited desire to engage with content in the presentation. MM - No engagement with the audience. Online specific – no attempt to create an audio presentation.</p>	<p>Introduction helps the viewer understand the topic direction; questions remain. The conclusion summarizes the main ideas; questions remain. Presentation delivery was about right, but depth limited understanding</p> <p>Submission instructions were generally followed.</p> <p>Slide content is read with little additional explanation. Sometimes explanation was wordy. Sometimes rambling appears not to understand the content. Inconsistent eye contact. ON – moments where the audience</p>	<p>Clear introduction. The viewer understands the direction of the presentation. Clear conclusion. Main ideas summarized. The presentation delivery was just right and was well-practiced. Submission instructions were followed. Clearly spoken details and explanations are provided in the verbal portion of the presentation—consistent eye contact. ON – the audience was engaged with the content: MM – audience engagement and participation.</p>	<p>Exceptionally clear introduction. The viewer understands and looks forward to the presentation—an exceptionally clear conclusion. Main ideas are summarized with additional explanatory content for deeper understanding. The presentation was exceptionally well-practiced. Submission instructions were followed, and spoken details, excellent cadence, and intonation. Clear explanations are provided in the verbal portion of the presentation—consistent eye contact. ON – the audience was fully engaged with each slide. MM – the audience</p>

			engaged with the content. MM – some engagement with the audience.		was fully engaged with excellent participation.
References and APA	10	Fails to cite or reference sources to support ideas. Demonstrates little to no research. APA conventions are not followed.	Attempts to cite and reference credible and/or relevant sources are appropriate to the discipline to support ideas. Writing is supported by fewer than the required number and type of sources. APA conventions are only sometimes followed.	Almost always, cites and references are from credible and/or relevant sources and are appropriate to the discipline to support ideas. Writing is supported by the required number and type of sources. APA conventions are mostly followed.	Always cite references from credible and/or relevant sources appropriate to the discipline to support ideas. Writing is supported by more than the required number and type of sources. APA conventions are always followed.
TOTAL	100 %				

**Instructor Determined Assignments and Activities (20% of Final Grade)**

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course.

<b>Components:</b>	<b>% of Grade</b>
Quality of Responses	50%
Quantity of Responses	30%
Timeliness	20%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Below Standard	At Standard	Approaching Standard	Exceeds Standard
Quality of Content	50	Superficial, undeveloped	Scattered and poorly	Generally competent	Rich, thoughtful and insightful

		and unsupported analysis that lacks insight or thoughtfulness. Never addresses instructor's comments to original posts; no connections are made to previous and current sessions' concepts and materials. No references to readings. Obvious grammatical or stylistic errors, making understanding difficult	developed analysis rarely supported by academically appropriate resources. Sometimes addresses instructor's comments to original posts; offers few new ideas or connections made to previous and current sessions' concepts and materials. Mostly anecdotal examples with no references to readings; may rephrase or summarize other postings.	analysis, supported by various academically appropriate resources. Usually addresses instructor's comments to original posts; offers some new ideas or connections to previous and current sessions' concepts and materials. References readings provided by instructor. Grammatical or stylistic errors do not interfere with content	problem analysis well supported by various academically appropriate resources. Always addresses instructor's comments to original posts; offers detailed new ideas and connections to previous sessions' concepts and/or real-life situations. References materials beyond those provided by instructor. Almost entirely free of grammatical or stylistic errors
Quantity of Responses	30	Some, or all, required quality posts missing.	Initial post and fewer than minimum number of required quality posts.	Required minimum number of quality posts.	Exceeds minimum number of required quality posts.
Timeliness	20	All posts submitted at the last minute without allowing for response time.	Posts submitted on fewer than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on more than three days of the discussion time.
TOTAL	100 %				

# Course Policies

## Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

## Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

## Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

# University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual

orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For

online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.ed](mailto:mycityusupport@cityu.ed) to request a user name and password.