

## **DA495: Data Analytics Capstone**

### **SCHOOL OF BUSINESS AND MANAGEMENT**

5 Credits

Effective: 10/1/2022

Grading Type: Decimal

Pre-requisites: BUS 300, BUS 320, BUS 402, PM 401, CS 302, IS 360, BUS 440, BUS 426, BUS 442, BUS 444, BUS 446, BUS 448, IS 410, IS 456, CS 475, CS 476, CS 479

Co-requisite: Students may take another program requirement concurrently upon the Program Director's approval.

*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

Students step into this capstone class with background knowledge gained from the program's core classes in areas, such as databases, data visualization, big data, analytics computing, machine learning, and advanced statistical analytics methods. The purpose of this capstone course in data analytics is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework. The course provides students with the opportunity to demonstrate competency on the key domains of data analytics through a comprehensive project with components including problem scoping, data preparation and analysis, and a model development. The capstone project cultivates students' practical knowledge and skills by encouraging them to select a real-world business problem, explore its data, answer the questions using the appropriate analytics methods, and report conclusions to drive a data-driven business decision. Emphasis is placed on applying data-analytic thinking necessary for extracting useful knowledge and business value from data.

## 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

In this course, students will be able to:

- Articulate assumptions, analyses, and interpretations of data in a variety of modes.
- Apply best practices in management of security of data.
- Create visualizations and interactive dashboards from multiple data sets.
- Synthesize and apply relevant data analytics concepts, methods, and tools to solve real-world business challenges.
- Evaluate appropriate ethical use of data.

## 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

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Instructor Determined Assignments	15%
Project Proposal	10%
Exploratory Data Analysis	15%
Model Development and Evaluation	30%
Final Project Paper	15%
Project Presentation	15%
<b>TOTAL</b>	<b>100%</b>

### **Instructor Determined Assignments (15%)**

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>

**Project Proposal (10%)**

Students will write a proposal for a business problem. They will have the option to identify a business problem or utilize one provided by the professor. Students will study the business context, identify the business problem, plan and implement a business analytics strategy, and present their proposal in a written report. This paper will be 4-6 pages (excluding title page and reference page); APA writing conventions should be followed with a minimum of 2 sources referenced and cited. Please be sure to address the following components within the paper:

- Business Problem and Context
- Data Understanding (how data are collected, what data are available, data type, data volume)
- Data Preparation (what data set is required by modeling and how to prepare it)
- Modeling (what methods will be applied)
- Evaluation and Deployment (what methods will be used to evaluate the model, how the results are deployed)
- Be sure to employ visuals (charts, diagrams, images, etc.) where appropriate to illustrate content areas

<b>Components</b>	<b>% of Grade</b>
Business Problem and Context	20%
Data Understanding and Preparation	20%
Modeling	20%
Evaluation and Deployment	20%
Technical Requirements	15%
Citation	5%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Business Problem and Context	20	The proposal insufficiently identifies the business context and issues in a	The proposal adequately identifies the business context and issues in a given	The proposal clearly identifies the business context and issues in a given organizational context.	The proposal clearly identifies the business context and issues in a given organizational context. The business value

		given organizational context.	organizational context.		of solving the problem is evident and justified.
Data Understanding and Preparation	20	The proposal insufficiently demonstrates a grasp of the data needed and required preparation as it pertains to the organization's business problem.	The proposal adequately demonstrates a grasp of the data needed and required preparation as it pertains to the organization's business problem.	The proposal clearly demonstrates a grasp of the data needed and required preparation as it pertains to the organization's business problem.	The proposal clearly demonstrates a grasp of the data needed and required preparation as it pertains to the organization's business problem. Support is provided for data preparation.
Modeling	20	The proposal does not describe appropriate data science-based modeling for identified issues.	The proposal adequately describes appropriate data science-based modeling for identified issues.	The proposal clearly describes appropriate data science-based modeling for identified issues.	The proposal clearly describes appropriate data science-based modeling for identified issues. Evidence for all models is clearly presented.
Evaluation and Deployment	20	The proposal does not address evaluation and deployment to support operational decision-making.	The proposal adequately addresses evaluation and deployment to support operational decision-making.	The proposal clearly addresses evaluation and deployment to support operational decision-making.	The proposal clearly addresses evaluation and deployment to support operation decision. Evaluation of models is thorough and complete.

<p>Technical Requirements</p>	<p>15</p>	<p>Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p>	<p>One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede the reader's overall understanding.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with vocabulary, structure and organization that enhances the readers' ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation.</p>
<p>Citations</p>	<p>5</p>	<p>Students employ limited strategies to find and apply information and tools to support problem solving. Consider the validity, quality, or</p>	<p>Students employ some strategies to find and apply information and tools to support problem solving. Consider the validity, quality, and quantity of the information used. Attempt to cite and reference credible and</p>	<p>Students employ multiple strategies to find and apply information and tools to support problem solving. Consider and correctly evaluate the validity, quality, and quantity of the information used.</p>	<p>Students employ multiple sources and strategies to find and apply information and tools to support problem solving. Fully consider and evaluate the validity, quality, and quantity of information used. Consistently cite and reference</p>

		quantity of information used but not all three criteria. Fail to cite and reference sources to support ideas.	relevant sources, appropriate to the discipline, to support ideas. The required minimum number of references is not met.	Consistently cite and reference credible and relevant sources appropriate to the discipline to support ideas. The required minimum number of citations/references is met.	credible and relevant sources, appropriate to the discipline, to support ideas. Exceed the required minimum number of citations/references.
Total: 100					

**Exploratory Data Analysis (15%)**

The goal of Exploratory Data Analysis (EDA) is to explore business data using statistical and other analytical methods and discover data attributes to use for modeling. Another goal is to clean the data for modeling. For this part of the project, students will explore the descriptive statistics and patterns in the data set, present the results using proper data visualization methods, and clean the data for the following predictive analytics. As part of EDA, students will use open-source, collaborative tools to conduct the outcomes for the report in a cloud or on-prem environment. The EDA notebook should address:

- Exploring the relationship between the explanatory variables and the target variables.
- Exploring the clusters in the data.
- Identifying and treating the missing and outlier variables.
- Exploring the feature selection and dimensionality reduction.
- Identifying and treating the potential data ethics and security problems.
- Identifying cleansing, formatting, scaling, or normalization of data.
- Employing visuals (charts, diagrams, images, etc.) where appropriate to illustrate content areas.

<b>Components</b>	<b>% of Grade</b>
Exploratory Analysis and Visuals	20%
Cluster Analysis and Visuals	20%
Feature Selection Results and Visuals	20%
Final Data Files for Modeling Phase	20%
Annotation of Project Notebook	20%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Exploratory Analysis and Visuals	20	The student insufficiently identifies the issues required and the	The student sufficiently identifies the issues required and the	The student clearly identifies the issues required and the	The student clearly identifies the issues required and the analysis is

		analysis is cursory and of low quality.	analysis is mostly correct and of medium quality.	analysis is mostly correct and of high quality.	correct and of high quality. Exploratory analysis aligns with the problem statement and visuals highlight key findings.
Cluster Analysis and Visuals	20	The cluster analysis does not include hierarchical or partitioning approaches and visuals do not outline the clustering results clearly.	The cluster analysis includes hierarchical or partitioning approaches and visuals outline the clustering results sufficiently.	The cluster analysis includes hierarchical or partitioning approaches and visuals outline the clustering results clearly.	The cluster analysis includes hierarchical, and partitioning approaches and visuals outline the clustering results clearly.
Feature Selection Results and Visuals	20	The feature selection analysis does not include appropriate approaches and visuals do not outline the feature choices clearly.	The feature selection analysis includes 1 approach and visuals outline the feature choices clearly.	The feature selection analysis includes at least 2 approaches and visuals outline the feature choices clearly.	The feature selection analysis includes 2 or more approaches and visuals outline the feature choices clearly.
Final Data Files for Modeling Phase	20	Files are not formatted and prepared correctly for the modeling phase.	Files are formatted and prepared for the modeling phase with correctable errors.	Files are formatted and prepared correctly with minor improvement opportunities for the modeling phase.	Files are formatted and prepared correctly for the modeling phase.
Annotation of Project Notebook	20	Code and/or notebook is not annotated for each step highlighting reasoning or key results.	Code and/or notebook is annotated partially for each step highlighting reasoning and key results.	Code and/or notebook is annotated for most steps highlighting reasoning and key results.	Code and/or notebook is annotated for each step highlighting reasoning and key results.

Total: 100

**Model Development and Evaluation (30%)**



As a key phase of the capstone project, students will develop models using machine learning and statistical methods. As part of this development, models will be evaluated using performance metrics to determine the best performing model. In this part of the capstone project, students will apply predictive analytics, interpret the results, and evaluate the performance. A minimum of 3 machine learning/statistical methods should be explored based on the business scenario. Students will use open-source, collaborative tools to conduct the outcomes for the report in a cloud or on-prem environment. The scope of this assignment includes:

- Building 3 models based on business data and interpreting model’s results.
- Providing the performance metrics and comparison.
- Checking the generalization performance of models.
- Revising the data cleaning if needed.
- Employing visuals (e.g., charts, diagrams, images, etc.) where appropriate to illustrate content areas.
- Annotating the notebook appropriately to describe work progressing.

**Components**

3 Models using appropriate Methods for Business Problem	<b>% of Grade</b>
Performance Metrics and Visuals	20%
Generalization Results and Visuals	20%
Final Model Recommendation and Support	20%
Annotation of Project Notebook	20%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
3 Models Using Appropriate Methods for Business Problem	20	At least two models were created that align well with the business problem and results are executed with significant errors.	At least two models were created that align well with the business problem and results are executed with minor errors.	Three models were created that align well with the business problem and results are executed with minor errors.	Three models were created that align well with the business problem and results are executed without error.
Performance Metrics and Visuals	20	Performance metrics for models are not provided demonstrating model results with supporting visuals.	Performance metrics for at least 1 model are provided demonstrating model results with supporting visuals.	Performance metrics for at least 2 models are provided demonstrating model results with supporting visuals.	Performance metrics for three models are provided demonstrating model results with supporting visuals.

Generalization Results and Visuals	20	Evidence is not provided for the level of model generalization nor explained.	Evidence is provided for the level of model generalization and partially explained.	Evidence is provided for the level of model generalization and sufficiently explained.	Evidence is provided for the level of model generalization and fully explained.
Final Model Recommendation and Support	20	A final model is recommended that does not align with the evaluation results and addresses business problem.	A final model is recommended that aligns with the evaluation results and partially addresses business problem.	A final model is recommended that aligns with the evaluation results and sufficiently addresses business problem.	A final model is recommended that aligns with the evaluation results and fully addresses business problem.
Annotation of Project Notebook	20	Code and/or notebook is not annotated for each step highlighting reasoning or key results.	Code and/or notebook is annotated partially for each step highlighting reasoning and key results.	Code and/or notebook is annotated for most steps highlighting reasoning and key results.	Code and/or notebook is annotated for each step highlighting reasoning and key results.
Total: 100					

### **Final Report (15%)**

The goal of the final report is to summarize the business problem, data exploration and cleaning, model development/evaluation, and the recommendation. Students will write their report in the format that could be delivered to the executives whose business is impacted by the business problem. This report will be 8-10 pages (excluding title page and reference page); APA writing conventions should be followed with a minimum of 4 sources referenced and cited. Students are to employ visuals (e.g., charts, diagrams, images, etc.) where appropriate to illustrate content areas. The paper should be organized based on the data analytics lifecycle.

#### ***Components***

Executive Summary

5%

Business Problem and Understanding

20%

Data Understanding and Preparation

20%

Modeling and Evaluation

25%

Deployment and Recommendations

15%

Technical Requirements

10%

Citations  
**TOTAL**

5%  
**100%**

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Executive Summary	5	Executive summary does not present a clear picture of final report contents and key points.	Executive summary presents a partial picture of final report contents and key points.	Executive summary presents a sufficient picture of final report contents and key points.	Executive summary presents a clear picture of final report contents and key points.
Business Problem and Understanding	20	Business problem is not framed including organizational impact.	Business problem is partially framed including organizational impact.	Business problem is sufficiently framed including organizational impact.	Business problem is clearly framed including organizational impact.
Data Understanding and Preparation	20	Data analysis results are presented and visualized that do not align with model recommendation.	Data analysis results are presented and visualized that partially align with model recommendation.	Data analysis results are presented and visualized that mostly align with model recommendation.	Data analysis results are presented and visualized that align with model recommendation.
Modeling and Evaluation	25	At least one model is presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with	At least two models are presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with validation results.	At least three models are presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with validation results.	More than three models are presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with validation results.

		validation results.			
Deployment and Recommendations	15	Steps for model deployment are outlined and final recommendations on the model are provided. How model will be used is missing.	Steps for model deployment are outlined and final recommendations on the model are provided. How model will be used is vague.	Steps for model deployment are outlined and final recommendations on the model are provided. How model will be used is mentioned.	Steps for model deployment are outlined and final recommendations on the model are provided. How model will be used is detailed and clear.
Technical Requirements	10	Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.  Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization.  APA conventions are not followed.	One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.  Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede the reader's overall understanding.  APA conventions are	All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.  Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.  APA conventions are consistently followed.	All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.  Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation.  APA conventions are strictly followed.

			only sometimes followed.		
Citations	5	Fails to cite and reference sources to support ideas.	Attempts to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas.  The required minimum number of citations/references is not met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas.  The required minimum number of citations/references is met.	Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas.  Exceeds the required minimum number of citations/references.
Total: 100					

**Final Presentation (15%)**

The focus of the final presentation is to tell a data story about the project. Students should approach the final presentation as a sales pitch to the executive team. Students should take the stance to convince them that their project will provide data-driven insights to improve business performance. Students will present using a live or narrated PowerPoint presentation depending upon the class mode. If the course is in an online format, students will record and submit their narrated presentation. This presentation should consist of 12-15 slides (approximately 15 minutes) excluding the cover page, agenda slide, and references. Students must cite at least 4 resources, follow APA conventions, and include proper graphics to support and complement their discussions.

<b>Components</b>	<b>% of Grade</b>
Overview	10%
Business Problem	20%
Model Recommendation	20%
Results	20%
Conclusion	10%
Technical Requirements	15%
Citations	5%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Overview	10	Overview fails to present a clear picture of final report contents and key points.	Overview presents, somewhat, a clear picture of final report contents and key points.	Overview presents a clear picture of final report contents and key points.	Overview presents a clear and holistic picture of final report contents and key points. Interrelations among key components are captured properly.
Business Problem	20	Business problem is not framed.	Business problem is partially framed including organizational impact.	Business problem is sufficiently framed including organizational impact.	Business problem is clearly framed including organizational impact.
Model Recommendation	20	At least one model is presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with validation results.	At least two models are presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with validation results.	At least three models are presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with validation results.	More than three models are presented with clear evaluation results. Models align well with the business problem and evaluation results are visualized and presented. A final model recommendation aligns with validation results.
Results	20	Model does not address business problem nor is evidenced through visuals and evaluation.	Model partially addresses business problem evidenced through visuals and evaluation.	Model sufficiently addresses business problem evidenced through visuals and evaluation.	Model address business problem evidenced through visuals and evaluation.
Conclusion	10	Concise conclusion highlighting	Concise conclusion highlighting	Concise conclusion highlighting	Concise conclusion highlighting the

		the key points of the project is not present	partial key points of the project are presented	sufficient key points of the project are presented	key points of the project are presented
Technical Requirements	15	<p>Multiple required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, severely impacting the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is severely compromised due to poor spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are not followed.</p>	<p>One or more required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are missing, with minor impact on the reader's ability to understand the writer's main ideas.</p> <p>Writing clarity is generally acceptable, with some errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization. Errors do not impede the reader's overall understanding.</p> <p>APA conventions are only sometimes followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with minimal or no errors in spelling, grammar, punctuation, vocabulary, structure, and/or organization.</p> <p>APA conventions are consistently followed.</p>	<p>All required sections, headers, diagrams, illustrations, and the like, as described in the syllabus are included.</p> <p>Writing is clear, with vocabulary, structure and organization that enhances the readers ability to understand the writer's intent and purpose. The writing is almost entirely free of errors in spelling, grammar, and punctuation.</p> <p>APA conventions are strictly followed.</p>
Citations	5	<p>Fails to cite and reference sources to support ideas.</p>	<p>Attempts to cite and reference credible and relevant sources, appropriate to the discipline, to support ideas.</p>	<p>Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas.</p>	<p>Consistently cites and references credible and relevant sources, appropriate to the discipline, to support ideas.</p>

			The required minimum number of citations/references is not met.	The required minimum number of citations/references is met.	Exceeds the required minimum number of citations/references.
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 team projects.

### 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.edu](mailto:mycityusupport@cityu.edu) to request a user name and password.