

**Syllabus**

**SCHOOL OF HEALTH AND SCIENCES**  
**HSVC 380: Human Services Practice with Children &**  
**Adolescents**

5 Credits

Effective: Summer, 2016-17

*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**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This skills-based course covers the necessary competencies, knowledge and best practices for working effectively with children and adolescents. The course explores theories of development and attachment; examines the impact of systems; identifies issues facing children and adolescents and; explores assessments and interventions for addressing the needs of this population. Students also learn about the roles and settings of human services professionals in working with children and adolescents.

*Course Prerequisites:* PSY 240 or PSY 311; PSY 209 or PSY 312; HSVC 200 or HSVC 340; HSVC 250 or HSVC 310

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **COURSE OUTCOMES**

By the end of the course, learner will be able to:

- Incorporate relevant policies, laws, and ethics as they relate to work with children and youth.
- Apply relevant theories and practice skills to conduct assessments, plan and implement strength-based intervention strategies, and evaluate effectiveness of work with children and adolescents.
- Articulate the complexity and the relative influence of a variety of factors on the development and behavior of children and adolescents.
- Identify formal and informal resources and supports for children and adolescents.
- Develop skills to effectively communicate with and establish developmentally sensitive, culturally-appropriate collaborative relationships with children, youth and families, as well as the professionals who serve them

- Identify protective, risk and promotive factors in the context of the child and adolescent daily lives.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Cultural competence
- Child and adolescent assessment
- Child development
- Resource development
- Protective, risk and promotive factors
- Intervention & Treatment Planning

## **OVERVIEW OF COURSE GRADING**

<b>OVERVIEW OF REQUIRED ASSIGNMENTS</b>	<b>% OF FINAL GRADE</b>
Course Activities & Discussion	20%
Human Services Professional Interview and Paper	20%
Mock Individual Assessment & Treatment Plan I: Child Client	30%
Mock Individual Assessment & Treatment Plan II: Adolescent Client	30%
<b>TOTAL</b>	<b>100%</b>

## **REQUIRED ASSESSMENTS**

### **Course Activities & Discussion**

Students are expected to participate in weekly discussions and activities. Discussions and activities will include quizzes, group projects, and individual assignments.

### **Human Services Professional Interview and Paper**

Students will conduct an interview of a human services professional who works with children and/or adolescents and write a 5-7 page paper.

### **Mock Individual Assessment & Treatment Plan I: Child Client**

Students will complete an 8-10 page mock assessment and treatment plan for a child human services client based on the case example provided in the documentary "Big Mama".

**Mock Individual Assessment & Treatment Plan II: Adolescent Client**

Students will complete an 8-10 page mock assessment and treatment plan for a child human services client based on the case example provided in the movie "13".

**Division of Arts and Sciences  
Grading Criteria for Assignments**

Organization and coherence	20%
Evidence and support	30%
Analysis and use of course concepts	30%
Style and mechanics	20%
<b>TOTAL</b>	<b>100%</b>

**Grading Rubric for Assignments**

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0.00 – 57.49%</b>	<b>57.50 – 76.24%</b>	<b>76.25 - 93.74%</b>	<b>93.75 - 100%</b>
<b>Scaled score</b>	<b>0.0 – 0.6</b>	<b>0.7 – 2.1</b>	<b>2.2 - 3.5</b>	<b>3.6 - 4.0</b>
<b>Organization and coherence (20%)</b>	<ul style="list-style-type: none"> <li>• Is unclear with no or minimal organization, so ideas appear to be arranged in a random order</li> <li>• Few or inappropriate transitions between paragraphs, and ideas are not developed clearly</li> <li>• Does not appropriately respond to the assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal organization so ideas appear as a list</li> <li>• Transitions between ideas are minimal, and development of ideas may lack coherence</li> <li>• Not all aspects of the assignment are addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Follows a logical organization</li> <li>• Ideas are developed but not all pertain directly to the topic</li> <li>• Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Uses logical structure with introduction, body, and conclusion</li> <li>• Sophisticated development of one idea to another, and reader is guided through the progression of ideas</li> <li>• Clearly communicated topic, and all aspects of assignment are addressed</li> </ul>
<b>Evidence and support (30%)</b>	<ul style="list-style-type: none"> <li>• Does not attempt to use evidence to support topic, or evidence provided does not support topic</li> <li>• Uses irrelevant details or little</li> </ul>	<ul style="list-style-type: none"> <li>• Use of evidence is minimal but does support topic</li> <li>• Often supports points through generalization, and examples are not</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence to support almost every point</li> <li>• Offers support but requires more interpretation and explanation of the evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Every point is clearly supported by strong evidence</li> <li>• Uses evidence appropriately and effectively</li> </ul>

	supporting evidence, generalizing and providing more of a summary than an analysis	relevant or explained		
<b>Analysis and use of course concepts (30%)</b>	<ul style="list-style-type: none"> <li>• Does not attempt to explain how the evidence relates to topic</li> <li>• Superficial and poorly developed analysis</li> <li>• Little or no connections are made to course concepts</li> <li>• Uses few sources, may misunderstand them, and lacks critical thinking</li> <li>• No or minimal references</li> <li>• Uses Wikipedia, Encarta, or other online dictionary or encyclopedia exclusively as references</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of the evidence stretches its meaning to support topic</li> <li>• Some new ideas and insight, but lacks depth and detail</li> <li>• Incorporates some course concepts, but accuracy and development are not consistent</li> <li>• Shows basic understanding of sources but does not critically evaluate them</li> <li>• Incorporates few or no references</li> <li>• Uses Wikipedia, Encarta, or other online dictionary or encyclopedia sparingly, but not balanced with use of other sources supporting the information</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis explains how the evidence supports the topic in most cases</li> <li>• Analysis reflects insight but is not fully developed</li> <li>• Incorporates many course concepts but sometimes does not develop them</li> <li>• Shows careful reading of sources but little or no critical evaluation</li> <li>• Incorporates adequate or minimum number of references to support analysis</li> <li>• Minor use of Wikipedia, Encarta, or other online dictionary or encyclopedia, but balanced with footnote discussing source and author of article, as well as other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis shows a strong relationship between the evidence and the topic</li> <li>• Analysis is insightful and original</li> <li>• Incorporates course concepts accurately, consistently, and frequently</li> <li>• Critically evaluates sources</li> <li>• Incorporates numerous or more than the minimum number of references required to support analysis</li> <li>• Minimal or no use of Wikipedia, Encarta, or other online dictionary or encyclopedia, but balanced with footnote discussing source and author of article, as well as other sources</li> </ul>
<b>Style and mechanics (20%)</b>	<ul style="list-style-type: none"> <li>• Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult</li> <li>• Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous</li> <li>• Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the overall understanding</li> <li>• Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing</li> <li>• Uses relatively vague or general words and</li> </ul>	<ul style="list-style-type: none"> <li>• Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding</li> <li>• Sentences generally clear, well structured, and focused, but some may be awkward or ineffective</li> <li>• Generally uses words accurately and effectively, but sometimes may be too general</li> <li>• Format and references are complete and have</li> </ul>	<ul style="list-style-type: none"> <li>• Almost entirely free of spelling, punctuation, and/or grammatical errors</li> <li>• Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience</li> <li>• Words chosen for their precise meaning and an appropriate level of specificity is used</li> <li>• Format and references are in</li> </ul>

	<ul style="list-style-type: none"> <li>Format and references are incomplete and have many errors in APA style</li> </ul>	sometimes inappropriate words <ul style="list-style-type: none"> <li>Format and references have some errors in APA style and/or is incomplete</li> </ul>	few errors in APA style	correct APA style and are complete
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### Grading Criteria for Discussion Questions

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow maximizing the benefit of the discussion activities, it is required to follow these guidelines:

- 1) Students post their responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes).
- 2) Students post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week.
- 3) Students respond to any questions that the instructor has regarding their original post by the end of the school week.

#### *Grading Criteria for Each Discussion Activity*

Timeliness of responses	15%
Quality of responses	70%
Quantity of responses	15%
<b>TOTAL</b>	<b>100%</b>

#### *Grading Criteria for Each Discussion Activity*

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
<b>Undergraduate percentage scale:</b>	<b>0.00 – 57.49</b>	<b>57.50 – 76.24%</b>	<b>76.25 – 93.74%</b>	<b>93.75 - 100%</b>
<b>Undergraduate scaled score</b>	<b>0.0 – 0.6</b>	<b>0.7 – 2.1</b>	<b>2.2 - 3.5</b>	<b>3.6 - 4.0</b>
<b>Graduate percentage scale:</b>	<b>0.00 - 68.74%</b>	<b>68.75 - 81.24%</b>	<b>81.25 - 93.74%</b>	<b>93.75 - 100%</b>
<b>Graduate scaled score</b>	<b>0.0 - 1.5</b>	<b>1.6 - 2.5</b>	<b>2.6 - 3.5</b>	<b>3.6 - 4.0</b>

<b>Timeliness of responses (15%)</b>	<ul style="list-style-type: none"> <li>• All posts submitted at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>• Posts submitted on fewer than three days of the discussion time</li> </ul>	<ul style="list-style-type: none"> <li>• Posts submitted on three different days of the discussion time</li> </ul>	<ul style="list-style-type: none"> <li>• Posts submitted on more than three days of the discussion time</li> </ul>
<b>Quality of responses (70%)</b>	<ul style="list-style-type: none"> <li>• Superficial and undeveloped analysis</li> <li>• No insight or thoughtfulness</li> <li>• Off topic</li> <li>• Never addresses instructor's comments to original posts</li> <li>• No connections are made to previous and current sessions' concepts and materials</li> <li>• No references to readings</li> <li>• Obvious grammatical or stylistic errors, making understanding difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Scattered and poorly developed analysis rarely supported by academically appropriate resources</li> <li>• Few, if any new ideas or connections made to previous and current sessions' concepts and materials</li> <li>• Mostly anecdotal examples with no references to readings</li> <li>• Rephrases or summarizes other postings</li> <li>• Sometimes addresses instructor's comments to original posts</li> <li>• Serious grammatical errors interfering with content</li> </ul>	<ul style="list-style-type: none"> <li>• Generally competent analysis, supported by various academically appropriate resources</li> <li>• Some new ideas or connections to previous and current sessions' concepts and materials</li> <li>• Most of the time addresses instructor's comments to original posts</li> <li>• References materials provided by instructor</li> <li>• Several grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• Rich in content, thoughtful and insightful problem analysis well supported by various academically appropriate resources</li> <li>• Detailed new ideas with connections made to previous sessions and/or real life situations</li> <li>• Always addresses instructor's comments to original posts</li> <li>• References to materials, other than those provided by instructor</li> <li>• Few grammatical or stylistic errors</li> </ul>
<b>Quantity of responses (15%)</b>	<ul style="list-style-type: none"> <li>• Some, or all, required quality postings missing</li> </ul>	<ul style="list-style-type: none"> <li>• Initial post and fewer than minimum number of required quality postings</li> </ul>	<ul style="list-style-type: none"> <li>• Required minimum number of quality postings</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds minimum number of required quality postings</li> </ul>

## **SPECIFICS OF COURSE ASSIGNMENTS**

### Course activities

The instructor will determine a set of assessments that are tailored to the needs of the class, including participation and discussion activities. Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity. To provide a structure for balanced participation and allow students to maximize the benefit of the discussion boards, it is recommended that students follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday); 2) Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday); 3) Respond to any questions that the instructor or peers have regarding the original post by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Quality of responses	70%
Quantity of responses	15%
Timeliness of responses	15%
<b>TOTAL</b>	<b>100%</b>

### **Human Services Professional Interview and Paper**

Professionals working with children and adolescents can be found working in a wide variety of settings. Each student will conduct an interview with a person that is currently working in the field of your interest with children or adolescents in order to gain an understanding of the social worker role and functions. The information obtained from the interview will be incorporated into a 7-8 page research paper. The paper must make clear connections about how interview information relates to course readings and discussions.

Choose an employed human services professional from any social service agency in your area or another community that works with children and adolescents. For example, these may include case managers, counselors, school counselors, substance abuse counselors, social workers, and psychologists. You may not interview a friend, co-worker or a family member. The paper must make clear connections about how interview information relates to course readings and discussions. It must provide the name of the agency, (include website, if possible) types of services provided, and contact information of the interviewee),

Schedule your appointment immediately as this allows you time to reschedule if your appointment is cancelled for any reason.

The student can ask questions that address their interests; however, the interview *must include* the following questions and the answer to these questions *must be* incorporated into the paper.

- 1) What are your challenges, joys and rewards of working with this population?
- 2) Which social work skills are most important to your work with children and adolescents?
- 3) What do you do to develop your skills to effectively communicate with and establish developmentally-sensitive, culturally-appropriate collaborative relationships with children, adolescents and the professionals who serve them?
- 4) What recommendations would you make to avoid mixed messages and differing goals among the various professionals?
- 5) What community resource networks do you find most valuable or use most often and what strategies can a worker implement to ensure that they remain current on community resources?
- 6) Specifically identify how your understanding of child and adolescent development is helpful in your career.
- 7) How has your cultural background, cultural values, and life experiences impacted you in working with clients who are culturally different from you?



- 8) How do you evaluate the effectiveness of your work with children and adolescents?
- 9) How do you utilize your supervision to support your learning and development of effectiveness with children and adolescents?

Although an onsite interview would be preferred and optimal; because many professionals have demanding and busy schedules that may impact their ability to meet face-to-face, the interview could also be a virtual interview in which the questions are submitted to the worker via email, conducted via video-conference or Skype.

In their papers, students should combine their own thoughtful analysis with ideas and information found in three sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings.

This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>Percentage of the Paper</i>
Organization and coherence	15%
Style and mechanics	15%
Evidence and support	25%
Analysis and use of course concepts	45%

### **Mock Individual Assessment and Treatment Plan** **Documentary: Big Mama**

Students will complete a mock assessment and treatment plan of an individual human services client based on the case example provided in the documentary "Big Mama".

***Big Mama** follows 18 months in the lives of Viola Dees, an African American grandmother, and Walter, her grandson, as she tries to raise him alone in South Central Los Angeles. Dees has taken care of Walter since the age of four, when his father (Viola's son) died. In the documentary, Walter is nine, and Dees is turning 90.*

Students will write an 8-10 page research paper describing the mock assessment and treatment plan that includes the following elements:

- 1) An **overview the client's background**, with relevant information such as age, gender, ethnic/cultural group, socioeconomic status, family structure...etc. Identify two **protective, risk and promotive factors** for this child and family).
- 2) A **Developmental Analysis**: Using **Erikson's Psychosocial Stages of Development** discuss Walter's developmental journey and explain how he is negotiating various developmental crises, describing and citing evidence of your analysis. *To address this section adequately, the student needs to demonstrate knowledge of the Erikson's Psychosocial Stages of development as well as connect information in the documentary to Erickson's stage(s).*
- 3) Evaluate the client and the client's environment using **Ecological Systems Theory**. Explain the **connections** in Walter's life utilizing this theory. Explain the **factors contributing to the challenges** that he is experiencing through the lens of this perspective. *To address this section adequately, the student needs to demonstrate knowledge of Bronfenbrenner's Ecological Systems Theory and accurately connect the theory to the information presented in the documentary about Walter. This section also includes a summary of who else in the client's life might need to be involved in the intervention--e.g., family, caregivers, and treatment providers.*
- 4) **Identify one of Walter's main problems and complete a literature review on that main problem**. Cite at least three scholarly sources related to the problem. How is this problem affecting his ability to function in school, home and the community?
- 5) **Intervention Plan**: Locate at least four resources (referral sources) that will meet the needs of the client. Identify the need that the resource is intended to address. Provide the name of the agency, types of services provided, contact information (including website, if possible), and method of service delivery. Explain how the intervention addresses the client and family's cultural background?

In their papers, students should combine their own thoughtful analysis with ideas and information found in four sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings.

This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

**Mock Individual Assessment and Treatment Plan**  
**Documentary: “13”**

Students will complete a mock assessment and treatment plan of an individual human services client based on the case example provided in the movie “13”.

The autobiography of teenager Nikki Reed (who co-wrote and co-stars) relates a worst-case scenario when social pressures slam into the pressures of teen age life in a broken, poverty-stricken home.

Students will write an 8-10 page paper describing the mock assessment and treatment plan that includes the following elements:

- 1) Include an **overview of the client’s background**, with relevant information such as age, gender, ethnic/cultural group, socioeconomic status, family structure. Identify protective, risk and promotive factors for this adolescent and family. Identify two **protective, risk and promotive factors** for Tracey and her family).
- 2) Explain some of the major changes in the parent-child relationship demonstrated in the film through the lens of a **Freudian (or Piaget)** perspective. How might Freud’s (Piaget’s) theory explain some of the conflict between Tracy and her mother? How might the theory/perspective explain the behavior of the adolescent in other areas of the movie?
- 3) **Identify one of Tracey’s main problems and complete a literature review on that main problem.** Cite at least three scholarly sources related to the problem. How is this problem affecting her ability to function in school, home and the community?
- 4) Locate at least four resources (referral sources) that will meet the needs of the client. Provide the name of the agency, types of services provided, contact information (include website, if possible), and include an assessment of ways in which the resources meet the needs of the client.

In their papers, students should combine their own thoughtful analysis with ideas and information found in three sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings.

This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

**COURSE POLICIES**

## **Late Assignments**

Per Division of Arts and Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

## **Participation**

### **DAS Participation Policy (undergraduate)**

Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student’s learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the Discussion Board, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

**The following guidelines apply to all DAS undergraduate online and mixed-mode classes:**

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week.

For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).

2. The instructor will provide 2 or more discussion board questions/assignments by early Monday each week (normally 2 or 3 per week for fully online classes, and one or more for mixed-mode classes). **Students must post their *initial* post in response to discussion board questions/activities no later than 11:59 pm Wednesday night.**
3. For each discussion question/assignment, a minimum of 3 thoughtful and topic-relevant responses to classmates' comments per discussion question are required no later than midnight Sunday. Explain why you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates' ideas.
4. In order to encourage discussion, it is expected that students will participate throughout the week rather than waiting until Sunday to post all responses. Response to the initial discussion board questions need to be completed by 11:59 pm Wednesday night. Remaining response posts must be posted before midnight on Sunday.
5. Each post should be at least one well-developed paragraph (no less than 10 sentences in length). "Good post" or similar responses are not considered contributions to class discussions and will not count toward posting requirements.
6. In addition to making at least 3 responses to classmates' comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial discussion comments.
7. All posts must have correct grammar, spelling, punctuation, and APA style.
8. Students are expected to act professionally, avoiding personal attacks, questionable language, and off-topic comments.

## **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**

You 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.

## **Non-Discrimination & Prohibition of Sexual Misconduct**

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 <https://my.cityu.edu/titleix> 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 <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **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 found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments 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 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 206.2369.4752 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 your 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 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.