



Syllabus

SCHOOL OF ARTS AND SCIENCES **GS 295: Associate Degree Capstone**

5 Credits

Effective: Summer 2019/2020

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

GS 295 is the final course in the General Studies Associate of Science program. In this capstone course, students complete assignments, including a final portfolio integrating previous work and synthesizing their learning with an emphasis on their professional development goals. Students should complete all other courses in their program before registering for this course or have program director approval.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are 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.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity
- Strong communication and interpersonal skills
- Critical thinking and information literacy
- Commitment to ethical practice and service
- Diverse and global perspectives
- Lifelong learning

COURSE OUTCOMES

In this course, learners:

- PLO2: Collaborates with others to develop, organize, and communicate concise, logical, and consistent messages
- PLO3: Applies principles of critical thinking to identify, categorize, and analyze issues to develop sound and logical conclusions

- PLO5: Synthesizes diverse perspectives within a global context to develop an appreciation for and explain differences in behaviors and practices of individuals, organizations, and communities
- PLO4: Identifies and integrates ethical issues, based on individual and organizational values, and applies principles in decision-making
- PLO6: Demonstrates the ability to reflect on new learning, insights and changed perspectives to further develop knowledge, skills, and abilities
- PLO1: Connects academic learning with professional experience to expand professional identity and broaden perspectives of various disciplines

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Communication and interpersonal skills
- Critical thinking and information literacy
- Diverse and global perspectives
- Ethical practice and service
- Lifelong learning
- Professional competency and identity

OVERVIEW OF COURSE GRADING

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

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities	20%
Leadership Style Assessment, Research, and Reflection	25%
Professional Development Plan and Reflection	25%
Portfolio	30%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities

Class participation through discussion activities is an integral part of this course. To provide structure for balanced participation and allow maximum benefit of enhanced discussion activities and learning, the following are required: 1) Post initial responses to discussion questions; 2) Post at least two thoughtful and topic-relevant comments or questions in response to classmates' posts on at least two different days during the school week; and 3) Respond to any questions the instructor or classmates have regarding the original post by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Organization and Coherence	25%
Quantity of Responses	25%
Timeliness of Responses	25%
Style and Mechanics	25%
TOTAL	100%

Leadership Style Assessment, Research, and Reflection

Students assess their personal leadership styles including, but not limited to, emotional intelligence, communication, problem solving, conflict resolution, time management, and team building. Students reflect on and evaluate their personal strengths and challenges as leaders in their workplaces and communities after completing assessments provided by the instructor. Students prepare a five-page paper (not including title page, abstract, or references), in APA format, that describes and interprets their findings. This paper is a major component of students' professional portfolios.

<i>Components</i>	<i>% of Grade</i>
Use of course concepts	30%
Organization and Coherence	20%
Self-reflection	20%
APA style (citations/reference list)	10%
APA Style (formatting)	10%
Style and Mechanics	10%
TOTAL	100%

Professional Development Plan and Reflection

Students prepare a five- to six-page paper (not including title page, abstract, or references), in APA format, reflecting on their professional development and including a five- to ten-year professional development plan. Students reflect on their professional development to date; evaluate how experiences and circumstances have affected their professional development; describe professional goals, including rationale for these goals; and how they plan to accomplish these goals through professional or personal experiences, education, training, and/or community service. The development plan can be included in the body of the paper or attached as a separate document. This paper and professional development plan is a major component of the students' professional portfolio due at the end of class.

<i>Components</i>	<i>% of Grade</i>
Use of course concepts	30%
Organization and Coherence	20%
Self-reflection	20%
APA style (citations/reference list)	10%
APA Style (formatting)	10%
Style and Mechanics	10%
TOTAL	100%

Portfolio

Students create a portfolio showcasing their academic learning and highlighting their achievements, strengths, and professional goals. Portfolio artifacts should include a statement analyzing the value of the degree program, major assignments completed in this course, a resume, and a cover letter. Additional

artifacts could include examples of involvement in community service, samples from previous courses (research papers, presentations, analyses, etc.), samples of work or awards from current or previous workplaces, certificates of completion and diplomas, letters of recommendation that underscore students' professional and academic development. Each artifact must include a short description explaining why the artifact was selected for the portfolio and how it relates to General Studies' Program Learning Outcomes (PLOs). Students reflect on the feedback they received from their peers and instructor throughout the course and how they have incorporated that feedback into this portfolio. Artifacts must be submitted to students' academic portfolio via the Assignments/Tests submission link.

<i>Components</i>	<i>% of Grade</i>
APA Style (citations, references, formatting)	10%
PLO2. Communication	10%
PLO2. Collaboration	10%
PLO3. Critical Thinking	10%
PLO3. Information Literacy	10%
PLO4. Ethics	10%
PLO5. Diverse and Global Perspectives	10%
PLO6. Lifelong Learning	10%
PLO1. Professional Competency	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

See Late Policy under Course Information in Blackboard.

Participation

See Participation Policy under Course Information in Blackboard.

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 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 to request a username and password.