University of North Texas at Dallas
Fall 2014
August 25, 2014 – December 12, 2014
SYLLABUS

HSML 3000.090 Human Service in the Nonprofit Sector - 3 Credit Hours

Department of Counseling and Human Services	Division of Education and Human Services

Instructor Name:	Cynthia H. Spann, LCSW
Office Location:	*DAL 2, Room 305*
Office Phone:	*214-356-4814*
Email Address:	Cynthia.Spann@untDallas.edu

Office Hours:	One hour prior to class & by appointment
Virtual Office Hours:	*Via Blackboard and/or email*

Classroom Location:	*DAL2 - 338*
Class Meeting Days & Times:	Wednesdays: *10:00AM – 12:50 PM*

Course Catalog Description:	The foundation course for students interested in a career in one of the human service professions. Examination of the philosophy, values, roles and responsibilities of human services and human service workers in today's society. Examination of personal needs, interests, and potential strengths as a professional human service worker.
	This course further promotes the understanding of self in relation to the philosophy and practice of community and public service. Students will examine social issues; study and discuss concepts in community service disciplines; learn professional skills; explore service careers and organizations appropriate to their unique interests and abilities; and apply their base of knowledge to further the purpose of civic involvement.
	This class is hybrid and meets 49 percent online and 51 percent face-to-face. *Classes are scheduled to meet according to specification in the syllabus.*

Prerequisites:	NONE
Required Texts:	Woodside, Marianne R. & McClam, T. (2013). *An introduction to human services (8th ed.)*. CA: Thompson Brooks/Cole, ISBN-13: 978-1285-74990-7
	Cryer, S. (2008). *The nonprofit career guide: how to land a job that makes a difference*. MN: Fieldstone Alliance. IBN: 978-0-940069-59-6
Optional Text:	_____
	Schwartz, B.M., Landrum, R.E., and Gurung, R.A.R. (2012). *An easy guide to APA style*. CA: SAGE Publications, Inc., ISBN: 978-1-4129-9124-7

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Course Goals or Overview:

The goal of this course is to help you apply theories, principles, and skills associated with the delivery of Human Services. By the end of this course you will be able to:

- Carry out the personal assessment, career development, and professional skills needed for successful careers in community and public service or active citizenship.
- Identify and describe the historical and philosophical basis of the community/public service sector and organizations within this sector.
- Articulate the mission, structure, history, and career potential in a specific community/public service agency.
- Implement skills learned through service learning and civic involvement as a volunteer or service professional.

The readings, activities, and assessments will help you:

- Conceptualize the foundation and core background of nonprofit organizations;
- Demonstrate the ability to work effectively and grow, while performing Service Learning in the nonprofit organization;
- Communicate the characteristics of an effective helping profession;
- Discuss careers in human services and the setting of those careers
- Demonstrate the ability to understand the ethical standards for human services professionals

Learning Objectives/Outcomes:	At the end of this course, the student will
1	Explain the foundation and core background of nonprofit organizations;
2	Execute and demonstrate to others the complex techniques necessary to work effectively while performing Service Learning duties in the nonprofit organization;
3	Define, describe and explain the characteristics of an effective helping professional;
4	Classify the variety of careers in human services and describe the setting of those careers;
5	Demonstrate the ability to analyze the ethical standards for human services professionals in a given situation;
6	Strengthen skills in writing and oral communication through service reflections and summaries as well as final presentations.

*This is an extremely fast paced course. Organization, focus, persistence and the incorporation of time management skills are critical to your successful completion of this course. Reviewing and looking ahead to the upcoming assignments will help you remain in sync with the work you are required to complete for this course.

HSML Program Core Competencies

The competencies listed below are the standards that will guide your overall academic experience in this class. As you work on your assignments consider which skill sets you are developing within the specified competency. Each class in the HSML program builds on these competencies, so that at the end of your academic journey you are well prepared to complete your capstone portfolio. The core competencies addressed in this course include:

1. Professional Development Competencies
   - demonstrate an awareness and understanding that board members themselves are volunteers
2. Diversity Awareness
   - understand alternative views
3. Ethics and Values: Values
   - explain the importance of having standards and a code of conduct in a nonprofit organization
   - explain the values of a commitment to the service of others
4. Historical and Philosophical Foundations
   - describe the unique character and structure of nonprofit organizations and the role in the civil society
   - identify the various types of nonprofit organizations that compose the sector

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

- understand the historical, philosophical, religious, political, economic, and social forces that shaped the development of the nonprofit sector in contemporary American society

5. Information Management and Technology
   - demonstrate basic computer literacy skills
   - demonstrate awareness and knowledge of technology resources
6. Nonprofit Management
   - explain the importance of a mission orientation and mission statement for nonprofit organizations
7. Career Development and Exploration
   - communicate the primary focus of the mission for three or four nonprofit partners
8. Communication Skills
   - use effective verbal and nonverbal communication skills
   - use proper grammar and vocabulary in written and oral communication
   - demonstrate effective public speaking skills
   - use effective listening techniques
   - demonstrate the ability to address various members of constituent groups appropriately
9. Employability Skills
   - develop an effective resume
   - prepare appropriate job-search correspondence
   - research a nonprofit organization to determine capability with personal values and goals
10. Personal Attributes
    - demonstrate initiative
    - exhibit ethical and responsible behavior
    - demonstrate the ability to be an effective team member

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Class Participation – regular attendance and participation in class discussions

Readiness Assurance Tests (RATests) – individual and team tests designed to measure knowledge of presented course material

Formal Assignments – written assignments designed to supplement and reinforce course material

Projects:

- **Community Resource File – research assignment designed to help students develop working knowledge of local community resources**
- **Service Learning Project – 30 hours of supervised volunteer work in a local community or public service nonprofit organization designed to give students opportunities to build collaborative relationships with community-based organizations and develop leadership skills**

Criteria for Grading:		
Instrument	**Value (points)**	**Total**
Class Attendance/Participation/Conduct	50 points	50
Social Problems Paper	50 points	50
Community Resource File • Pt 1 – Annotated Bibliography • Pt. 2 - Portfolio	60 points	60
Service Learning Project • Pt. I. SL Description • Pt. II. SL Evaluation • Pt III. SL Reflection • Pt IV. SL Presentation	4 sections @ 50 points	200
Final – Service Learning (SL) Project Paper	100 points	100
Cover Letter and Resume	10 points each	20
RATest Individual	3 at 60 points each	180
RAT Team Tests	3at 60 points each	180
Team (Group) Assignments	**Peer evaluation scores are determined at end of course**	*
Service Learning Forms Turned In	3 @ 10	30
Signed Service Learning Time Activity Logs - Completed	3 @ 10	30
Total:		*

Grade Determination: 90-100%= A; 80-89%=B; 70-79%=C; 60-69%=D; 59-0%=F
*TBD=To Be Determined
**Total does not include Team Group Assignments; Added at end of course.
***EXTRA You have an opportunity to earn up to 3 pts. per documented attendance at identified community events.   (Maximum: 6 pts.)

Instructor's expectations
A. **Instructor's Response time:** While I will do my best to respond to your emails within 3 business days (M-F), my schedule can be restrictive at times. Therefore, I will certainly make every effort to respond before the next scheduled class meeting date.
B. **Emails:** Please note that emails will NOT be responded to on the weekends or on a holiday.
C. **Notifications:** Any changes to the course schedule will be posted on Blackboard Announcements. I will notify students if I am going out of town, experiencing a family emergency, or for any reason I cannot respond to inquiries within the timeframe indicated above.
D. **Grading:** While I will do my best to have your assignments graded in a timely manner, that will not always be possible. I may take up to 3 weeks to grade any assignments and will post grades within the Grade Center of the course shell.

Overall Course Participation
Students' professionalism in class attendance and in students' Service Learning (a nonprofit agency) is a must! You will receive a grade based on your class participation and service learning participation, so be prepared and ready to discuss for each class meeting. Points will be deducted for negative participation or reporting.
Optional: In-class assignments may be given. These **cannot** be made up during a later class meeting.

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Major Course Projects & Points	Points	Due Date
Class Participation, Professional Conduct: Your contribution to the class is essential. You must show evidence of critical thinking related to readings and consider the implications for human services work. Points are earned in class sessions for attendance and/or activities. You will lose points for the following: tardiness; leaving early; late work, poor classroom behaviors such as side-bar conversations, disrespectful behaviors; lack of participation in group/class activities; lack of respect for others' opinions or differences; non-related computer use; and violating class confidentiality guidelines. Points will be given throughout the semester for in-class assignments. Missed in-class assignments and work cannot be made-up. Please review the UNT Student Handbook of Code of Behavior**. *See Grading Rubric in Blackboard Learn.*	**50 Points**	**Ongoing**
APA Formal Social Problems Paper/Presentation: Students will prepare a research paper about a social problem that is of personal importance. The paper should discuss an introduction to the problem, **research on current nonprofits and agencies designed to combat this problem, and personal solutions for the future.** (Remember, your Community Resource File might be helpful.) Review the "Motives of Service" document listed as an assignment resource and include the motive(s) that define(s) your passion. **This essay should be 4-5 pages in length with a minimum of 5 references**. To avoid plagiarism, you MUST use APA format in referencing in-text and in the bibliography page documentation. **See Grading Rubric for additional details.** **You will submit this particular assignment through Turnitin on Blackboard.** Turnitin is a web-based plagiarism detection service. It also provides spelling and grammar checking applications. Turnitin **will give you the opportunity to review your work and make any modifications before the Due Date; so you might want to submit your paper early enough to make edits, if necessary. Papers with more than 15 percent in the originality report will be penalized.** Before submitting your paper to Turnitin, please remove your title page and other personal information. **Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded.**) See the associated Grading Rubric prior to completing this assignment.	**50 Points**	**Week 6**
Community Resource File Binder (CRF): You will develop a folder (portfolio) that will serve as your community resource file. This assignment has two parts, as described in detail in Blackboard Learn. As a part of this project you will investigate the community resources by visiting various service agencies in the Dallas-Fort Worth area. You are to inquire about services provided and collect brochures, information packets, flyers, etc. **Only 33% (6)** of your community resource files can have **supporting documents** from the Internet (e.g., the ones you researched in **Part One** of this project)**.** That means **12** of the overall 18 community resources you present in your portfolio should include supporting documents you physically collect from the agency. Each resource agency must have a summary that includes: agency's mission, services-what they do, location and contact information (include business cards, whenever possible). Part I of this project will be submitted as an online assignment. You will submit Part II of this assignment in class. No Late CRFs Accepted. **Include the CRF Grading Rubrics with your assignment. *See Complete Directions and Grading Rubric in Blackboard Learn.***	**Part I - 20 Points** **PART II – 40 Points**	**Week 2** **Week 13**

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Discussion Board Assignments (3): You are to write **a paper** for each assignment listed below, and submit it in the discussion assignment box. Along with the submission of your paper, you are required to respond to the posting of at least **two** of your classmates. **The feedback you provide must be based on the grading rubric attached to each assignment entitled, HSML 3000 SL Grading Rubric.** Please note that your grade will be based on both your paper and your feedback postings. • Pt. I. SL Description - 50 points • Pt. II. SL Evaluation - 50 points • Pt III. SL Reflection - 50 points *Directions for each assignment are provided in the blackboard learn tools under Discussions*.	**PART I** **PART II** **PART III** **Total**	**Week 4** **Week 8** **Week 12** **150 points**
Pt. IV. Service Learning Presentation The goal of this project is for you to articulate your experience, your understanding of how a nonprofit community-based organization functions and your experience with a diverse client population. Using the Components of the Final Service Learning Report and the Grading Rubric, create a PowerPoint presentation that is organized, succinct, and includes appropriate audio visuals. This is your presentation so there should be little to no verbatim reading from cue cards. *See Blackboard Learn for Components of SL Reports*	**50 Points**	**Week 15 &16**
Pt. V. Service Learning Project Paper: At the end of the semester, you will submit a detailed formal essay/reflection of the SL that you completed. You must adhere to all APA criteria. For the final paper, take the three projects you worked on in the discussion board and compile your final service learning project report. A critical piece to the Service-Learning experience is taking time to reflect and connect. This is your opportunity to compile the three components of your service learning project in a concise and cohesive manner. The idea is for you to synthesize your learning experience and demonstrate how you implemented content covered in the course. A minimum of 5 references and sources must be included in APA format. **See Blackboard Learn for Components of Final SL Project Report document.**	**100 Points** Blackboard submissions Only Lack of Completion of SL = FAIL	**Week 15**
Service Learning Logs: Service learning is a credit-bearing educational experience that is organized, structured and planned to give students opportunities to build collaborative relationships with community-based organizations and develop leadership skills. Students will be held to the UNT guidelines on the Code of Behavior in class, as well as in the Service Learning. **Unfavorable reports from students' volunteer supervisor or an agency representative can result in decreased Service Learning points or to discontinuation of the Service Learning Project, which would subsequently impact your overall grade.** **STUDENTS WILL RECEIVE A FAIL GRADE IF SL HOURS ARE NOT COMPLETED BY THE END OF THE TERM.** You may not perform SL hours until **ALL** preliminary documents have been submitted to the instructor. (See "SL Project" tab in the Blackboard Table of Contents.) Signed (by supervisor) SL logs (time sheets) are required. Hours must be completed by the due date, unless emergency documentation is provided. Late completion of the 30 project hours will result in a 30-point loss of final grade (subject to verification).	**30 Points**	**Week 4** **Week 8** **Week 12**
All Service Learning Documentation And Forms must be turned in *On Time*, and before the service learning presentation and project report are submitted. See the course schedule in Blackboard Learn for due dates.	**30 Points**	**Week 2** **Week 15**
Readiness Assurance Tests (RATests) – These (3) in class exams are developed to ensure that you have completed pre-class reading and are prepared for in-class team work. The process consists of a multiple choice test (15-20 questions) on key concepts from the readings. It is first taken individually and then immediately re-taken with your team. **60 points each - Individual; 60 points each - Group**	**Week 4** **Week 8** **Week 12**

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Begin assignments early in case of technical difficulties.

Online assignments are to be completed as part of the online setting. Most of these assignments cannot be made up at a later time. **There will be a ten (10) percent penalty per day for late assignments. No assignments will be accepted after the 7th day unless written acceptable documentation is provided.** All Blackboard assignments and any designated assignments must be submitted in the "Assignment Link". Blackboard assignments will not be accepted through the instructor's personal or Blackboard email. Problems submitting assignments? Contact the Student Help Desk immediately as your technical difficulties are your responsibility. The APA Title page must be attached to each online assignment, as well.

COURSE SCHEDULE OF ASSIGNMENT DUE DATES

Module	Week	TOPIC	ASSIGNMENTS DUE What's due this week:
MODULE 1 Foundations and Philosophies	August 27	➢ *Week 1: Introduction To Course*	➢ Student Introductions ➢ Release of Liability Form ➢ RAT/IFAT Practice ➢ Syllabus Acknowledgement Form
	September 3	➢ **Week 2**: Careers in Human Services Cryer: Chapter 1	➢ Pt.1 Community Resource File
	September 10	➢ **Week 3**: Getting to Know the Human Service Organization Woodside & McClam: Chapter 1 **(NO FACE TO FACE MEETING)**	➢ Service Learning Contract Forms ➢ Think-Jot-Share Activity ➢ Case Study
	September 17	➢ **Week 4**: History of Helping Woodside & McClam: Chapter 2	➢ **RAT/IFAT #1 (Weeks 1-3)** ➢ Time Logs- 1st 10 Hours ➢ Pt.1 Service Learning Project Description
MODULE 2	September 24	**Week 5**: Human Services Today Woodside & McClam: Chapter 3 **(NO FACE TO FACE MEETING)**	➢ Think-Jot-Share Group Activity ➢ Can of Worms Group Discussion Board Activity ➢

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Module	Week	TOPIC	ASSIGNMENTS DUE **What's due this week:**
Effectively Working in the Helping Profession	October 1	➢ **Week 6**: Models of Service Delivery Woodside & McClam: Chapter 4	➢ Research Social Problem Paper
	October 8	➢ **Week 7**: Professional Development, Competencies, Issues, and Trends Cryer: Chapter 3 **(NO FACE TO FACE MEETING)**	➢ Think-Jot-Share (online) Activity ➢ Promusica Group - Discussion Board Activity
	October 15	➢ **Week 8**: Working Within the System: A Customer – Centered Approach Woodside & McClam: Chapter 8	➢ **RAT/IFAT #2 (Weeks 4-7)** ➢ Time Logs- 2nd 10 hours ➢ Pt. 2 Service Learning Project Evaluation
MODULE 3 Careers in Human Services and the Client Population	October 22	➢ **Week 9**: The Client & the Helping Process Woodside & McClam: Chapter 5	➢ Film Critique Group Discussion Board Activity
	October 29	➢ **Week 10**: The Client & The Helping Process Woodside – Chapter 7 **(NO FACE TO FACE MEETING)**	➢ Discussion Board Activity: Case Study - Gloria and the Helping Process
	November 5	➢ **Week 11**: Career Exploration and Professional Development (See Blackboard for Instructions) **(NO FACE TO FACE MEETING)**	➢ Cover Letter ➢ Resume
	November 12	➢ **Week 12**: Human Services Professionals Cryer: Chapter 4 Woodside & McClam: Chapter 6	➢ **RAT/IFAT #3 – (Weeks 8-11)** ➢ Time Logs- Last 10 Hours ➢ Pt. 3 Service Learning Reflection Paper ➢ Think-Jot-Share – In-Class Activity
MODULE 4	November 19	➢ **Week 13**: Human Services and Ethical Practices Woodside & McClam: Chapter 9 **(NO FACE TO FACE MEETING)**	➢ Ethical Dilemma- Film Review ➢ Think-Jot-Share Discussion Board Activity

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Module	Week	TOPIC	ASSIGNMENTS DUE
Ethics & Professional Demonstration			*What's due this week*:
			➢ **Community Resource Portfolio Binder Due to Instructor's Office**
	November 26	➢ **Week 14**: **HAPPY THANKSGIVING!** **(NO FACE TO FACE MEETING)**	➢ Finalize Your Service Learning Presentation and Project Paper!
	December 3	➢ **Week 15**: Service Learning Presentations	➢ Self- Assessment Form ➢ Agency Evaluation Form ➢ Pt.4 Service Learning Presentation ➢ Final Service Learning Paper
	December 12	➢ **Week 16**: Service Learning Presentations	➢ Pt. 4 Service Learning Presentations (Continued)

Course Policies and Additional Information

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

APA Formatting-See APA Guide Below.
Students are expected to use APA format & style in all writing assignments. This includes proper citation of sources and reference listing. An APA Handbook is a great guidance tool. There are also various online sources that are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: http://citationmachine.net/. All essays/papers must include APA Title (cover) page. (See attachment at the end of the course syllabus).

Assignment Submission:
All assignments must be submitted through Blackboard Learn. **Assignments will not be accepted via instructors' email or hand delivered, with the sole exception of the Community Resource File (binder) that will be hand-delivered,** as indicated in the Syllabus. The APA Title page must be attached to each online assignment. IF you're having problems submitting assignments, contact the Student Help Desk immediately as your technical difficulties are your responsibility.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation are expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

- Disruptive behavior, such as chronic tardiness, newspaper reading, or carrying on side conversations is not tolerated.
- Use of cell phones in the classroom is prohibited and will result in points being deducted from the overall grade for each occurrence. Phones and/or pagers must be set to the vibrate option or turned off.
- Review the earlier statements concerning late or missed assignments.
- Review the earlier statements on acceptable computer use in the classroom.
- A Grade of Incomplete (I) can only be given during the last ¼ of semester. The student must have a passing grade to that point; have a justifiable reason for the request; and must have the approval of the Department Chair and/or Dean. The instructor must specify the work to be completed and the date by which it will be completed.
  Check the UNT calendar for Drop dates!

Children in the Classroom:
NO CHILDREN are allowed to come to class with you! The presence of children in the classroom could present a liability for the university. Their presence might also prohibit the depth of conversation that would otherwise take place in the classroom or might prohibit the use of audio visual materials that were scheduled for that class session.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions; however, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate. Common courtesy and respect will be extended to all. Students who are abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Instructor Expectations

You have a right to expect timely communication from me, as your instructor. I will reply to your emails within a 48-hour period (Monday – Friday), if at all possible. Due to the size of this class, it may take up to two weeks for assignments to be graded once they are submitted. You may contact me via email at Cynthia.Spann@untdallas.edu or by phone at 214-356-4814, if you need to do so.

On-line Expectations
The following ground rules will help your work in this course to go much more smoothly.
Please carefully review these expectations and follow them.
1. Academic integrity will be appraised according to the student academic behavior standards outlined at UNT Dallas.
2. Turn in assignments on time. Multiple penalties for late work can greatly impact final grades for this course.
3. **Keep up with the reading.** Please keep up with the reading. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Work with others. You are required to make every effort to work effectively and promptly with others. Fair criticism of your failure to work effectively with your assigned team will significantly affect the assessment of your participation and collaboration.
5. You are still personally responsible for your own work.

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Reading Assignments

All assigned material must be read prior to each class meeting. The text is selected to provoke and challenge you. A portion of each class period will be used to discuss and critically assess the content in the readings. You are encouraged to openly discuss opinions, feelings, and reactions to course topics. You should consider the applicability of these readings to other issues and policies affecting practice in helping professions. Your participation in this process will ensure that learning is successful in your preparation as a professional. **Quizzes and Exams will be based on reading assignments/lectures/discussions/video and or audio presentations.**

Confidentiality Agreement

It is expected that those in this course will go through a process of growth and development. As such, it is essential that we support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions, or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom; however, you may choose to discuss areas of concern in private with the instructor.

Student Expectations

- **Use of Blackboard Learn:** All assignments must be submitted through Blackboard no later than seven days of its due date. **Assignments will not be accepted via instructors' email or hand delivered, with the sole exception of the Community Resource File (binder) that will be hand-delivered.** All grades will be deducted by 10 points per day, after the first 24 hours.
- **Learning Environment**
  We all have a right to be respected. In addition, since this is a Human Services class, it is especially beneficial to have an attitude of caring about others. Each member of the class is expected to treat others (and the instructor) with respect, to listen to others speak, and to refrain from distracting behavior. In order to ensure that everyone feels accepted and supported, negative comments related to race, ethnicity, religion, age, disability, sex or sexual orientation are not permitted. Students who disregard any of these policies will be suspended from the course until they have a meeting with me to discuss the terms of returning to class. The intent of this policy is to create an environment in which all students may maximize their learning potential.
- **Food and Drink in the Classroom**
  Refreshments will be allowed in the classroom as long as they are not disruptive or unsanitary.
- **Use of Cell Phones & other Electronic Gadgets in the Classroom**
  Use of cell phones (talking, texting, playing games, etc.) is not permitted in this classroom. You will be warned one time. Violations will result in students being asked to leave the classroom, which may affect your participation grade.
- **Use of Laptops/Tablets**
  Laptops/Tablets are allowed as long as students use the instrument(s) for the **sole** purpose of coursework pertaining to **this** course. Students will be asked to shut down their computer, if this policy is violated, and subsequently may not be permitted to use the device(s) in class.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Students with Disabilities

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of this federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, Building 2, Suite 200. 972-780-3632, studentlife@untdallas.edu.

TECHNICAL REQUIREMENTS / ASSISTANCE:
The following information has been provided to assist you in preparation of the technological aspects of the course. Hardware and software necessary to use Blackboard:

PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7 Mac: OS 9, OSX
Internet Access with compatible web browser (Select link for Vista 8.0 SP4) Java: Version 1.6.0 Update 24: Click HERE and choose "Download Java"

Other Minimum Technology Needed
Word Processor

Browser and computer settings check: https://ecampussupport.unt.edu/browser

Computer and Internet Literacy: Visit http://www.clt.odu.edu/oso/index.php?src=pe_comp_lit Plug-ins

necessary to access course materials and resources: https://ecampussupport.unt.edu/plugin

Occasionally, you may need to use a scanner to submit documents. **Please save scanned documents in PDF format.** These may be available in UNT Dallas computer labs on campus.

Minimum Skills Needed:
Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software

Grading Rubrics for all assignments are posted on Blackboard.

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Running Head: Your Short Title Here

TITLE OF YOUR PAPER

Your Name

University of North Texas Dallas

Professor Cynthia Spann

HSML 3000.090 - Human Services & Non-profit Organizations

Date

*****Follow this format for all submitted papers, please!

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

HSML 3000 Syllabus Acknowledgement Form

Fall 2014

I have read and understand the format of this course, the use of Black Board Learn, and the policies described in the syllabus. I acknowledge that failure to comply with the terms of the syllabus or to complete the requirements of Black Board may affect my success in this class.

Print Name: _____

Signature: _____

Date: _____

Please complete this form, scan it, and submit it through Blackboard Learn during the first week of class.

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.