Catalog Course Description
Provides students with essential information needed to choose whether or not to pursue a career in the Human Services field. This course examines all of the fundamental components of a typical community and allows students to apply their classroom knowledge through their observation of a local community’s social, political, and economic conditions, as well as, the implications of social programming. In addition, students must meet with local agency representatives. Students must have reliable transportation to meet course requirements. In addition, students receive information about the Pennsylvania Child Abuse History Clearance, the FBI Check, and the PA State Police Criminal Record Check.

Minimum Grade Required
Prerequisites: None
Other: Eligibility for enrollment into ENGL 101 and completion of any reading courses required by the College Placement and Testing Program.
Text(s), required

Supplemental
- Human Service Student Handbook (www.hacc.edu/healthcareers)
- Acknowledgement Form
- Guides @HACC Library

Learning Outcomes
Upon successful completion of the course, students will be able to:
- Define Human Services and the characteristics of effective and ethical human service work
- Identify and define the various human service roles
- Identify community resources taking into account cultural and regional differences, availability of social services, and differences in services by socio-economic areas, and discuss the implications for various populations and cultural groups for service delivery
- Define and discuss the history of human services
- State personal motivation for entering the field of human services, individual strengths and weaknesses that enhance or hinder effective work in the field, concerns about entering the field of social services, interests within the field, and an overall personal evaluation of readiness to pursue a career in human services
- Describe a basic comprehension of the ethical standards outlined by the Council for Standards in Human Service Education and the National Organization for Human Services
- Properly cite and reference sources in current American Psychological Association (APA) style
Academic Policies

Attendance Policy

Students are expected to attend all scheduled classes and are responsible for all class work, class participation, assignments and examinations. Class attendance, per se, is not a criterion for student evaluation, except as indicated by the instructor in a class attendance policy (Which has been approved by the division administrator). However, consistent attendance is essential to meet course objectives and is considered important for academic achievement. If a student misses class for whatever reason he/she is responsible for obtaining missed information/notes from his/her peers. DO NOT ASK THE INSTRUCTOR FOR NOTES MISSED DUE TO ABSENCE. Excessive absenteeism may affect your final grade. The instructor may drop non-attending students after the second class period of the term and must drop all students by the end of three weeks. A non-attending student is defined as a student who has neither attended class nor contacted the instructor. Students who are withdrawn from the college have the right to re-enroll in the same class if space is available.

The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans' benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.

Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course (see AP 661 Student Attendance)

Make Up Policy

All Assignments (including quizzes/exams) are due on the due date. No Late Assignments will be accepted!

NEW COLLEGE Withdrawal Policy

http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm
Excused Absences: An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class. The student shall provide some type of documentation and/or notify the instructor within 24 hours.

Unexcused Absence: An absence that is not excused. Any absence that does not fit the excused absence definition.

Excessive Absences: Excessive absences are when unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the essential learning outcomes for the course.

As per HACC’s policy on attendance and withdraws, you must attend class regularly (actively participate online). You can only withdraw or be dropped from this class during the first 70% of the course meetings. No withdraws are possible after 70% of the class has been completed.

During the drop/withdrawal period of this course, if you miss more than 15% of the scheduled classes (activities) and you are failing the course, you will be removed from the course for excessive absences and I will assign you an “F”. If you decide to withdraw from the class, you can do so through MyHACC and you can receive a “W”. If you have been academically dishonest, you will receive an “F” grade if you withdraw or are dropped from the class. After the drop/withdrawal period has ended, you will be assigned a grade based on the grades you have earned.

Instructor’s Academic Honesty policy

A. Cheating – giving or receiving answers on assigned material; using materials or aids forbidden by the instructor, unauthorized possession of examination
B. Plagiarism – offering someone else’s work, words, or ideas as one’s own or using material from another source without acknowledgement.
C. Interference – interfering without permission with the work of another student either by obtaining, changing, or destroying the work of another student
D. Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.
E. Falsifying of one’s own or another’s records
F. Knowingly assisting someone who engages in A – E above.

If a student participates in any of the above outlined dishonest activities the student will earn a grade of F for assignment/quiz. In addition, the student will receive an “Essential Qualification” violation verbal warning. Whereby the student will have a note placed in his/her HACC Human Service file. If the student receives more than one of these violations while a student in the Human Service Program, these violations will lead to dismissal from the Human Service Program (see Student Handbook for details).

Incomplete Grade Policy

A grade of Incomplete may be assigned when a student is not able to complete the course requirements due to extenuating circumstances. The Incomplete grade will be assigned only after a conference with the instructor and after a serious need is determined. The “I” becomes an “F” if the work is not completed before 8 weeks into the following semester (see AP 667, W, Y, I).
EEOC/PHRC

STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here: http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act ("PHRAct") prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act ("PFEOAct") prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at http://www.phrc.pa.gov/Pages/default.aspx#.V2HOujFuNS0.
College Classroom Etiquette
The following represents a partial list of behaviors that are inappropriate for the college classroom (also see Essential Qualifications list). Your instructor may have additional behaviors that he/she deems inappropriate as well. Each student is asked to be mindful of this list and govern themselves accordingly. Please note that if your instructor observes you participating in
any of these behaviors or other behaviors he/she deems inappropriate the instructor reserves the right to draw your attention to the behavior(s) with the expectation that you will correct said behavior.

The following activities and behaviors are inappropriate in a college classroom:
1. *Cell phones and other electronic devices which ring or signal during class time or students answering calls on a cell phone during class (This includes text messaging!)
2. Walking in and out of the room during lecture
3. Scheduling doctors appointments and/or work during class time
4. Talking to others during lecture (This is disrespectful to the instructor and your peers)
5. Sleeping during class
6. Completing other academic assignments or writing personal notes or letters during class time (passing notes included!)
7. Missing class often and asking others to get the notes for you
8. Copying the work of others and submitting it as your own
9. Arriving to class late or leaving class early and disrupting lecture
   (If you need to leave class during the middle of lecture, let your instructor know beforehand and sit where you won’t disturb others as you leave class).

*Cell Phones should be turned OFF during class time unless instructions for use are provide by the professor.

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**Harrisburg Area Community College**

**Lancaster Campus Information**

**Students with Disabilities**
The Americans with Disabilities Act exists, in part, to make sure that people with disabilities are not unfairly discriminated against in the pursuit of their education. In order to receive reasonable accommodations in class, students must provide the college proper documentation attesting to the presence of a disability. If you have questions about how to obtain the proper documentation for any special accommodations, please contact Vicki Van Hise, Lancaster Main 221E, (717) 358-2972, vlvhanhis@hacc.edu

**Academic Success/Support Services**
The Lancaster Campus’s Learning Center provides tutoring and academic skills development at no cost to full and part-time HACC students. Located in Main Library, the Learning Center is staffed with trained peer and professional tutors who know how to help you succeed. Tutoring for a variety of courses is offered Monday through Saturday mornings, afternoons, and evenings on a walk-in basis. An updated tutoring schedule can be found on the bulletin board outside the Learning Center and on the Lancaster Campus web page. Weekend hours may be available. The Testing Center provides academic testing for students who need Testing accommodations. Please let the Instructor know if you need testing accommodations.

**Medical Emergencies**
Should a medical emergency occur as a result of an accident or illness, contact the Safety and Security Department immediately and call 911 if it is a severe emergency. The Safety and Security Department will respond immediately. Officers are trained in first aid, CPR and AED. The Safety and Security Department will coordinate the arrival of outside medical assistance.

**Contacting Security**

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7
NON-EMERGENCY 358-2946 (On or off campus)
EMERGENCY: 358-2999 (direct to officer’s radio)

Delayed Opening Schedule

Note: Students are encouraged to sign up for E2Campus alerts (www.hacc.edu) for class delayed start or campus closed information.

When we experience inclement weather or other emergencies, HACC may issue one or more of the following messages. Please note that this is not a comprehensive list of messages and thus the list is subject to change as necessary.

1. HACC is operating on a delayed schedule at all campuses. HACC has cancelled all classes beginning prior to 7:50 a.m. Subsequent classes will start 10 a.m. and meet on a compressed schedule of 35 minutes each. Please see the delayed opening schedule below. Employees will report at 9:30 a.m.

2. All day classes are cancelled at all HACC campuses. Employees should not report to work. An update will be provided by 2 p.m. regarding classes scheduled to begin at 4:30 p.m. or later.

3. HACC has cancelled all day and evening classes. Employees should not report to work.

4. HACC will resume operations at 4 p.m. Classes beginning at 4:30 p.m. or later will meet on a normal schedule.

5. HACC has cancelled all classes beginning at 4:30 p.m. or later. Employees should not report to work.

### Delayed Opening Schedule

<table>
<thead>
<tr>
<th>Normal Class Start Time</th>
<th>Delayed Schedule Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes starting before 7:50 a.m.</td>
<td>Cancelled</td>
</tr>
<tr>
<td>7:50-8:55 a.m.</td>
<td>10-10:35 a.m.</td>
</tr>
<tr>
<td>9-9:55 a.m.</td>
<td>10:45-11:20 a.m.</td>
</tr>
<tr>
<td>10-10:55 a.m.</td>
<td>11:30 a.m.-12:05 p.m.</td>
</tr>
<tr>
<td>11-11:55 a.m.</td>
<td>12:15-12:50 p.m.</td>
</tr>
<tr>
<td>Noon-12:55 p.m.</td>
<td>1-1:35 p.m.</td>
</tr>
<tr>
<td>1-1:55 p.m.</td>
<td>1:45-2:20 p.m.</td>
</tr>
<tr>
<td>2-2:55 p.m.</td>
<td>2:30-3:05 p.m.</td>
</tr>
<tr>
<td>3-3:55 p.m.</td>
<td>3:15-3:50 p.m.</td>
</tr>
<tr>
<td>4 p.m. and subsequent classes</td>
<td>Resume normal schedule</td>
</tr>
</tbody>
</table>

Note: Classes such as labs or studios that completely span multiple time blocks will also span multiple time blocks in the compressed schedule. For example a lab that usually runs from 8 –
10:50 will take place from 10 – 12:05 under the delayed opening schedule. However, a lab that usually runs from 8 – 11:15 would also meet from 10:00 – 12:15, since the normal ending time does not span the entire 11:00 – 11:55 time block.

Course Requirements and Grading

Critical Thinking: Disciplined thinking that is clear, rational, open-minded and informed by evidence. One does not use critical thinking to solve problems- one pursues critical thinking to improve one’s process of thinking! - See YOUTUBE / D2L RE: critical thinking

1. Monthly Journals –

Each student will submit a 1-2 pages double space TYPED journal entry reflecting on Monthly classroom and/or field experience. In addition to the 1-2 typed pages integrate pictures, poems, relevant quotes, etc. that support your reflection- BE CREATIVE! Use APA format for cover page, abstract etc., If you use references include in text citation and reference page (see APA format).

Submit journals monthly to D2L Drop box by 11:30 pm for grade (see course outline and D2L calendar for due dates). NO LATE JOURNALS will be accepted, please make a note of this!

25 possible points for each journal submission= 75 possible points

2. What is Human Services? Essay

Each student will submit a 2 full pages double spaced APA formatted typed essay using 12 inch Times Roman font, reflecting on your understanding of the Human Service Profession, your experience with Human Services, and how you see yourself as a Human Service Major. Include two in text citations to support your discussion, and include a reference page (see APA format). Submit your essay to D2L Dropbox by September 28 @ 11:30 pm

consider the following questions:

- Define and Discuss “Human Services”
- Why did I choose Human Services/Social Services as a Major (if your major is not Human Services or Social Services Transfer, why did I choose this Hums 100-course)?
- Describe your personal life i.e., upbringing, socialization, family, community, criminal background etc.,
• How has your personal life experiences prepared you for Human Services as a Profession?
• Conclude your essay with any information you think is necessary for the Human Services Department to know about you.
• 100 possible points for this essay

3. Volunteer Experience

Each student is expected to volunteer 10 hours of face-to-face contact at an agency of your choosing. The volunteer experience hours will be completed during your own personal time. Each student will then complete a presentation about the volunteer experience.

a. **By October 19** each student will email or talk with the professor about the volunteer experience. I.e., progress and name of agency. ALL volunteer agencies must be preapproved.

b. **By October 26** each student must submit a confirmation of volunteer experience to the D2L Drop box by 11:30 pm - 10 possible points
   - 1 page Typed
   - Your name
   - Name and address of the Organization where you will be volunteering
   - What you will be doing (Example, I will be working with a client on a memory book)
   - Name, telephone number, and email address (if no email is available, please note this) of contact person

c. **By November 30** each student must scan and upload the signed volunteer experience time sheet to D2L drop box by 11:30 pm. This time sheet will be used to track your volunteer hours during the semester. You must have the supervisor’s signature to verify EACH time you volunteered. This time sheet provides evidence that you completed the required hours. **Failure to submit in your time sheet will result in a zero for this portion of the assignment. 10 possible points**

d. **November 30 and December 7** each student will provide a 10-minute presentation and outline about the agency, the volunteer experience overall learning etc., A **printed copy of the outline is due in class on November 30**. The outline and presentation must include the following information:
   - Your name
   - Name of Agency
   - Organization Chart of the Agency
• Description of agency i.e., location, population served, other agencies this agency collaborates or works with
• Mission of the Agency
• Funding Sources for the Agency
• Annual Budget
• Identify and discuss at least 1 key learnings you obtained as a result of your volunteer experience
• Summarize how what you learned promotes your own personal and professional growth
• 80 possible points for the outline AND presentation

“From what we get, we can make a living; what we give, however, makes a life.”
Arthur Ashe (1943-1993), tennis champion

4. Community Assessments - Each Student will travel as a group during designated class dates to survey Human Services as provided in Lancaster County. While surveying Human Service Agencies students will also observe the communities in which clients live. This activity will help students become familiar with various agencies and client populations served in various communities. Furthermore, this activity will help students develop their ability to work collaboratively in a group.

• Students will be assigned to a group and survey and assigned community on each given week.

**Group Assignment and Assessment Location**

**October 12**
- Group 1- Lancaster City- Include “Cabbage Hill”
- Group 2- Willow Street, Quarryville (Southern End)
- Group 3- Columbia, Hempfield
- Group 4- - Manheim Twp., Ephrata

**October 26**
- Group 1- Willow Street, Quarryville (Southern End)
- Group 2 - Lancaster City- Include “Cabbage Hill”
- Group 3- Manheim Twp., Ephrata
- Group 4- Columbia, Hempfield

**November 2**
- Group 1- Columbia, Hempfield
- Group 2- Manheim Twp., Ephrata
- Group 3- Lancaster City- Include “Cabbage Hill”
- Group 4- Willow Street, Quarryville (Southern End)

**November 16**
- Group 1- Manheim Twp., Ephrata
- Group 2- Columbia, Hempfield
The assessments are to be completed as a group. **No one is to survey or assess a community alone. TEAM WORK!**

Prior to visiting agencies students are encouraged to call agencies ahead of time and schedule time to meet agency representative.

Each GROUP will provide a visual, audio, video, typed, clip art etc. that answers the questions (see below). The group will decide HOW it wants to capture and submit each community assessment consideration/questions. Creativity is encouraged!

See tentative course calendar for due dates

10 possible points for each assessment/consideration/questions= 40 total possible points

**Community Assessment Considerations**

1. As you enter each community use your observation skills to develop and apply critical thinking skills i.e., what do you see? Hear? Sense? Small?

2. **Answer the following:**
   A. Is there diversity in this community?
   B. where are the agencies located? i.e., walking distance from client’s homes? Far distance from client’s home? On a bus route?
   c. What does housing look like in this community? What does housing say about the community? Compare this communities housing to another communities housing? Does housing look affordable in this community? How does a client locate/find assistance and apply for affordable housing?
   d. What about services for clients with Mental Health concerns? Intellectual Disabilities? Substance Abuse challenges? Elderly (housing and services)? Domestic Violence? Adolescents? Where are schools located? After school Programs? Are there places where Youth can “hangout” after school?
   e. Are agencies easy to identify/locate in the community?
   f. Are agencies located in one building or scattered throughout the community?
   g. What are your observations and thoughts about the Department of Health and Human Services…?
   h. What are your observations and thoughts about CAP?
   i. Are there more banks or check cashing stores in this community? Implications?
   j. Are there more grocery stores or “corner stores” in this community? Implications?
   k. Compare and Contrast the Schools within each community. What do you notice? Implications?

**Community Assessment According to Community**

**Lancaster City**
1. Lancaster Housing Authority
2. *Boys or Girls Club
3. Career Link
4. *Crispus Attucks Community Center
5. *SACA
6. *Salvation Army
7. Community Action Program (CAP) be sure to visit The CAP office in Quarryville, Lancaster City, and Hempfield/Columbia
8. *Water Street Ministries
9. *Arbor Place “the Mix”
10. The Raise Project
11. *Neighborhood Services
12. Mid-Penn Legal Services
13. Brightside Opportunities Center
14. Hamilton Arms
15. Golden Living Center
16. Conestoga View
17. White Deer Run
18. HDC- Housing Development Corporation
19. Excentia (Hempfield and Lancaster City)
20. Phil Haven (Lancaster City branch)
21. Lancaster County Government Offices

22. Tabor Community Services (inquire about housing in All of Lancaster county)
23. Southeast Lancaster Health Services – (be sure to visit all three cites – Duke Street/Rockland St.,
   Water/Arch street AND at Brightside Opportunities Center)
24. Country Meadows of Lancaster County
25. Ruoff Towers
26. King Theater Apartments
27. YIC- Youth Intervention Center
28. George Washington Elementary School
29. King Elementary School
30. Edward Hand Jr. High School
31. JP McCaskey High School
32. Children and Youth Agency (Note this agency does NOT allow student visitors).

**Manheim Township/Ephrata**
1. *CSG (Corporate Office in Mountville, service centers on New Holland Ave) (call BEFORE visiting
   this agency)
2. Coby’s Family Services
3. Human Services Building on Janet Ave. i.e., Lancaster Country Behavioral Health (Lancaster
   County MH/MR-Janet Ave.)
4. Keystone Human Services (inquiry about group homes)
5. Lancashire Hall
6. *Brethren Village
7. Long Home
8. Pa American Legion Housing for Homeless Veterans Corporation
9. *Ephrata Area Rehab Services (EARS)

10. Retreat of Lancaster County (Inpatient D & A Rehab)
11. Manheim Twp. School Districts Elementary, Middle and High Schools

**Hempfield Columbia**
1. Addiction Recovery Systems (ARS)
2. *Schreiber Pediatric Rehab Services
3. Faith Friendship Community
4. Community Action Program (CAP) Be sure to visit The CAP office in Quarryville, Lancaster
   City, Hempfield/Columbia
5. *Excentia (Hempfield) (Lancaster City)
6. Hempfield AND Columbia School Districts- Elementary, Middle and High Schools

**Willow Street/ Quarryville**
1. *Willow Valley
2. Birth Care and Family Health Services
3. New Hope Community Life Ministry
4. Oak Bottom Village
5. Walter L. Aument Family Health Center
6. Willow Street and Quarryville School Districts Elementary, Middle and High Schools

* = volunteer agency!

**Professional Presentation during Community Assessments**

Human Service attitude, skills and suitability for Human Services Work, especially apply when completing agency assessments. These attitudes, skills and suitability are as follows:

Sound communication skills – Be mindful of your verbal interaction with clients you see at agencies, person’s you see in various communities and especially with professionals within Human services agencies. Furthermore, students are expected to present in a cooperative, respectful and professional manner. When inquiring about Human Services at agencies it is of the utmost importance to display cooperation, respect and professionalism at all times. The “agency” you are representing is Harrisburg Area Community College Human Services Program, so make a good impression! This means, no joking or clowning around, no foul language, no excessive talking while agency representatives are providing you with information (i.e., give them your undivided attention).

**Remember you are completing these assignments as a HACC student and NOT as a client.** If you (or someone you know) has had previous experience with an agency or you have questions that relate to you (or someone you know) as a client at the agency this is NOT, the time or place to make those inquiries. Please make these inquiries OUTSIDE of this class meeting time (Another day and time NOT the same day and time). It is unprofessional to seek information for your own use (as a client) while presenting as a human services student.

*When meeting your group members be punctual, courteous, respectful and cooperative with your group members.* In addition, work collaboratively, and be sure to express your concerns in a positive way using “I” messages. In addition, respect and value your differences, figure out a way to integrate EACH Person’s input.

3. Accentuate honesty and trustworthiness in that EACH group member participates in the community assessment from BEGINNING to END. This means no leaving early from activities, no not showing up for activities, or separating from the group and doing “your own thing”. In addition, this means carrying your share of the group assignments and not allowing one or two persons to complete most of the assignments.

**If any student is found participating in any of the aforementioned unprofessional behaviors, the student will receive an “Essential Qualifications violation verbal warning (See Student Handbook and Essential Qualifications)**
5. Mid Term Exam – Chapters 1, 6, and 14 = 50 possible Points- multiple choice, true/false, matching

6. Final Exam - Details TBA 50 possible points

Grading
375-337=A
336-300= B
299-262 =C
261-225= D
224- 0 =F

Tentative Course Calendar/ Schedule

August 31 Syllabus review, Introductions/Activity, Homework:
- Review syllabus,
- note questions to ask next class meeting
- Review Handouts ,Student Handbook
- Review,Sign and Return Required Forms
- Read Chapter 1
- Complete Chapter 1 Activities (see handout)

September 7 Conclude August 31 activities and APA format Workshop,
Chapter 1- What are Human Services and what do Human Service Workers do?

September 14, September 21, and September 28
Chapter 1- What are Human Services and what do Human Service Workers do? Activity

Chapter 6- The Social Welfare System

Chapter 14- Understanding Legal Issues

Journal Entry #1 due D2L Drop Box by September 28 @ 11:30 pm
What is Human Services Essay? Due D2L Dropbox September 28 by 11:30 pm
Acknowledgement form Due D2L Dropbox September 28 by 11:30 pm

October 5
mid Term Exam
Group Assignments and Prepare for Community Assessment #1

October 12
Community Assessment #1

October 19
Discuss Community Assessment #1
Chapter 4- Attitudes/Values, Skills and Knowledge
Chapter 5- Values and Ethical Dilemmas
Activity

October 26
Community Assessment #2

Community Assessment #1 consideration due to D2L drop box by 11:30 pm

Volunteer Experience Confirmation Due to D2L Drop Box by 11:30 pm

Journal Entry #2 due D2L Drop Box by 11:30 pm

November 2
Community Assessment #3

Community Assessment #2 consideration due to D2L Dropbox by 11:30 pm.

November 9
Catch up- Activity- Check In

November 16
Community Assessment #4

Community Assessment #3 consideration Due to D2L Dropbox by 11:30 pm.

November 23
NO CLASS THANKSGIVING BREAK

November 30
Presentations

Volunteer Experience Presentation Outline Due
Volunteer Time Sheet Due

Community Assessment #4 consideration Due to D2L Dropbox by 11:30 pm.
December 7  Conclude Presentations

Journal Entry #3 due D2L Drop Box by 11:30 pm

December 14  Final Exam- Details TBA

"OUR DEEPEST FEAR IS NOT THAT WE ARE INADEQUATE. OUR DEEPEST FEAR IS THAT WE ARE POWERFUL BEYOND MEASURE. IT IS OUR LIGHT, NOT OUR DARKNESS THAT MOST FRIGHTENS US. WE ASK OURSELVES, 'WHO AM I TO BE BRILLIANT, GORGEOUS, TALENTED, FABULOUS?' ACTUALLY, WHO ARE YOU NOT TO BE? YOU ARE A CHILD OF GOD.

YOUR PLAYING SMALL DOES NOT SERVE THE WORLD. THERE IS NOTHING ENLIGHTENED ABOUT SHRINKING SO THAT OTHER PEOPLE WON'T FEEL INSECURE AROUND YOU. WE ARE ALL MEANT TO SHINE, AS CHILDREN DO. WE WERE BORN TO MAKE MANIFEST THE GLORY OF GOD THAT IS WITHIN US. IT'S NOT JUST IN SOME OF US: IT'S IN EVERYONE. AND AS WE LET OUR OWN LIGHT SHINE, WE UNCONSCIOUSLY GIVE OTHER PEOPLE PERMISSION TO DO THE SAME. AS WE ARE LIBERATED FROM OUR OWN FEAR, OUR PRESENCE AUTOMATICALLY LIBERATES OTHERS."

-MARIANNE WILLIAMSON