University of North Texas at Dallas
SPRING 2015
SYLLABUS

HSML 4750.090 Capstone

Department of:	**Counseling and Education**	Division of Education & Human Services

Instructor Name:	Constance Lacy, Ph.D., LCSW
Office Location:	Bldg 2, Founders Hall, Room 329
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Office Hours:	Mon. 11:00 to 3:00; Wed. 1-3.; Thru. By Appt., via Skype and Zoom.com

Classroom Location:	Bldg. Founders Hall ; Rm 304

Class Meeting Days & Times:	Class will meet for face-to-face sessions on **Mondays** from 4:00 to 5:30pm

Course Catalog Description:	Designed to crystallize the competencies covered in the HSML degree program and promote critical thinking and effective writing on those topics. Format includes exchange between students and nonprofit professionals on leadership and management issues to expand individual competencies build leadership confidence and affirm learning acquired during program. Serves as a final preparation for internship/employment in a nonprofit agency. Satisfies one of the course requirements for students pursuing American Humanics certification.
Course Goal	This course promotes critical thinking and effective writing on those topics. The format will provide a forum for exchange between students and nonprofit professionals on various leadership and management issues in order to: clarify understanding of individual competencies, build student confidence by affirming learning acquired during program; and to prepare students for internship/employment within a non-profit agency. The goal is to provide students a framework to address competencies through the topic-specific readings, writing and critical thinking assignments. These requirements relate to achieving specific competencies considered important for success within the human service career field and include developing a portfolio of curricular and co-curricular achievements. Requirements for capstone encompass the prescribed national human service standards.

Prerequisites:	Students must secure permission of the Human Services Management and Leadership Coordinator.

Co-requisites:	N/A

Required Text:	**Textbooks: Seminar Style Format** 1) **Crutchfield, Leslie and Heather McLeod Grant.** (2007), (2012). Forces for Good: The Six Practices of High Impact Nonprofits. San Francisco, CA: Jossey-Bass **(Available in electronic version)**. 2) **Kiser, P. M. (2012).** *The human services internship: Getting the most from*

	your experience.3rd.ed. Belmont, CA: Brooks-Cole, Cengage Learning. ISBN#: 978-1-111-77200-0

Recommended Text and References:	Collins, Jim. (2005). Good to Great and the Social Sectors: A Monograph to Accompany Good to Great. New York, NY: HarperCollins Greenleaf, R.K. (2003). The servant-leader within: a transformative path. Mahwah, NJ: Paulist Press
Suggested Readings:	Ott, J. Steven (Editor). (2001). The Nature of the Nonprofit Sector. Boulder, CO: Westview Press **Ott, J. Steven (Editor). (2001). Understanding Nonprofit Organizations: Governance, Leadership and Management. Boulder, CO: Westview Press** Tropman, John E. (1997). Successful Community Leadership: A Skills Guide for Volunteers and Professionals. Washington, DC: NASW Press Wood, John. (2006). Leaving Microsoft to Change the World: An Entrepreneur's Odyssey to Educate the World's Children. New York, NY: HarperCollins

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

Learning Objectives/Outcomes: (CSHSE 21) At the end of this course, the student will:

1. Make connections between different areas of knowledge in human services and different ways of knowing human services issues
2. Critique decision making strategies using an ethical analysis
3. Compare leadership strategies that promote the common good between different types of nonprofit organizations.
4. Evaluate social entrepreneurship strategies between leading nonprofit organizations and explain how to create a professional network base
5. Improve written communication skills through reflective essays, professional writing, and critical analysis (CSHSE 20a)
6. Connect internship and service learning opportunities to on-the-job realities and future career goals. (CSHSE 20a)

COURSE EVALUATION METHODS

This course will utilize class instruction, short lectures, case studies, discussions, assignments, projects, and class participation to determine student grades and proficiency of the learning outcomes for the course.

GRADING SCALE

Grading will be based upon the accumulation of points for skills-application assignments and for materials covered through lecture, outside speakers, assigned reading and written/oral assignments. The calculation of students overall course grade includes total points earned from evaluation of all portfolio items. Students must demonstrate ability to:

a. Integrate outside reading and classroom material into papers/projects
b. Provide succinct, clear and logical formulations of arguments
c. Present independent and critical thinking skills in class participation, written assignments and projects.

PORTFOLIO ITEMS

EXECUTIVE SUMMARY
(Introduction and Integrative Reflective Paper)…………………………………..……..100 pts
*See Portfolio Manual for directions.

COMPLETE INTERNSHIP PAPERWORK………………………………….………100 pts*

- Internship Agency Agreement Form
- Release of Liability Form
- Educational Contract with a Job Description
- All Internship Evaluation Forms
- All Weekly Report Logs and Time and Activity Logs
- Copy of Internship Final Reflection Paper

PROFESSIONAL RESUME………………………………………………………… 10 pts

JOB APPLICATION COVER LETTER………………………………………….…... 10 pts
        Work Experience Form (if applicable)

CONFERENCE EXPERIENCE/TRAINING …………………………………….. 100 pts
- Reflective Paper

3 REFLECTIVE PAPERS (**100 pts each**) …………………………………… 300 pts
- Interview a Board Member
- Motivational Skills
- Book Review/Analysis–(5-page paper)

OFFICIAL DOCUMENTS (10 pts each)…………….…………………………… 20 pts
- One Business Memo
- One Business Letter

COMPETENCY STATEMENTS (17 Core Competencies)……………….………… 100 pts
- Assignment Examples Included

OVERALL PORTFOLIO ORGANIZATION……………. .…………………….…… 100 pts

ATTENDANCE AND PARTICIPATION…………………………………………..10 pts

DISCUSSION BOARD ACTIVITIES AND COMPETENCY LOGS……………………50 pts
- *With Introduction

TOTAL …………………………………………………………………..…..**900 pts***

*Points will be subtracted for each missing item.
A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below:

The instructor has the discretion to determine the appropriate grade earned by any student based on attendance, behavior/participation, the quality of submitted work, etc. This grading scale does not guarantee any particular grade to any student based on numerical values alone.

Portfolio Items: The following materials should be kept in a portfolio:

- ***Portfolio Introduction –** Your introduction should not only include your name, your major and the date, but it should answer the following questions:
  - o Did you discuss your overall learning experience in the HSML program?
  - o Did you provide some information regarding your future career plans and how you believe the HSML program will help you reach your goals?
  - o Did you identify a few of the core competencies presented in your portfolio and discuss some of the meaningful deriving from developing those skills?
  - o Did you explain some of the specific things you want to highlight in the portfolio

  Consider this a mini essay!
- **Internship Agreement**: A copy of the final agreement approved by the HSML faculty supervisor and your internship supervisor
- **A summary paper** covering your intern experience (**the final reflection paper)**. The nature of the paper and its scope will depend on your individual experience. Refer to the syllabus
- **Job Description:** A copy of the internship job description provided by internship work site
- **Internship Evaluation Forms** (site evaluations, mid-term and final evaluations)
- **Weekly Report Forms**/Time and Activity Log(s) - Maintain a job activity journal using the Time and Activity Log form and the Weekly Report form noting specific problems, challenges and outcomes.
- **Cover Letter and Résumé**: An error-free copy of your cover letter and résumé. The UNT Dallas Student Life Center is available to provide feedback and suggestions for improvement **before** submission to the instructor.
- **Copies of documentations** produced in HSML related courses and during internship experience (i.e., articles, reports, charts, research reports, video or audio clips). Documents should be used to verify how you met each competency/skill set for the HSML Degree
- **Conference/Training Materials –** documents verifying your attendance
- **Reflective Papers – See Description Above**

EXIT INTERVIEW
An exit interview will be scheduled with your HSML instructor to review your portfolio and evaluate attainment and comprehension of a majority of the expectations/ indicators of the identified competencies required for certification. Only after the exit interview and an evaluation of your portfolio have been completed will the program of studies be complete.

Late Assignment Policy: It is expected that students complete their assignments by the assigned due date. All assignments are due Friday by 11:00pm. Late assignments will receive a Ten (10) pt. penalty per day. Assignments will **not accepted** after 7th day, unless written acceptable documentation is provided. Assignments sent via email attachment **will not** be accepted unless written acceptable documentation is provided. Emergencies must be documented and approved according to university standards.

COURSE SCHEDULE:
*This schedule is subject to change. In the event there is a change the instructor will notify students of changes made to the syllabus.

CLASS	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES

CLASS	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
0	Jan 19	**Martin Luther King Day**	What's DUE
1	Jan 26	**Introductions & Overview of Syllabus** • Values Affirmation • Org Sync Registration	Discussion Board
2	Feb 2	**GETTING STARTED:** • Syllabus • Introduce Adobe PDF options • Goal Ranking and Matching	Read: HSML Capstone Handbook Complete: COMPETENCY Tracking Log 1-2
3	Feb 9	**NO FACE-TO-FACE CLASS** Career Exploration • **Article:** "How to Get a Job at Google" (http://www.nytimes.com/2014/02/23/opinion/sunday/friedman-how-to-get-a-job-at-google.html?_r=0) • **Cover letter and Resume** Preparation	Discussion Board Activity Submit E-Portfolio URL Meet with Mr. A. Lumzy, the Asst. Director of Career Development.
4	Feb 16	Taking Care of Yourself Coping with Stress • Assign Chapters "Forces For Good"	Submit Resume and Cover Letter Crutchfield (Intro CH)
5	Feb 23	NO FACE-TO-FACE CLASS Leadership Interview: • Conduct an interview with a NPO Active Board Member or Program Coordinator in Preparation for Short Paper One • Submit Title of Second Book for your Book Analysis	Dr. Lacy is Available for One-on-One Meetings, by appointment COMPETENCY Tracking Log 3-6
6	Mar 2	Forces For Good: • MINDIMO EXERCISE • Book Analysis Concept Map Exercise	READ: Post Short Paper #1 (Interview)
7	Mar 9	**NO FACE-TO-FACE CLASS** Portfolio Work • Post Internship Documents	Book Analysis Exercise 1 Discussion Board; Crutchfield Chapter Summaries
8	Mar 16	**Spring**	**Break!!!**
9	Mar 23	**Evaluating Motivational Skills:** • Identifying professional strengths and weaknesses	**Short Paper # 2: Motivational Skills** COMPETENCY Tracking Log 7- 10
10	Mar 30	**NO FACE-TO-FACE CLASS** • Meet with Instructor to review concepts for Book Analysis.	Book Analysis Exercise 2 Instructor Available for Individual. Session by appt.

CLASS	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
11	Apr 6	**Ethics and Values, Diversity and Special Populations,**	**READ: Kiser, CH 7** **Post EXECUTIVE SUMMARY** COMPETENCY Tracking Log 11-14
12	Apr 13	**NO FACE-TO-FACE CLASS** Strategic Planning (Job Seeking Skills), Kiser, CH 11	Submit Your Conference Paper, COMPETENCY Tracking Log 15-17
13	Apr 20	FOLLOW UP IN-CLASS: Taking Care of Yourself, Kiser, CH 9	Submit Business Memo Submit Business Letter Mock Interview – Optimal Resume
14	Apr 27	**NO FACE-TO-FACE CLASS** **Individual Session** with Instructor	Individual Session] Portfolio Draft with Instructor by appt.
15	May 4	Exit Interviews/Evaluations with Instructor by Appointment	*Submit Paper #3:: BOOK ANALYSIS* *Submit* COMPLETED PORTFOLIO
16	May 11	**NO FACE-TO-FACE CLASS**	

University and Classroom Policies and Procedures

Important Note to All Students: Please note that students will receive a WF or an F for nonattendance in this class. Nonattendance means that a student has not posted any assignments by the **12th day** audit roll or will have exceeded 3 unauthorized absences during the semester. It is the student's responsibility to stay abreast of the University's official drop dates. A notice of Unsatisfactory Progress may be sent to students who have either an attendance or grade problem by the University each semester. Please note that I am not required to review your assignments if you submit them early.

Student Expectation: Students' professionalism in class attendance and in students' Service Learning (volunteer 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.

- Use of Blackboard/Blackboard: All assignments assigned to Blackboard must be submitted no later than seven days of its due date. Any assignments assigned to Blackboard will not be accepted via instructors' email or hand delivered. (No exceptions). All assignments will be deducted by 3 points per day, after first 24 hours.
- Use of Cell Phones & other Electronic Gadgets in the Classroom: Use of cell phones or texting, etc., is not permitted in this classroom. You will be warned one time. Violations will affect your participation grade.
- Food & Drink in the Classroom: Refreshments will be permitted, unless this becomes bothersome, distractive or unsanitary.
- Use of Laptops: Laptops are allowed as long as students use the instrument for the sole purpose of coursework pertaining to this course. Students will be asked to shut down their computer, if this policy is violated. Student cannot use laptop in this class afterwards.

Professionalism:
Though we are in a traditional classroom setting which is informal in nature, students should treat each guest speaker as a potential professional contact. The impressions left by a class as well as

individuals can open doors to careers and provide a boost to students who are truly interested in exploring their chosen career field. This unique learning opportunity, however, can be hindered when a few students choose to behave unprofessionally.
Please consider these thoughts when determining your behavior:

1. **You are responsible for your own learning:** Asking thoughtful questions and listening intently can prove invaluable.

2. **Impressions count:** The impression you make on a professional today may seem insignificant until you want/need a job from that person. This includes interaction with your peers. Remember, they will be working for the same organizations that interest you and may actually be responsible for hiring down the road.

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.

Leaving Class Prior to Dismissal: Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction.
Pagers and Cell Phones: Students should either turn pagers and cell phones off during class time. The ringing of either is very disruptive to instruction.

Side Conversations: Side conversations are distracting to all. Please refrain from engaging in them

Students with Disabilities (ADA Compliance):
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 new 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.

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@unt.edu.

Instructor 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 grading 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.

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.

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.

Plagiarism Policy
The Educational Consortium for Volunteerism does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, http://www.unt.edu/csrr/.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is 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 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. **Out of respect to our guests, students who leave early or arrive late will lose the opportunity to complete a reflective essay on the topic presented. (3 reflective papers based on classroom activities and presentations are required).** It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

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.

Dr. Constance Lacy
REFLECTIVE PAPER
GUIDE

Date:	Topic:
STUDENT NAME:	

Rate from poor to excellent

Content and Structure	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
1. Did student identify the speaker and topic discussed?				
2. Did student explain why the information presented is relevant to his/her personal development or improvement? Did the student explain what the experience meant to her or him and what was learned about herself or himself?				
3. Did the student discuss the primary purpose, goals and objective of the presentation?				
4. Did the student identify and discuss knowledge gained and relate them to career goals, internship activities, or course material?				
5. Did the student discuss **how** the information provided by the guest builds on information covered by course readings?				
6. Did the student provide **at least three examples** of how course work, internship experiences, or future career choices are connected to the presentation?				
7. Did the student identify and list and discuss **at least two questions** that came up as a result of the information obtained during the presentation?				
8. Grammar and Editing: The writing is free or almost free of errors.				
9. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other.				
10. APA format is used accurately and consistently in the paper and on the "References" page.				

A = 40 – 36 points   B = 35 – 32 points C = 31 – 28 points   D = 27 – 24   F = 23 or Below
TOTAL = _____ score

Date:		Topic:			

Rate from poor to excellent

Content and Structure	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
11. Did student identify the activity or project he/she worked on?				
12. Did student explain why the activity or project was selected?				
13. Did the student discuss the primary purpose, goals and objective of the activity or project?				
14. Did the student identify and discuss knowledge gained about his/her strengths and relate them to career goals, internship activities, or course material?				
15. Did the student discuss "Burn out Skills" and their relevance to future job placements, job satisfaction, or career choices?				
16. Did the student explain what the experience meant to her or him and what they learned about herself or himself?				
17. Did the student provide at least three examples of how course work, internship experiences, or future career choices are connected to this activity or project?				
18. Grammar and Editing: The writing is free or almost free of errors.				
19. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other.				
20. APA format is used accurately and consistently in the paper and on the "References" page.				

A = 40 – 36 points   B = 35 – 32 points   C = 31 – 28 points   D = 27 – 24   F = 23 or Below TOTAL = _____ score

Book Review GUIDE

Points	Thesis	Ideas/Analysis	Argument	Evidence	Grammar, language
5	Clear and concise, well developed	Original, thoughtful and perceptive, demonstrating complete command of the material	Well organized, with a logical structure that develops the ideas one paragraph at the time, with appropriate transitions between segments.	Thoughtful use of well-chosen evidence, demonstrating a profound understanding of sources.	Free of errors; good use of language, none or few mechanical errors
4	Clear and mostly complete	Thoughtful, demonstrating good understanding of the major points of the issues	Mostly well-organized with each paragraph containing one idea, each idea related to the thesis, but with some elements vague, or minor links missing	Mostly good use of sources, showing a general understanding of their argument and relevance.	Few errors, mostly good use of language, few and minor mechanical errors
3	Vague or incomplete	Demonstrates basic understanding of the issue or assignment, at times resorts to summarizing rather than analysis	Shows some organization, most ideas related to thesis, some parts of the argument muddled or contradictory.	Some use of evidence, not clearly demonstrating relevance of source to argument.	Some errors, uneven use of language, occasionally errant sentence structure or inappropriate word choice.
2	Missing	Shows only spotty understanding of issues, very limited analysis	Limited evidence of organization, several elements lacking connection to thesis and each other.	None or little support for argument, or misuse of sources (misunderstanding sources, using sources that are not relevant to argument)	Numerous errors that impede understanding of argument, notable mechanical errors.
1	Missing	Lacks basic understanding of the issue or assignment, little or no analysis,	Little evidence of organization, many elements lacking connection to thesis and each other.	None or little support for argument, misuse of sources (misunderstanding sources, using sources that are not relevant to argument)	Numerous errors that show lack of care and hinder understanding of argument, notable mechanical errors.

	Excellent	Good	Adequate	Needs Improvement	Poor	Total
Thesis	5	4	3	2	1	
Ideas/Analysis	5	4	3	2	1	
Argument	5	4	3	2	1	
Evidence	5	4	3	2	1	
Grammar, Language	5	4	3	2	1	
						/25

GUIDE
EXCUTIVE SUMMARY PAPER

Date: 5-14-11	STUDENT:

Content and Structure	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
21. Did student discuss his/her overall learning experience in the HSML program?				
22. Did student discuss what was learned about himself/herself? Did student provide information regarding future career plans?				
23. Did the student examine what was learned in class about the group process, and give 1 to 3 examples? Did the student explain why or why not?				
24. Did the student submit all required documentation?				
25. Did the student discuss the highlights of the class experience? Did the student explain some of the meaningful aspects of the capstone experience?				
26. Did the student explain specific things he/she wanted to highlight in the portfolio?				
27. Did the student provide signed copies of supporting documents? Was supporting documents clearly labeled and easy to follow?				
28. Grammar and Editing: The writing is free or almost free of errors.				
29. Clear and logical flow of documentation, competency statements, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other. Did the student write in specific and concrete terms?				
30. Portfolio is in the professional format indicated by the instructor's directions. Portfolio includes a cover page, a table of contents... an introduction, etc.				

TOTAL = _score

Overall Evaluation

COMMENTS:
(Strengths and Needs of Paper?)

A = 40 – 36 points   B = 35 – 32 points   C = 31 – 28 points   D = 27 – 24   F = 23 or below