University of North Texas at Dallas
Spring 2016
Capstone CDFS 4900

School of Human Services and Leadership Management	Child Development and Family Studies

Instructor Name:	**Dr. Nedra Y. Washington**
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Office Hours:	**Monday 10-12/2-4 Virtual Hours Tuesday 10-12/2-4**

Classroom Location:	*Online*
Class Meeting Days & Times:	**Friday January 22, 2016 10-11:30**

Course Catalog Description:	Designed to crystallize the competencies covered in the CDFS degree program and promote critical thinking and effective writing on those topics. Format includes exchange between students and nonprofit professionals on direct services, 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 all employment sectors, servicing more nonprofits.

Prerequisites:	**Must complete junior year and first semester senior year.**
Required Text:	**Kiser, P. M. (2012).** *The human services internship: Getting the most from your experience.3rd.ed.* Belmont, CA: Brooks-Cole, Cengage Learning

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

Course Goals or Overview: The goals of this course are as follows -	
	This course promotes critical thinking and effective writing on CDFS topics. The format will provide a forum for exchange between students and nonprofit/profit 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 the employment industry. 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 service standards Child Development and Family Studies..

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Make connections between different areas of knowledge in human services and different ways of knowing human services issues (CSHSE 21a,c)
2	Critique decision making strategies using ethical analysis
3	Compare leadership strategies that promote the common good between different types of nonprofit organizations. (CSHSE 21h, a-e)
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
6	Connect internship and service learning opportunities to on-the-job realities and future career goals.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

CLASS	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
1	Jan. 19	**Introductions & Overview of Syllabus** • Understanding Optimal Resume and Finding Documentation https://dallas-unt.optimalresume.com/ 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**	Discussion Board Introduction Create portal with optimal resume Schedule meeting with Arthur Lumzy
2	Jan 25	**GETTING STARTED:** **Course Mapping (assignments that meet competencies).** **Optimal Resume Set-up** **Cover Letter and Resume**	Due Feb. 8, 2016 9:00 pm Submit E-Portfolio URL Meet with Mr. A. Lumzy, Director of Career Development
3	Feb 1	**Cover letter and Resume** Preparation	Meet with Mr. A. Lumzy, the Asst. Director of Career Development. **Submit Cover Letter and Resume into Optimal Resume**

4	Feb 8		**Submit Business Letter and Memo into Optimal Resume**
5	Feb 15	Attend the Kitchen Table @UNT Dallas February 20, 2016 Read Chapter One	**Submit Reflective Paper (conference experience training into optimal resume)** Service Learning Project Due Feb. 21st 9:00pm
6	Feb 22	**Read Chapter Two**	Professional Ethics and Practice Assignment Due Feb. 28th
7	Feb 29	Read Chapter Three	Health, Safety, and Nutrition Assignment Due March 6, 9:00 pm
8	Mar 7	**Read Chapter Four**	Child development and learning Assignment Due Mar. 13, 9:00 pm
9	Mar 14	**SPRING BREAK**	
10	Mar 21	*Read chapter Five*	Observation, Documentation, Assessment Due March 27th 9:00 pm
11	Mar 28	**Read Chapter Six**	Families and Individuals in Societal Contexts Assignment Due April 3
12	Apr 4	Read chapter Seven	Human Growth and Development Across the Lifespan

			Professional Development
13	Apr 11	**Read Chapter Eight**	Parenting Education Due April 17th):00 pm
14	Apr 18	**Read Chapter Nine**	Submit All documents into optimal resume STUDENT EXIT INTERVIEW
15	Apr 25	**Read Chapter Ten and Eleven**	STUDENT EXIT INTERVIEW Portfolio Completion Due May 1st 9:00
16	May 2		STUDENT EXIT INTERVIEW
17	**May 9**	**Finals**	

Course Evaluation Methods

This course will utilize online class instruction, case studies, discussions, assignments, projects, and service learning participation to determine student grades and proficiency of the learning outcomes for the course. The portfolio development process includes the Optimal Resume/Optimal Portfolio software (provided via the Career Development Dept.). https://dallas-unt.optimalresume.com/

GRADING SCALE

Grading will be based upon the accumulation of points for skills-application assignments and for materials covered through lecture, service learning, 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 with written assignments, Discussion Boards, Service learning project, and portfolio organization.

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

- **Executive Summary *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 CDFS program?
    - o Did you provide some information regarding your future career plans and how you believe the CDFS 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 meaning deriving from developing those skills?
    - o Did you explain some of the specific areas you want to highlight in the portfolio
    Consider this a mini essay!
- **Site Responsibility Agreement**: A copy of the final agreement approved by the CDFS faculty supervisor and your internship supervisor
- **Job Description:** A copy of the internship job description provided by internship work site
- **Self-Evaluation Forms** (50, 100, 150 hrs.)
- **Weekly/Monthly/Time Log & Journal Report Logs**: Time and Activity Log(s) - Maintain a job activity journal using the Time and Activity Log form and the Weekly Report

- **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 CDFS courses or other 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 CDFS Degree
- **Conference/Training Materials –** documents verifying your attendance
- **Reflective Papers (Executive Summary, Internship experience, conference experience)**

PORTFOLIO ITEMS AND OUTLINE

I.   EXECUTIVE SUMMARY
(Introduction and Integrative Reflective Paper)…..100 pts

II.   Mission Statement (9 Core Competencies)   …………………..…………………… 100 pts
        Competency Description …………………………………………………………………..50 pts
            *With Introduction
- Child Development and Learning
- Health Safety and Nutrition
- Family and Community Collaboration
- Observation, Documentation, and Assessment
- Families and Individuals in Societal Contexts
- Human Growth and Development across the Lifespan
- Parenting Education
- Professional Ethics and Practice
- Professional Development

III.   COMPLETE PRACTICUM PAPERWORK……………………………….……………100pts*
- Practicum Job Description
- Child Development and Family Studies Site Responsibility Statement
- Student Responsibility Statement
- Practicum Objectives
- Self-Evaluation Forms
- Weekly Journal Logs
- Weekly Time Logs
- Monthly Time Logs
- Letter of Appreciation
- Summary Paper (internship experience)

IV.   PROFESSIONAL DOCUMENTS

        RESUME………………………………………………………………………..……… . 20 pts

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

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

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

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

TOTAL ………………………………………………………………………………..…..600 pts*

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. MAJOR COURSE ASSIGNMENTS:

EXIT INTERVIEW
An exit interview will be scheduled with your CDFS 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: **HOW STUDENTS SHOULD PROCEED EACH WEEK FOR CLASS ACTIVITIES:** Each week you must access Blackboard Learn and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of required assignments. Assignments for the week are due by **Sunday evening at 9pm**. **Your assignments must be submitted on time.** You must also keep track of other major projects or assignments as specified in this syllabus. **No late assignments accepted.**

Students are required to submit written assignments for this class to Turnitin at the instructor's discretion, a web-based plagiarism detection service. You will be notified when to submit to Turnitin.

Online Course Outline
This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Discussion Posts
Use the discussion forum labeled "Self Introductions" to introduce yourself to your classmates. Begin a new thread and title your subject line with your Last Name, First Name. Introduce yourself. Tell us about:
The major and degree you are working on, tell us what you plan to do after you finish at UNT@ Dallas, share with us the city, and state where you currently live, what do you do when you are not online learning (work, hobbies, etc.), and if there anything else you would like to share with us to help us get to know you (this could include family information, vacation/holiday plans, pets, specific research interests, etc.).

Course Mapping
Students will review all courses and assignments taken in their degree plan. After reviewing the assignments in each course, create a mini portfolio with the eight competencies and place each assignment under the respective competency and submit under the assigned link under the course content folder.

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Course Competency Assignments
Students are required to demonstrate their knowledge in the eight competencies areas. Each competency area requires a different method of demonstrating their understanding of the subject matter. See the direction under the course content folder for each competency during each week.

Service Learning Project
Students are required to render three hours of volunteer work in the field related to parenting/parenting education. Additionally, students will summarize their service learning experience and connect their experience to the knowledge gained in class. This is a reflection paper. There is a three-page minimum (not including the cover and reference page) and students will follow APA guidelines. A minimum of five references supporting your summary is required. A timesheet will be collected and must be sign by the director or person in charge from the volunteer site you have chosen. Review the rubric and use the sections for your headings. One half of a page is the minimum

requirement for each of the headings. Your headings are Purpose, Connection to Course, Responsibility to Community, Personal Impact, and UNT-Dallas values. APA standards apply.

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

MAJOR ASSIGNMETS FOR PORTFOLIO	SLOS
REFLECTIVE PAPERS: Three (**3**) reflective papers are required throughout the semester.	(Assesses SLO 1, 2, 3, 5, 6)
OFFICIAL DOCUMENTS: During the course students will be required to write at least • One business memo • One business letter	(Assesses SLO 6)
Leadership/Conference Experience/Professional Development:	(Assess SLO 4, 5, 6)**:**
Human Service Management and Leadership Portfolio: This portfolio is the culmination of courses and experiences throughout a student's degree program.	(Assess SLO 1.2.5.6)

Activities/Assignments		
Mandatory Attendance	1	50 points
Discussion Board Introduction	1	50 points
Portfolio	1	600 points
Course Mapping	1	100 points
Competency Assignments	8 @50 points	350 points
Service Learning Project	1 @ 50 points	50 points
Total:		**1200 points**

G Grade Determination
A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = less than 60%

GRADING MATRIX
1080-1200 A
960-1079 B
840-959   C
720-839   D
719 and below-failing

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.

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1	Jan. 19	**Introductions & Overview of Syllabus** • Understanding Optimal Resume and Finding Documentation https://dallas-unt.optimalresume.com/ 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**	Discussion Board Introduction Create portal with optimal resume Schedule meeting with Arthur Lumzy
2	Jan 25	**GETTING STARTED:** **Course Mapping (assignments that meet competencies).** **Optimal Resume Set-up** **Cover Letter and Resume**	Due Jan. 31, 0:00 pm Submit E-Portfolio URL Meet with Mr. A. Lumzy, Director of Career Development
3	Feb 1	**Cover letter and Resume** Preparation	Meet with Mr. A. Lumzy, the Asst. Director of Career Development. **Submit Cover Letter and Resume into Optimal Resume** Course Mapping Assignment Due Feb. 7, 9:00 pm
4	Feb 8		**Submit Business Letter and Memo into Optimal Resume** Professional Development Assignment Due Feb. 14
5	Feb 15	**Attend the Kitchen Table @UNT Dallas February 20, 2016**	**Submit Reflective Paper (conference experience training into optimal resume)** Service Learning Project **Due Feb. 21st 9:00pm**
6	Feb 22		Professional Ethics and Practice Due Feb. 28, 9:00 pm
7	Feb 29		Health, Safety, and Nutrition Due March 6, 9:00 pm
8	Mar 7		Child development and learning Program Management Due Mar. 13, 9:00 pm

9	Mar 14	SPRING BREAK	
10	Mar 21		Observation, Documentation, Assessment Due Mar. 27 9:00 pm
11	Mar 28		Families and Individuals in Societal Contexts Due April 3 9:00 pm
12	Apr 4		Human Growth and Development Across the Lifespan Family and Community Collaboration Due 4-10 9:00 pm
13	Apr 11		Parenting Education Due 4-17 9:00 pm
14	Apr 18		**STUDENT EXIT INTERVIEW**
15	Apr 25		**STUDENT EXIT INTERVIEW** **Portfolio Completion** **Due April 30th**
16	May 2		**STUDENT EXIT INTERVIEW**

Written Assignments Rubric				
	A (4)	**B (3)**	**C (2)**	**D/F (1/0)**
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs with headings	All paragraphs have headings, clear ideas, are supported with examples and have smooth transitions	Most paragraphs have headings, clear ideas, are supported with some examples and have transitions.	Some paragraphs have headings clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas and have no headings
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and References conform to APA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and References conform to APA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in APA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to APA style, nor listed correctly on the References page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear

Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples

RUBRIC TO ASSESS ACADEMIC SERVICE-LEARNING REFLECTION PAPERS

Graded	Dimensions of Quality (Criteria)	NOVICE [Grade Range F – D]	APPRENTICE [Grade Range C]	PROFICIENT [Grade Range B]	DISTINGUISHED [Grade Range A]
Yes	AWARENESS OF PURPOSE OF SERVICE	Student demonstrates limited awareness of the purpose of service and obtaining SL credit.	Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.	Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.	Student expresses and acts out personal role in service and applies the experience to developing solutions.
Yes	CRITICAL THINKING	Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.	Student begins to argue for conclusions based on objective evidence that express concrete arguments.	Student expresses an abstract level of responding which requires objective evidence. They demonstrate awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion.
Yes	APPLYING THE EXPERIENCE TO THE ACADEMIC KNOWLEDGE BASE AND OBJECTIVES OF THE COURSE	Student does not apply the academic knowledge base and objectives of the course to the service experience.	Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.	Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.

Yes	RESPONSIBILITY TO COMMUNITY	Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.
Yes	IMPACT ON STUDENT'S PERSONAL LIFE	Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self.	Student expresses how they could change as a result of the service.	Student expresses change(s) in self because of the service.
Yes	UNT-DALLAS VALUES	Student demonstrates a limited connectedness of the service experience to the UNT-Dallas values.	Student expresses some connection between UNT-Dallas values and service.	Student expresses empathy and awareness of personal role in service to the poor through a UNT-Dallas lens.	Student fully incorporates the UNT-Dallas spirit through application of reflection on the service experience and creates their own perspective based on both theory and experience

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:* Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html