

University of North Texas at Dallas

Spring 2012

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, 329	
Office Phone:	XXXXXXXX	
Email Address:	XXXXXXXXXX	
Office Hours:	Mon. 1:00 to 3:00; Tue. 11:00 to 1pm 4 to 5; Wed. 1-3.; Thru. By Appt.	
Classroom Location:	Bldg. 2 ; Rm 339	
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. A portfolio is a collection of materials assembled to demonstrate to others what has been accomplished and what the student is able to do. Requirements for capstone encompass the prescribed national human service standards.	
Prerequisites:	Students must have completed 45 credit hours and be in good standing with the University. Additionally, positions are not guaranteed. In order to provide students with the best learning experience and agencies with the best service, students are asked to interview with the agency personnel. Both parties should look for a good fit and neither should feel an obligation.	

Co-requisites: N/A	
Required Text:	Textbooks: Seminar Style Format Crutchfield, Leslie and Heather McLeod Grant. (2007). Forces for Good: The Six Practices of High Impact Nonprofits. San Francisco, CA: Jossey-Bass (Available in electronic version)
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
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: 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.	Be able to express ways that exposure to different human services ideas, perspectives, cultures, and viewpoints have enriched their thinking
3.	Describe decision making strategies that include an ethical analysis
4.	Participate in human services activities that promote the common good
5.	Understand current nonprofit leadership and management trends and issues.
6.	Improve written communication skills through reflective essays, professional writing, and critical analysis
7.	Explore career and internship opportunities available in human service organizations through connection with professionals and discussion of the on-the-job realities.
8.	Develop professional networks by making contacts with human service professionals
9.	Gain leadership skills and practice through directed activities of the New Horizons Student Organization, which include both on-campus and off-campus involvement.

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.

WEIGHT & POINTS

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.

ATTENDANCE AND PARTICIPATION

PORTFOLIO ITEMS

COMPLETE INTERNSHIP PAPERWORK

- 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

JOB APPLICATION COVER LETTER

- Work Experience Form (if applicable)

CONFERENCE EXPERIENCE/TRAINING Reflective Paper

3 REFLECTIVE PAPERS

- Motivational Skills
- 2 Guest presentations

OFFICIAL DOCUMENTS

- One Business Memo
- One Business Letter

COMPETENCY STATEMENTS

- Assignment Examples Included

OVERALL PORTFOLIO ORGANIZATION

- *With Introduction

***Points will be subtracted for each missing item.**

A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below:

NOTE: 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.

ASSIGNMENTS:

Guest Speakers: Students will be assigned a course topic and required to bring in a guest speaker from the Non-Profit Sector for presentation and class discussion.

Reflective Papers: (Assesses SLO 1, 2, 3, 5, 6)

Three (3) reflective papers are required throughout the semester. Three reflective papers are required throughout the semester. There will be occasional speakers and topics discussed throughout the class. Students must prepare a 1-2 page reflective paper on topics discussed in the course or outside readings. Students are encouraged to build on information covered by course readings and guest speakers. Papers will be graded heavily on writing ability (grammar, spelling and punctuation). Additional suggested topics are provided below.

Some days it may be hard to figure out what to write about. Here are a few questions to consider:

1. What human service knowledge and issues that you studied in previous classes did you deal with

today?

2. What different human services ideas, perspectives, cultures, and viewpoints have enriched their thinking?
3. Describe how information presented highlights decision making strategies that include an ethical analysis.
4. Describe current nonprofit leadership and management trends and issues you observed that correlates to the information you received during a class presentation.
5. What kind of new skills were attained at your internship site and how can you use the information from the presentation to build on those new skills?

Official Documents (Assesses SLO 6): During the course students will be required to write at least

- One business memo
- One business letter
- One job application cover letter (Specific examples of effective writing may be provided)

Leadership/Conference Experience/Professional Development (Assess SLO 4, 7, 8):

Students are required to attend a professional development conference. Examples of this include HS Student Organization retreats/workshops, NOHS Conference (in San Antonio Oct 2011), NAME conference other workshops and seminars approved by instructor/or internship supervisor. Students will be required to write **one reflective paper** on this experience.

Human Service Management and Leadership Portfolio (Assess SLO 4):

This portfolio is the culmination of courses and experiences throughout a student's degree program. The final product should highlight the student's best work in each competency. Assemble a work portfolio/journal to show potential employers. This may include documents, press releases, new procedures, research or other projects. Keep notes on those items, which do not produce tangible results, such as participation in meetings or offering new ideas for improving an organizational system.

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:
 - Did you discuss your overall learning experience in the HSML program?
 - Did you provide some information regarding your future career plans and how you believe the HSML program will help you reach your goals?
 - Did you identify a few of the core competencies presented in your portfolio and discuss some of the meaningful deriving from developing those skills?
 - Did you explain some of the specific things you want to highlight in the portfolioConsider 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 Assignments: Late assignments will be accepted as follows: **All assignments are due at the beginning of class on the day specified in this syllabus.** After this, assignments will be deducted 10pts every day the assignment is late. **Assignments that are 7 days late will not be accepted and will result in a grade of zero.** Assignments sent via email attachment will not be accepted.

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.

Reading the Text/A Book Review: This class will be conducted seminar style. You will read through the text, Forces for Good by Leslie Crutchfield and Heather McLeod Grant, and provide a comprehensive analysis/ chapter summary of your readings in the form of a presentation/discussion. Select chapters will be assigned to each student. The instructor will provide a set of questions to help guide your analysis. By the end of the semester you should have formulated an overall analysis of the book. Discussion of the book review should be included in your Portfolio Introduction. You are required to provide presentation notes as handouts to share with your classmates when it is your turn to present.

CLASS	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
1	1/23	Introductions & Overview of Class and Semester	Review Syllabus
2	1/30	The Nonprofit Sector in the United States & Legal Framework Mission, Vision and Goals <ul style="list-style-type: none"> • Review CAREERS in Nonprofit Sector 	, Chapter 1, 2
3	2/6	Planning Your Career in the Nonprofit Sector <ul style="list-style-type: none"> • Cover letter and Resume workshop 	GUEST PRESENTER:
4	2/13	Meet with a Volunteer Coordinator Class will not meet face-to-face –	First Reflective Essay due ONLINE
5	2/20	Boards, Governance and Leadership	Crutchfield Chapters 6 & 7 PRESENTATION
6	2/27	Class will not meet face-to-face	Work on Portfolio
7	3/5	Your Professional Strengths and Weaknesses –	Crutchfield Chapter 5 PRESENTATION
8	3/12	Class will not meet face-to-face	Second Reflective Essay due ONLINE

CLASS	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
9	3/19	Organizational Structure GUEST SPEAKER: _____	Crutchfield, Chapter 7 PRESENTATION
10	3/26	Community Outreach & Marketing	Crutchfield Chapters 3 & 4, PRESENTATION Cover letter and resume due ONLINE
11	4/2	Class will complete the ETS Proficiency Profile Meet Dr. Wendy Wilson in the Testing Center, Building 1, 3rd Floor	Submit Confirmation Documentation Next Week
12	4/9	Strategic Planning (Job Seeking Skills), Kiser, Chap.11 GUEST SPEAKER:	Turn in ETS Prof. Profile Confirmation
13	4/16	Class Activity Evaluating Motivational Skills	Third reflection essay due ONLINE
14	4/23	Taking Care of Yourself – Coping with Stress Kiser, Chap. 9	Professional Development or Conference Reflection due ONLINE
15	4/30	Individual Exit Interviews with Instructor by Appointment THIS WEEK	
16	5/7	COMPLETED PORTFOLIOS MUST BE TURNED IN TODAY! LATE WORK WILL NOT BE ACCEPTED!	Completed Portfolio No Late Submissions Accepted

*This instructor reserves the right to change this course syllabus at any point in the semester as deemed necessary. The instructor will inform the class of any changes.

University and Classroom Policies and Procedures

Important Note to All Students: Please note that students will be dropped 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 watch stay abreast of the University 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.

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.

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
GRADING RUBRIC**

Date:	Topic:
STUDENT NAME:	

Rate from poor to excellent

Content and Structure	<u>Poor</u> (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 <u>guest builds on information covered by course readings</u> ?				
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

Dr. Constance Lacy
 REFLECTIVE PAPER EVALUATION
MOTIVATION SKILLS
 Instructor Form

Date:	Topic:
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Content and Structure	<i>Rate from poor to excellent</i>			
	<u>Poor</u> (1)	Adequate (2)	<i>Good</i> (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
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