

University of North Texas at Dallas
FALL 2015
SYLLABUS

HSML 4750.090	
Capstone	
Department of:	Counseling and Human Services School of Education & Human Services
Instructor Name:	Constance Lacy, Ph.D., LCSW
Office Location:	Bldg. 2, Founders Hall, Room 329
Office Phone:	(972) 338-1381
Email Address:	Constance.lacy@unt.edu
Office Hours:	Mon. 11:00 to 3:00; Thurs. 1-3 Virtual office Hours Wed ;
Classroom Location:	Bldg. Founders Hall (DAL 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 certification with the Nonprofit Leadership Alliance and The Counsel on Standards for Human Services Education..
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). <i>The human services internship: Getting the most from your experience.</i> 3 rd .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:	<p>Ott, J. Steven (Editor). (2001). The Nature of the Nonprofit Sector. Boulder, CO: Westview Press</p> <p>Ott, J. Steven (Editor). (2001). Understanding Nonprofit Organizations: Governance, Leadership and Management. Boulder, CO: Westview Press</p> <p>Tropman, John E. (1997). Successful Community Leadership: A Skills Guide for Volunteers and Professionals. Washington, DC: NASW Press</p> <p>Wood, John. (2006). Leaving Microsoft to Change the World: An Entrepreneur's Odyssey to Educate the World's Children. New York, NY: HarperCollins</p>
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>
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 (CSHSE 21a,c)
2.	Critique decision making strategies using ethical analysis (CSHSE 21)
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 (NLA 10)
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)

HSML PROGRAM COMPETENCIES

The competencies listed in the Capstone manual will guide your overall academic experience in this class. As you work on your assignments. It will be imperative that you demonstrate the skill sets you have developed throughout your academic experience. Each class in the HSML program builds upon these competencies, so that at the end you are well prepared to complete your capstone portfolio.

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. The portfolio development process includes the Optimal Resume/Optimal Portfolio software (provided via the Career Development Dept.).

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 AND OUTLINE

I.	EXECUTIVE SUMMARY (Introduction and Integrative Reflective Paper).....	100 pts
	*See Portfolio Manual for directions.	
II.	COMPETENCY STATEMENTS (17 Core Competencies).....	100 pts
	• Assignment Examples Included	
III.	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	
IV.	PROFESSIONAL DOCUMENTS	
	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	
	OVERALL PORTFOLIO ORGANIZATION.....	100 pts
	ATTENDANCE AND PARTICIPATION.....	60 pts
	DISCUSSION BOARD ACTIVITIES AND COMPETENCY LOGS.....	50 pts
	• *With Introduction	
	TOTAL	950 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:
 - 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 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

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
1	Aug 24	Introductions & Overview of Syllabus <ul style="list-style-type: none"> • Values Affirmation • Org Sync Registration • Understanding Optimal Resume and Finding Documentation 	Discussion Board
2	Aug 31	GETTING STARTED: <ul style="list-style-type: none"> • Syllabus • Introduce Adobe PDF options • Goal Ranking and Matching 	Read: HSML Capstone Handbook Complete: COMPETENCY Tracking Log 1-2
	Sep 7 LABOR DAY		
3	Sep. 14	NO FACE-TO-FACE CLASS Career Exploration <ul style="list-style-type: none"> • 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	Sep 21	Taking Care of Yourself	Submit Resume and Cover Letter

CLASS	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
		Coping with Stress <ul style="list-style-type: none"> Assign Chapters "Forces For Good" 	
5	Sep 28	NO FACE-TO-FACE CLASS Leadership Interview: <ul style="list-style-type: none"> 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	Oct 5	Forces For Good: <ul style="list-style-type: none"> CONCEPT MAP EXERCISE Book Analysis Concept Map Exercise 	READ: Crutchfield (Intro CH) Post Short Paper #1 (Interview)
7	Oct 12	NO FACE-TO-FACE CLASS Portfolio Work <ul style="list-style-type: none"> Post Internship Documents 	Book Analysis Exercise 1 Discussion Board; Crutchfield Chapter Summaries
8	Oct 19	Evaluating Motivational Skills: <ul style="list-style-type: none"> Identifying professional strengths and weaknesses 	Short Paper # 2: Motivational Skills COMPETENCY Tracking Log 7- 10
9	Oct 26	NO FACE-TO-FACE CLASS <ul style="list-style-type: none"> Meet with Instructor to review concepts for Book Analysis. 	Book Analysis Exercise 2 Instructor Available for Individual. Session by appt.
10	Nov 2	Ethics and Values, Diversity and Special Populations, Use Cases: pp. 79 - 84	READ: Kiser, CH 7 Post EXECUTIVE SUMMARY COMPETENCY Tracking Log 11-14
11	Nov 9	NO FACE-TO-FACE CLASS Strategic Planning (Job Seeking Skills), Kiser, CH 11	Submit Your Conference Paper, COMPETENCY Tracking Log 15-17
12	Nov 16	FOLLOW UP IN-CLASS: Taking Care of Yourself, Kiser, CH 9 Schedule Individual Session with Instructor	Submit Business Memo Submit Business Letter Mock Interview – Optimal Resume
13	Nov 23	NO FACE-TO-FACE CLASS Thanksgiving Week	Work to complete all Portfolio Components. <i>Submit Paper #3: BOOK ANALYSIS</i>
14	Nov 30	Exit Interviews/Evaluations with Instructor by Appointment	
15	Dec 7	NO FACE-TO-FACE CLASS Meet with Instructor by Appointment	<i>Submit COMPLETED PORTFOLIO</i> <i>Submit FINAL BOOK ANALYSIS</i>

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, distracting 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):

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.

Instructor Expectations:

1. **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 week.
2. **Emails:** Please note that emails will NOT be responded to on the weekends or on a holiday. Students will use Blackboard Learn to send emails to me or other students in this course. However, please note that you will be using your UNTDallas assigned, external email address that is outside of the Blackboard Learn system...your UNTDallas email.
3. **Notifications:** Any changes to the course schedule will be posted on Blackboard Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen.
4. **Grading:** While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades within the Grade Center of the course shell.
5. **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 11pm except the assignments due on final week's, which are due by Thursday evening (Dec. 11th) at 11pm. Your assignments must be submitted on time.** You must also keep track of other major projects or assignments as specified in this syllabus
6. **Late Work Policy:**
Assignments for the week are due by **Sunday evening at 11pm. All assignments will be deducted by 10 points per day, after first 24 hours.** Assignments will not be accepted after the 5th day, unless written acceptable documentation is provided. Assignments may not be accepted at the instructor's discretion
7. Students are required to submit written assignments for this class to Turnitin at the instructors discretion, a web-based plagiarism detection service. Any paper that is not submitted to Turnitin the instructor will not accept and the assignment will not be graded.

Overall Course Participation

Students will often be required to communicate regarding course concepts through discussion board, exercises, and assignments. Make every effort to understand the expectations for these postings and assignments. Remember to use proper etiquette and protocol for participating in the on line discussion boards and activities: be respectful, courteous, and professional!

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 10 points per day, after first 24 hours.** Assignments will not be accepted after the 5th day, unless written acceptable documentation is provided. Assignments are due by Sunday evening at 11pm **except the final week's assignments.**

TECHNICAL REQUIREMENTS / ASSISTANCE

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

PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7 Mac: OS 9, OSX

Internet Access with [compatible web browser](#) (Select link for Vista 8.0 SP4) Java: Version 1.6.0 Update 24: Click [HERE](#) and choose "Download Java"

Other Minimum Technology Needed

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

Minimum Skills Needed:

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

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness 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 this evaluation process 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 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.

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.

- Disruptive behavior, such as chronic tardiness, newspaper reading, or carrying on the side conversations is not tolerated.
- Use of cell phones in the classroom is prohibited and will result in points being deducted from the overall grade for each occurrence. Pagers must be set to the vibrate option or turned off.
- Review the earlier statements concerning late or missed assignments.
- Review the earlier statements on acceptable computer use in the classroom.
- Incompletes (I) can be given only if a student is "unable to complete their academic responsibilities" for medical (disease or injury) or legal reasons (jury duty, military service) or other "extraordinary" reasons documented in writing on letterhead with a verifiable signature.

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

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.

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.

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.

**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				

Dr. Constance Lacy
REFLECTIVE PAPER EVALUATION
MOTIVATION SKILLS
GUIDE

Date:	Topic:
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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
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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
EXECUTIVE SUMMARY PAPER**

Date: 5-14-11	STUDENT:
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Rate from poor to excellent

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