

University of North Texas at Dallas
Syllabus for HSML 4750.0081
Capstone 3-Credit Hrs.
Hybrid Course

Department of	Counseling & Human Services	School of	Behavioral Health & Human Services
Instructor Name:	Shelia Lumar PHD, LPC-S, LCDC, MAC, NCC, CFLE		
Office Location:	Dal-1 105-G		
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Office Hrs:	Tues 1:00-4:00p; Thurs 1:00-4:00 PM		
Classroom Location:	Hybrid: Founder's Hall 338 Thursday 5:30p		
Virtual Hrs:	Wed.: By Appointment (after 1:00-3:00 p.m)		
Course Catalog Description:	This course is designed to crystallize the competencies covered in the HSML degree program and promote critical thinking and effective writing on those topics. Format includes an exchange between students and nonprofit professionals on leadership and management issues to expand individual competencies, build leadership confidence, and affirm learning acquired during the program. Serves as 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 Council on Standards for Human Services Education.		
Prerequisites:	Students must secure the permission of the Human Services Management and Leadership Coordinator.		
Required Text:	Greenleaf, Robert (2008). <i>The Servant as Leader</i> . (Pamphlet) Published by The Greenleaf Center for Servant Leadership (Purchased on Amazon)		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3600 web: http://www.untDallas.edu/library email: library@untDallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com		
Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42 Respondus Lockdown Browser Safari 10, 11 Supported Devices: iPhone	Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Web: Canvas Student Guide For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untDallas.edu		

Android Chromebook <i>(Tablet users can use the Canvas app)</i> Screen Readers: VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i>	<i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i> <i>If you have a course-related issue (course content, assignment troubles, quiz difficulties), please contact me during office hours or by email.</i>
Course Goals or Overview: The goals of this course are as follows: The goal of this course 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 (CSHSE)	
SLO: At the end of this course, students will be able to:	
1	Connect areas of knowledge in the human services profession and with human services (CSHSE 21a,c)
2	Critique decision-making strategies using ethical analysis (CSHSE 21)
3	Incorporate program learning outcomes with future career plans. (CSHSE 21h, a-e)
4	Illustrate oral and written communication skills through reflective writing and critical analysis (CSHSE 20e)
5	Evaluate social entrepreneurship strategies between leading nonprofit organizations and explain how to create a professional network base (NLA-10)
6	Connect internship and service-learning opportunities to on-the-job realities and future and future career goals (CSHSE 20a)
7	Identify & analyze Leadership beliefs, skills, and self-development (CSHSE 17a, 21c)

Learning Objectives/Outcomes

At the end of this course, students will:

1	Demonstrate use of technology in ePortfolio development
2	Reflect on their application of active communications skills in interviewing
3	Develop career ready resume and cover letter
4	Demonstrate written knowledge of human systems that include: individual, interpersonal, group, family, organizational, community, and societal.
5	Create and format business letters and memos

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 become 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 of your course work, you will be well prepared to complete your capstone portfolio.

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 Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

E-PORTFOLIO ITEMS (OUTLINE) AND TOTAL ASSIGNMENT POINTS

I. EXECUTIVE SUMMARY	
(Introduction and Integrative Reflective Paper)	60 pts
<i>*See ePortfolio Manual for directions. Initial development/submission of Google ePortfolio 40 pts</i>	
II. COMPETENCY STATEMENTS/LOGS (10 Core Competencies)	200 pts
• Assignment Examples Included @ 20 pts each Log	
III. COMPLETE INTERNSHIP DOCUMENTS (Added at the end)	50 pts*
• Internship Agency Agreement Form	
• Release of Liability Form	
• Educational Contract with Internship Job Description	
• All Internship Evaluation Forms	
• All Weekly Report Logs and Time and Activity Logs	
• Copy of Internship Final Reflection Paper	
IV. PROFESSIONAL DOCUMENTS	
JOB APPLICATION RESUME.....	50 pts
JOB APPLICATION COVER LETTER.....	50 pts
Work Experience (intended or past)	
OFFICIAL DOCUMENTS	60 pts
• One Business Memo – 30 pts ea.	
• One Business Letter – 30 pts ea.	
V. 3 REFLECTIVE PAPERS	150 pts
• Interview a Board Member – 50 pts	
• “This I Believe” (Leadership) – 50 pts / See Handout	
• Conference Experience Training/Participation – 50 pts	
SHORT PAPER	
• Motivational Skills	40 pts
OVERALL ePORTFOLIO ORGANIZATION.....	100 pts
DISCUSSION BOARD ACTIVITIES 3 @ 40 pts	120 pts
Exit Interview.....	60 pts
Board Member & Conf Approvals.....	20 pts
Assignment TOTALS.....	1000 pts*

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

Late Assignment Policy: How Students Should Proceed Each Week for Class Activities: 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 Saturday at 11:59 PM.**

Students are required to submit written assignments for this class to Turnitin at the instructor's 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.

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.

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.

All Assignments Due @ 11:59 PM on Saturdays (unless stated otherwise)

Module	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
1	Aug 25th	Review of Syllabus & Course Content Personal Self-Intro (Youtube, Animoto, Vinemo) GETTING STARTED: Complete Canvas Quiz	1. Db-1: Submit self-introduction 2. Submit plagiarism & syllabus acknowledgments- Due 8/31
2	Sept. 1 st	<ul style="list-style-type: none"> Completing 10 Competency/Standards Logs Google Sites ePortfolio “url” Review Template for Competency Part A Review Log Samples 	1. Submit google ePortfolio – Due 9/7
3	Sept 8th	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) 	1. Submit Logs 1 & 2 (Competency standards 11 & 12) – Due 9/14
4	Sept 15th	Read: The Servant as Leader (p. 7-25) Preview: Resume/Cover letter	1. Submit Resume and 2. Cover Letter 3. Board Approval Due 9/21
5	Sept 22nd	Read: The Servant as Leader (p. 25-49) Video: Motivation as a Leader https://www.youtube.com/watch?v=-Go1eEDU8I	1. Db-2: What are you trying to do as a leader & a servant first? Explain. Due 9/28
6	Sept 29th	Leadership Interview: <ul style="list-style-type: none"> Submit your interview with an Active NPO Board Member or Program Coordinator for your 1st Reflective Paper 	1. 1 st Reflection: Interview-Board Member 2. Competency/Standard Tracking Logs 3-4 Due 10/5
7	Oct 6th	Are you Posting in your ePortfolio? See Page 3 of Syllabus-Parts “I through V”	1. Conference Approval- 2. Db-3: Contemplation, reflect, & withdrawal 3. Short Paper-Motivational Skill Due 10/12

Module	WEEK of	TOPIC	ASSIGNMENTS, & ACTIVITIES
8	Oct 13th	Evaluating Motivational Skills: <ul style="list-style-type: none"> Identifying your professional strengths and weaknesses 	1. Competency/Standard Tracking Logs 5 & 6 Due 10/19
9	Oct 20th	2 nd Reflection Paper	1. 2 nd Reflection: "This I Believe" Due 10/26
10	Oct 27th	Competency Logs	1. Competency/Standard Tracking Logs 7 & 8 Due: 11/2
11	Nov 3rd	3 rd Reflection Paper	1. 3 rd Reflection: Conference/Webinar Paper Due: 11/9
12	Nov 10th	Writing Business Memo: https://writingcenter.ashford.edu/writing-business-memo Writing Business Letter: https://www.thebalancecareers.com/business-letter-examples-samples-and-writing-tips-2059673	1. Submit Business Memo 2. Submit Business Letter Due 11/16
13	Nov 17th	Work on completing final document	1. Competency/Standard Tracking Logs 9-10 Due 11/23
14	Nov 24th	Break	
15	Dec 1st	Work to complete all Portfolio Components. Complete All Portfolio Components & post all Internship Documents	1. Submit Internship Documents -Only to ePortfolio -not instructor 2. Executive Summary Due 12/7
16	Dec 8th	Insert in Portfolio Exit Zoom Interview with Instructor See Schedule for Time	<i>Submit COMPLETED ePORTFOLIO</i> Exit Interviews (Must Be Accessible) Due: 12/12 @ 6:00 PM

Initial posts (group) and individual discussions are due, Thursday, prior to the due date (penalties will be applied). Responses to the discussion board questions are due on Friday by 11:59 pm CS, and responses to classmates are due on Sunday, 11:59pm CST. All assignments are due BEFORE Saturday by 11:59pm, unless otherwise indicated in the assignment instructions. No assignments will be accepted via email or without formal (medical, death, birth) documentation, according to UNT policy.

You should expect to spend at least 3 hours per day on course content.

Course Evaluation Methods

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

Total Assignments =1000 pts.

Exam policy: Quizzes should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

GRADING MATRIX: Instrument Total Points =1000 pts.

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

Major Course Assignments:

MAJOR ASSIGNMENTS	SLOS
<p>Discussion Board Activities: There will be discussion board assignments in which students are expected to participate. Generally speaking, I expect you to make insightful comments on the discussion board postings and in your group work on Canvas. The desired length of responses and feedback is 150 - 200 words. It is recommended that you type your response in a Word document to verify spelling and length, and then copy it into the discussion post.</p> <p>You are also required to respond to 2 of your peers' postings. Make every effort to understand the expectations for postings in the course discussion boards. You must be actively engaged in the discussions with your peers and demonstrate critical thinking, clarity, timeliness, integration of readings, and reflect quality (not quantity).</p>	SLO 1
<p>COMPARATIVE BOOK ANALYSIS: This class will be conducted in a seminar style. You will read through one text: 1) The Servant as Leader. You will provide a comprehensive, comparative analysis of your readings in the form of a research paper.</p> <p>Additional guidelines will be provided to help you complete your analysis. By the end of the semester, you should have formulated an overall analysis of the two books. Discussion of the book review should be included in your Portfolio Introduction. You are required to submit a completed paper in the Canvas Assignment portal.</p>	(Assesses SLO 2, 3, 4, 5)
<p>REFLECTIVE PAPERS: 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 an 1 1/2-2 (one-half to two) 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:</p> <ol style="list-style-type: none">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 the information presented highlights decision-making strategies that include an ethical analysis.4. Describe current nonprofit leadership and management trends and issues you observed that correlate to the information you received during a class	(Assesses SLO 1, 2, 3, 5, 6)

<p>presentation.</p> <p>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?</p>	
<p>Official Documents: During the course, students will be required to write at least</p> <ul style="list-style-type: none"> • One business memo • One business letter 	
<p>Leadership/Conference Experience/Professional Development: Students are required to attend a professional development conference or Webinar. Examples of this include Community Engagement Day Symposium (Oct 3, 4), NAME conference, other workshops, and seminars approved by the instructor/or internship supervisor. Students will be required to write one reflective paper on this experience.</p>	(Assess SLO 4, 5, 6):
<p>Human Service Management and Leadership Portfolio: 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.</p>	(Assess SLO 1.2.5.6)

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 outcomes from developing those skills?
 - Did you explain some of the specific things you want to highlight in the portfolio

Consider this a mini essay!
- **Competency Skill Logs** (see last page of syllabus for sample submissions)
- **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 the 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 most 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.

Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at <https://www.untDallas.edu/learning/schedule-appointment/>.

Course-Specific Policies

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

Online: Attendance in online or hybrid courses is measured by the activity of student with the course. Attendance is considered when students are logged in and actively participating in the learning management system, i.e., participating in synchronous learning opportunities, posting academic assignments, submitting quizzes or exams, participating by posting in discussion boards, and student-initiated email communication with faculty regarding academic course subject matter. Students must establish a record of participation in academically related activities prior to the Census date for the session. Logging into an online course is not sufficient, by itself, to demonstrate attendance by the student.

Assignment Policy: All assignments are due according to the instructor's discretion. No late assignments will be accepted. Exceptions to acceptance of late assignments are in accordance with student policies regarding UNT documentation for specific situations.

Exam Policy: (Online exams and the ability to retake are solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per the instructor's discretion. Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

Other Course Specific Policies:

Use of Cell Phones & other Electronic Devices (laptops, tablets) in the Classroom are permitted only for the sole use of course and classroom activities. Personal usage of cell phones during the time of course room activities is prohibited. Students in violation and or creating a disturbance will be requested to leave the room and will be immediately counted as absent in participation.

Food & Drink in the Classroom are not permitted during the time of course room learning time.

Grades of Incomplete:

A grade of incomplete ("I") may be granted to a student only during the last one-fourth of the session and only if the student has: (1) satisfactorily participated in the course and (2) justifiable and documented reason for not completing the work on schedule that is beyond the control of the student as deemed appropriate by the instructor of record. Upon the request of an Incomplete grade, the student must have maintained a grade equivalent to a "C" or above..

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Disabilities 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 accommodation at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student 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 on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring that 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. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

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.

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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

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.

Artificial Intelligence (AI) Usage:

The use of artificial intelligence (AI) tools and applications is not permitted for course assignments and assessments as it does not support the learning objectives of this course and is prohibited. Using them in any way for this course is a violation of the course's expectations and will be addressed through UNT's [academic misconduct policy](#).

Web-based Plagiarism Detection: Please be aware in some 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 etiquette:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Students' Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNT Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>).

Classroom Disruption:

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (**UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>**) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. 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.

Sexual Harassment, Sexual Misconduct, Intimate Partner Violence, and Stalking

UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX, Texas laws, and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence, and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wishes to speak to the Title IX Coordinator, you can email them at titleix@untDallas.edu or file a report [here](#).

Pregnancy, Pregnancy-Related Conditions, and Parenting Modifications Under Title IX

UNT Dallas is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy-related conditions. If you are a pregnant, have pregnant related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at titleix@untDallas.edu. The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while pregnant or as a parent under Title IX.

Bad Weather Policy:

Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected 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.

Technology Assistance: To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor. If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>

Canvas Instructure Support & Unsupported Operating Systems:
<https://community.canvaslms.com/docs/DOC-10720>

**REFLECTIVE PAPERS
Rubric**

Date:	Topic:
STUDENT NAME:	

<i>Rate from poor to excellent</i>				
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				

Reading/Book Analysis Rubric

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

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

Standards & Competencies Tracking Logs Rubric

	Excellent	Adequate	Poor	Total
Complete & Accurate	10-8	7-5	4-0	
Grammar, Writing	10-8	7-5	4-0	
Total Points Per Each Log Submission				20

EXECUTIVE SUMMARY
Rubric

Date:	STUDENT:
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Content and Structure	<i>Rate from poor to excellent</i>			
	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
11. Did student discuss his/her overall learning experience in the HSML program?				
12. Did the student discuss what was learned about himself/herself? Did student provide information regarding future career plans?				
13. 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?				
14. Did the student submit all required documentation?				
15. Did the student discuss the highlights of the class experience? Did the student explain some of the meaningful aspects of the capstone experience?				
16. Did the student explain specific things he/she wanted to highlight in the portfolio?				
17. Did the student provide signed copies of supporting documents? Was supporting documents clearly labeled and easy to follow?				
18. Grammar and Editing: The writing is free or almost free of errors.				
19. 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?				
20. The 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 = <u> </u> 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

UNT Plagiarism Policy & Acknowledgment of Reading of Course Syllabus

The UNT policy further states that all students: are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the "Code of Student Conduct and Discipline." Penalties are assigned by instructors and can range from reducing the grade for a test or assignment to revoking an academic degree already granted. Plagiarism is copying: retyping, cutting and pasting, or paraphrasing without citing the original author, writer, etc. All students in this course are warned as follows:

- Do not quote or paraphrase **published sources**, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using the appropriate citation style according to one of the required academic style manuals listed in the syllabus.
- Do not insert parts of **class lectures, online modules, or tutorials**, including examples, into your own work. These are published by the instructors, who properly cite the sources of any external published sources.
- Do not insert parts of **previous students' work** into your own work. The previous students have given written permission for their work to be displayed for **illustrative purposes only**. A warning about plagiarism precedes each example.
- Do not insert parts of **current students' work** into your own work. If the current student is your project draft exchange partner, that student trusts you to respect his/her intellectual product. You are expected to study and learn from the materials provided, then to use your own words in your assignments, or clearly credit sources using an appropriate citation style. It is wrong to blindly copy another person's intellectual content or syntax. It is particularly shortsighted--and glaringly obvious--when a student copies 'another student's errors.' You do not have to police every word you write, just be aware of your sources. It is not necessary to credit sources for definitions of basic concepts that are general knowledge in the field, but it is wise to reword them.

Plagiarism is **illegal, unethical, and unacceptable**. In this course, any determined instances of plagiarism in student work can (at a minimum) result in the following penalties:

- **First offense: Final course grade reduced by one complete grade level**
- **Second offense: Assignment of F (Fail) for final course grade**

UNT Academic Cheating Policy

Cheating and disciplinary action for cheating is defined by the UNT Policy Manual Code of Student Conduct and Discipline (http://www.unt.edu/policy/UNT_Policy/volume3/18_1_11.html). Cheating is an act of academic dishonesty. It is defined and is to be handled as follows: "Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another as one's own, collaborating, without authority, with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty." "Academic dishonesty matters may first be considered by the faculty member who may assign penalties such as failing, reduction or changing of a grade in a test, course, assignment, or other academic work, denial of a degree and/or performing additional academic work not required of other students in the course.

Acknowledgement of Reading Syllabus

I have read and reviewed the contents of this syllabus including the topics on late submissions, emails, format submissions, APA requirements, disability responsibilities, testing, Incomplete policy, etc.

Student Signature _____ Date _____