

LTEC 4741

Spring 2014

UNDERGRADUATE CAPSTONE

General Contact Information

Course Instructor:	Dr. Jeff M. Allen and Erik Wright
Web Course	Email: jeff.Allen@unt.edu , Wright-E@mssu.edu , Phone: 940-565-2057
Faculty Designer: (for web-courses only)	Dr. Russell K. Elleven (relleven@gmail.com)
LTEC Technical Support:	Dr. Beth Doliver (940.565.3410, Beth.Dolliver@unt.edu)

Modes of Communications for this Course

There are four standard modes of communication for LTEC courses. All faculty and staff contact information can also be accessed at: <http://www.lt.unt.edu/faculty.html>

DR. ELLEVEN CONTACT INFORMATION

Preferred x		
	Email	Jeff.Allen@unt.edu ** or Wright-E@mssu.edu **
	Postal Mail	Dr. Jeff M. Allen, Regents Professor 3940 North Elm Street, G172 Denton, Texas 76207-7102
**	Assignments	Students must turn in all work via Blackboard email, assignment tab, or discussion board directly to instructor. Students should take into consideration: electronic communication difficulties. <u>The student is responsible for all course deadlines.</u> Student should keep a copy of all assignments.
	Other Instructor Communication Notes	All communication for this course must go through Blackboard.

EAGLE MAIL

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>

Information for LTEC Web-based Courses

Required Software and Hardware Required

In addition to the software and hardware requirements listed by Blackboard additional requirements are:

- Word processing program (e.g., Microsoft Word)
- Presentation program (e.g., Microsoft PowerPoint)
- Spreadsheet program (e.g., Microsoft Excel)
- Plugins (e.g., Authorware webplayer®, Shockwave®, Real One®, Adobe Acrobat Reader®)
- External email service outside of Blackboard (e.g., Eaglemail®, hotmail®, yahoo®, gmail®)

Communication Parameters

Students should contact the instructor via Blackboard. Instructors will respond to student emails within five working days (although I'll often respond more quickly). Working days do not include weekends, or holidays. Students should not expect the communication parameters in a web-based class to significantly differ from the parameters in traditional campus-based classes. **I'm most often online Tuesday, Wednesday and Thursday mornings.**

Students are encouraged to develop communication networks with other class members via electronic communication vehicles such as Blackboard email, bulletin board, and/or chat. Students should consider the communication parameters with regard to assignment due dates.

Please be aware that instructors will not often be able to respond to "last minute" requests for assignment clarification, and students may encounter unforeseen problems with their Internet provider, software, or hardware. In other words, get your stuff in early!

Student Responsibilities for Distributed Learning Courses

- Be able to work independently on course objectives, given the format for interaction with faculty and students will be non traditional.
- Verify appropriate hardware and software as described in the course description.
- Provide instructor with access to a working email account (Eagle mail, Blackboard or private provider) via the department electronic information form. This form **MUST** be completed by the end of UNT's Late Registration period.
- Contact instructor or instructor assistant within two days if any problems develop with regard to accessing the course.

- Adhere to communication parameters of course (i.e., email, discussion, chat)
- Complete Blackboard tutorial prior to taking the first Blackboard course.
- Comply with appropriate electronic etiquette and abbreviations.
- Acquire all necessary software and books.
- Complete all course requirements by posted deadlines.

Students should maintain electronic copies in chronological order of ALL journal entries, bulletin board responses, lesson plans, and other assignments listed within the "Sequence of Tests, Papers, and Activities" section of this syllabus. It is the responsibility of the student to verify that all messages AND attachments sent to the course instructor. See "Course Attendance and Integrity" section for more information.

Information for ALL LTEC Courses

Course Attendance and Integrity

Course Delivery

This course is delivered asynchronously via Blackboard.

Honesty and Integrity

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Classroom Disability Accommodations

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. A copy of the College of Education ADA Compliance Document is available in the Dean's Office, Matthews Hall 214. It is the responsibility of the student to inform the instructor of any disabling condition that will

require modifications. The following information is from: <http://www.unt.edu/oda/>. Additionally, this site provides a set of FAQs for students and faculty.

University Policy of Disability Accommodations

In accordance with Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University of North Texas endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in University programs or services, the department or agency responsible for the program or service to which the individual requires access will work with the Office of Disability Accommodation and appropriate federal and state agencies to ensure that reasonable accommodations are made.

The student requiring special accommodation or auxiliary aids must make application for such assistance through the Office of Disability Accommodation. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested.

The University assumes no responsibility for personal assistance necessary for independent living nor for specialized medical care. Students requiring personal attendants or mobility assistants must employ such persons at their own expense before completion of registration. Students requiring specialized medical care above and beyond that ordinarily offered through the Student Health Center should be prepared to bear the expense of this care through a general hospital or a private physician/clinic of their choice.

Changes may be made as long as it does not compromise the quality of education. Cooperation of faculty, staff, and students is needed to help with physical access and to meet academic requirements. For example, giving extra time on tests or assignments, substituting courses, or adapting classroom presentations (like allowing tape recorders, note takers, or asking a professor to face the class when speaking to allow students to lip read) may be done.

Questions or concerns about discrimination on the basis of disability or about equal educational opportunities for persons with disabilities should be directed to Cassandra Berry, Equal Opportunity Office, Room 203, Administration Building, 565-2456. Information concerning specific accommodations to provide equal opportunities is available through the **Office of Disability Accommodation, Suite 167, Sage Hall, (940)565-4323**.

NOTE ABOUT MEDICAL EMERGENCIES: If you have a medical emergency that will prevent you from completing the course as scheduled, you **MUST** notify your instructor at the time of your medical problem. Requests for an INC or to drop the course must come at the time of the medical emergency and must be supported by a letter from your physician indicating that your medical

situation will NOT permit you to work at your computer in order to submit your assignments as scheduled. Requests for an INC or to DROP this course based on a medical emergency CAN NOT be granted after the medical emergency. Of course all requests must meet standard university policy.

Content Information for this Course

Course Description/Course Philosophy

This course is designed to provide opportunities for students to synthesize the information gathered throughout the undergraduate degree in Applied Technology and Performance Improvement. Students will demonstrate their ability to articulate career pathways, apply technology in the workplace, and contribute to the organizational structure of either business and industry or education. **This course may ONLY be taken during the final semester of the degree.**

Course Objectives

After completing this course, the learner should be able to:

1. Develop a personal mission statement for the world of work.
2. Demonstrate current knowledge of industry or education skill set(s) desired by potential employers.
3. Discuss and define potential employment opportunities in the field of technology and performance improvement.
4. Demonstrate competencies in the applications of pertinent technologies.
5. Understand and articulate the linkage between academic coursework and practical application in the world of work.

Course Evaluation

Evaluation Scale

AVAILABLE POINTS

Acknowledge Syllabus – 1
Self Introduction – 4
Class Participation – 20
Portfolio – 55
Professional Review – 05
Review of Text – 15

A =	90 – 100 pts.	B =	80 – 89 pts.
C =	70 – 79 pts.	D =	60 – 69 pts.
F =	59 pts. or below		

Total: 100

NOTE: ALL LATE ASSIGNMENTS WILL BE REDUCED BY APPROPRIATE POINTS AS DETERMINED BY INSTRUCTOR.

Special Note

All projects/assignments must be the student's own work developed for this class and developed during the current semester. Only the original work of the student will be accepted (no copies). Assignment grades will be lowered when late.

COURSE ASSIGNMENTS

Assignment	Due Date	Percentage of Final Grade
Syllabus Receipt	Before noon Mon, February 1st	01
Self Introduction	Before noon Mon, February 1st	04
Class Participation	See Reading Assignments	20
Portfolio	Friday, April 29th	55
Professional Review	N/A	05
Review of Text	Before noon Friday, April 29th	15

Reading Assignments	Due Date
Complete Intro though Part I	February 8th
Complete Part II	March 7th
Complete Part III	March 21th
Complete Part IV	April 15th

Required Text

Koestenbaum, P. & Block, P. (2001). Freedom and Accountability at Work: Applying Philosophic Insight to the Real World. San Francisco: Jossey-Bass. [ISBN: 0787955949]

Recommended Texts

None

Explanation of Assignments

A. Syllabus Receipt: The student will be sent this syllabus directly via Blackboard email. Receipt of the syllabus must be acknowledged to the instructor. Responding to the following questions acknowledges you have read and understand the course expectations: 1) When is Dr. Elleven typically online? 2) When are students allowed to take this course? 3) By what document will the student be graded? Points Available: 1

B. Self Introduction: The students will introduce themselves to one another and the instructor with this assignment. Students will write no fewer than 250 words (use "Word Count") in their introduction. Tell other students what is important to you in life. Emphasize your professional ambitions for this assignment but do not overlook what you would like your classmates to know of your personal and family life. Points available: 4

Note: A and B will be combined in your grade book

C. Class Participation: The instructor will post four questions to the discussion board related to the class text. Students should respond thoughtfully using no fewer than 250 words for their initial post. Students should then thoughtfully and respectfully respond to **(ONLY)** two different classmate's initial post using no fewer than 125 words per response. Students are advised to use a "Word Count" tool to make sure they meet the requirement for this assignment.

Discussion questions will "appear" on Blackboard before 5:00 p.m. on the designated **Monday** and "disappear" at 5:00 p.m. that Friday. Students must give their initial response to the question by **Wednesday** so other students may then give feedback by **Friday**. Points available: 20 (5 points for each question)

Questions will be posted by **5:00 p.m.** on:

- ❖ Sept 9 (all postings completed by 5:00 p.m. on Sept 13)
- ❖ Oct 7 (all postings completed by 5:00 p.m. on Oct 11)
- ❖ Oct 21 (all postings completed by 5:00 p.m. on Oct 25)
- ❖ Nov 11 (all postings completed by 5:00 p.m. on Nov 15)

D. Portfolio: This is the bulk of your grade in the class. In this exercise you will be applying for a job of your choice and will use this portfolio assignment as a tool to be hired for the position. This assignment must be sent to the instructor via the Assignments tab

There are four components to the portfolio assignment:

1. Personal Mission Statement

Use this website:

http://www.quintcareers.com/creating_personal_mission_statements.html

for background information to develop your personal mission statement. Follow the example closely. The mission statement (Step #5) must be in Portable Document Format (.pdf). Points available: 5

2. Professional Resume

Students will produce a professional resume in Portable Document Format (.pdf). Resumes **must** be critiqued by the College of Information's Career Counselor or her designee (<http://careercenter.unt.edu/>). This must be turned in to the Career Center by **October 1st** but students are strongly encouraged to turn this in early. Last Semester Jodi Foster worked with students in this class. Her email address is Jodi.Foster@unt.edu. Please send your resume and cover letter to Jodi as two separate MS Word files. Receiving feedback from Jodi may take up to two weeks. Students should request the counselor email Dr. Elleven (see email address on page one) to confirm the critique has taken place. The resume and cover letter for a specific job (include job announcement) must be sent to the instructor via the Assignments Tab in pdf format. Points available: 15

3. ATPI Professional Development & Occupational Specialization Explanation

It is possible future potential employers will not know about nor understand a BAAS degree versus a BA or BS degree. Students will produce a professional explanation of their entire BAAS program for potential employers. Additionally, using their degree plan, students will give explanations of each class taken (included in your degree plan) for the degree and how their overall coursework might benefit a potential employer within the context of the job for which the student is applying. Students should particularly pay special attention to each course taken in the Occupational Specialization and Professional Development portions of the degree (without ignoring the university core classes) and how these classes contribute to future career goals. Students should not simply provide course descriptions from the university catalog. The explanation should be sent to the instructor via the Assignments Tab in pdf format. This will be an extensive document with an Introduction, University Core Courses, Occupational Specialization Courses, Professional Development Courses, and Summary. Points available: 20

4. Power Point Presentation

Students will use all advanced Power Point skills developed in other ATPI/LTEC courses to produce a professional slide show. The slide show will be a creative, yet professional, work that introduces potential employers to the student as a possible job candidate. This should not simply be a reiteration of the student's resume but should provide additional new (appropriate) information and may allow your personality to come through. Power Point presentations must be sent to the instructor via the Assignments Tab. Potential Points: 15

** PLEASE NOTE: Present the portfolio as if applying for an actual job, not as class assignment using course name, instructor, etc. If unclear about this, please post questions to the discussion board.

E. Professional Review: Power Point Presentations will also be examined by a Senior Professional in Human Resources (SPHR). Dr. Elleven will retain the SPHR and she will force rank students into three categories. One third of students will be placed in each category. The categories, with corresponding point values, are: 1) Good = 1 point; 2) Better = 3 points; and 3) Best = 5 points. Students will be apprised of the SPHR's assessment by Dr. Elleven through the gradebook and BB email (messages).

F. Review of Text: Each student will write a 1,500 word (minimum) review of the text used in the course. The paper **MUST** use the following six headings in order: 1) Student information (name, course name, number, etc.); 2) Textbook bibliographic information (American Psychological Association [APA] style format); 3) Summary of Text; 4) Strengths of Text; 5) Weaknesses of Text; and 6) Conclusions. Points available: 15

Dr. Elleven's Quirks – they line up with Dr. Allen's Quirks.

Here are a few things students should know that will assist them in receiving the best possible grade in this course.

In many ways, I view this particular class as a sort of supervisor/employee relationship between us. This class, as the “capstone” of your ATPI/LTEC degree, is attempting to help you understand the value of the academic program you are about to complete. As your “supervisor” for the semester I am giving you some tasks, some things I want accomplished by certain dates. Just like supervisors in the world outside of UNT, I will be judging your performance. Who gets their work in on time? Who reads instructions carefully? Who writes well? Who goes above and beyond what is most basically required? I will compare your work to other “employees.”

Your job is to read, communicate, write, create, etc. I will be grading the vast majority of your work. **However, there is a portion of your grade which will come from a senior professional in human resources. Erik is a doctoral student in our ATPI program and HR manager. He will assess one to five points to your portfolio and force rank portfolios into categories.**

Here are some things I ask you to pay particular attention to (in addition to the syllabus).

- **Everything** you need to know about the class is in this syllabus. If there is any confusion between what you see on Blackboard and what is in the syllabus know that **you will be graded by this syllabus**. After saying that, please know that I, in no way, want to discourage questions or clarification of assignments. Should you have questions or need clarification, **use the discussion board** rather than emailing me directly. This will allow others the benefit of our conversation.
- Please read “communication parameters.” I’m sure it will not be an issue for this class, but in the past some students have found themselves in difficult situations and believed I did not respond quickly enough to their emergency. Reading this section of the syllabus will hopefully assist you in planning. **TRY TO GET YOUR WORK IN EARLY TO AVOID LOSS OF POINTS.**
- Please consider making sure BlackBoard has the email address you read most often. If there is an emergency question I have for you, I’ll go to BB to find your contact info.
- Check BlackBoard email several times each week. This is how I will communicate with you should I have questions or an emergency of some sort has come up.
- Do not use attachments for your assignments in Messages or the Discussion Board.
- You will want every point available to you. You will be surprised how a point here and a point there will wind up being important to your final grade. There are things you can control, like deadlines, participation, word count, reading instructions carefully, etc. Control those things and get every point you can!