

**University of North Texas at Dallas
Spring Semester 2020
SYLLABUS**

PLDR 5390 Professional Practice for Managers (Capstone Seminar)			
3 Credit Hours			
Department of	Public Leadership	School of	Liberal Arts & Science
Instructor Name:	Dr. Janiece Upshaw		
Office Location:	DAL 1, 326		
Office Phone:	972.338.1538		
Email Address:	janiece.upshaw@untdallas.edu		
Office Hours:	Monday: 2:00 – 5:00 Wednesday: 2:00 – 5:00 or by appt.		
Classroom Location:	FH 127		
Class Meeting Days & Times:	Monday 6:00 – 8:50 p.m.		
Course Catalog Description:	The Capstone Seminar is designed to demonstrate your accumulated training in Public Leadership in an original group project, subject to the instructor's approval and under the additional supervision of a faculty mentor.		
Prerequisites:	All Core Courses and 3 of the PL Electives		
Required Text:	None required		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 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		
Canvas Resources Supported Browsers: <ul style="list-style-type: none"> • Chrome 67 & 68 • Firefox 60 & 61 • Flash 29, 30 (for audio/video) • Respondus Lockdown Browser • Safari 10, 11 Supported Devices: <ul style="list-style-type: none"> • iPhone • Android • Chromebook <i>Note: Tablet users can use the Canvas app</i> Screen Readers:	Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL1, Room 157 Phone: 972-338-5580 Email: distancelearning@untdallas.edu If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress. If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.		

<ul style="list-style-type: none"> • VoiceOver (Safari) • JAWS (Internet Explorer) • NVDA (Firefox) <p><i>Note: There is no screen reader support for Canvas in Chrome</i></p>	
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Course Goals or Overview: The goals of this course are as follows -

	<ol style="list-style-type: none"> 1. Showcase accumulated learning in UNTD's Graduate Program in Public Leadership 2. Synthesize knowledge and training into one project 3. Collaborate and organize within a group to achieve maximum output
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Learning Objectives/Outcomes: At the end of this course, students will be able to:

1	To collaborate with a team to address a societal problem.
2	To synthesize knowledge gained in the Public Leadership program to solve a real world problem
3	To demonstrate critical thinking skill, communication strategies, and content expertise in creating and executing the Capstone project.
4	To communicate effectively the Capstone project in the medium chosen
5	To evaluate information appropriate to the tasks established and agreed upon by faculty and team members

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.

Weeks	Date	Assignments Due	Topics	Reading Material: <i>Please read material PRIOR to class. Be prepared to discuss and apply.</i>
1	Jan 13	5 references per student due	<p>A. Project Management/Working in Teams - 50'</p> <p>B. Project Charter - 15'</p> <p>C. Developing an Action Plan & Timeline Part I - 45'</p> <p>D. Agreement Contracts - 30'</p> <p>E. Team Log - 30'</p>	<p>1. Project Charter Toolkit. (2016). Retrieved January 11, 2017, from http://project-charter-template.casual.pm/ See menu (horizontal list at top of screen) Download template for Team use; Review Guide</p> <p>2. Page, D., & Donelan, J. G. (2003). Team-Building Tools for Students. Journal of Education for Business, 78(3), 125-128. Retrieved January 11, 2016, from http://www.tandfonline.com/doi/abs/10.1080/08832320309599708</p>
2	Jan 20 No Class	Signed Agreement Contract & Team Project Charter Materials due Jan 19	<p>A. IRB protocols: Consent Forms, Identifying & Recruiting Participants - 45'</p> <p>B. Developing an Action Plan & Timeline Part II - 50'</p>	<p>1. IRB Packet</p>
3	Jan 27	Annotated bibliography (APA style)	<p>A. B. Surveys: Development, Distribution, Collection, Analysis - 60'</p> <p>C. Team Breakout: Report back on Action Plan/Challenges/Timeline and Group Work - 60'</p>	<p>1. Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). Collecting Evaluative Information: Data Sources and Methods, Analysis and Interpretation. In Program Evaluation: Alternative Approaches and Practical Guidelines (4th ed., pp. 418-452). Upper Saddle River, NJ: Pearson Education, Inc. Skip pages 423 (Observations) - 426. Skip pages 439 (Tests ...) - 441. Chapter handout distributed in Week 2 Class2. Be prepared to discuss the research you did for the annotated bibliography• Participatory Action Research• Use of focus groups in research• Use of key informant interviews in research• Use of surveys in community needs assessment</p>

Weeks	Date	Assignments Due	Topics	Reading Material: <i>Please read material PRIOR to class. Be prepared to discuss and apply.</i>
4	Feb 3	Team Log IRB Focus Group Questions Survey Questions	<p>A. Focus Groups: Recruitment, Logistics, Consent Forms, Facilitation, Note-recording, Data collection, Analysis - 45'</p> <p>B. Conceptual Framework & Methodology - 60'</p> <p>C. Team Breakout: Report back on Action Plan/Challenges/Timeline and Group Work, Feedback on Annotated Bibliography - 60'</p>	<p>1. University of Kansas. (2016). Assessing Community Needs and Resources. Retrieved January 11, 2017, from http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources <i>(Not all the information will be relevant to Capstone, but a good part of the information will be helpful and provide good guidelines for your overall project, as well as specifics on focus groups and interviews. May skip sections 11, 17, 18, 20 - 24)</i></p> <p>2. Be prepared to discuss the research you did for the annotated bibliography</p> <ul style="list-style-type: none"> • Participatory Action Research • Use of focus groups in research
5	Feb 10	Literature Review (APA Style)	<p>A. Team Breakout: Feedback on Literature Review, Report back on Action Plan/Challenges/Timeline and Group Work - 90'</p>	<p>1. Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs. <i>Educational Evaluation and Policy Analysis</i>, 11(3), 255-274. Retrieved January 11, 2017, from http://journals.sagepub.com/doi/abs/10.3102/01623737011003255<i>(This article reviews 5 possible frameworks to address mixed methodology research.)</i></p> <p>2. Fung, H. P., & Siow, H. L. (2013). Relationship between Team Satisfaction and Project Performance as Perceived by Project Managers in Malaysia – A Mixed Methods Study. <i>Open Journal of Social Science Research</i>, 238-249. doi:10.12966/ojsr.12.02.2013<i>(Distributed in preceding class, for use only as example of conceptual framework & methodology.)</i></p> <p>3. Regioniel, P. A. (2016). Conceptual Framework Development Handbook: A Step-by-Step Guide with Five Practical Examples. Simply Educate Me <i>(Pertinent sections of guide distributed in Class, week 4)</i></p>
6	Feb 17	Conceptual Framework/Methodology (APA Style)	<p>A. Reporting Findings & Results - 60'</p> <p>B. Team Breakout: Feedback on Conceptual Framework/Methodology, Report back on Action Plan/Challenges/Timeline and Group Work - 90'</p>	<p>1. Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). Reporting Evaluation Results: Maximizing Use and Understanding. In Program Evaluation: Alternative Approaches and Practical Guidelines (4th ed., pp. 453-489). Upper Saddle River, NJ: Pearson Education, Inc. <i>(Chapter handout distributed in Week 7 Class.)</i></p> <p>2. USC Libraries. (2017, January 12). Organizing your Social Sciences Research Paper: The Results. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/results</p> <p>3. USC Libraries. (2017, January 12).</p>

Weeks	Date	Assignments Due	Topics	Reading Material: <i>Please read material PRIOR to class. Be prepared to discuss and apply.</i>
7	Feb 24	Team Log	A. Data Collection Report Report back on Action Plan/Challenges/Timeline and Group Work – Breakout Sessions	Organizing your Social Sciences Research Paper: The Discussion. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/discussion
8	Mar 2		A. Conclusion - 60' B. Abstract - 30' C. Team Breakout: Report back on Action Plan/Challenges/Timeline and Group Work - 60'	1. USC Libraries. (2017, January 12). Organizing your Social Sciences Research Paper: The Conclusion. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/conclusion 2. USC Libraries. (2017, January 12).
9	Mar 16		A. Mechanics, Proofreading, References - 60' B. Team Breakout: Feedback on Findings/Results, Report back on Action Plan/Challenges/Timeline and Group Work - 90'	1. Organizing your Social Sciences Research Paper: The Abstract. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/abstract USC Libraries. (2017, January 12).
10	Mar 23			2. Organizing your Social Sciences Research Paper: Proofreading Your Paper. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/proofreading
11	Mar 30			2. USC Libraries. (2017, January 12). Organizing your Social Sciences Research Paper: Citing Sources. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/citingsources
12	Apr 6	Findings/ Results (APA Style)		1. USC Libraries. (2017, January 12). Organizing your Social Sciences Research Paper: Giving an Oral Presentation. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/oralpresentation
13	Apr 13	Analysis/ Discussion		
14	Apr 20	Submit Poster Electronically(APA Style)	Outline Oral Presentation - 150'	
15	Apr 27	Practice Oral Presentations	A. Team Breakout: Peer Evaluation,	Practice Oral Presentations

16	May 4	Oral Presentations Team Log Peer Evaluation		
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Course Evaluation Methods

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

Meeting regularly with faculty and team/Team Contract/Project Plan

Capstone Paper (Annotated Bibliography, Lit Review, Methodology, Findings, Discussion)

Capstone Presentation

Peer Evaluation

Grading Matrix:

Activities/Assignments	Value (percentages)	Points
References		
Annotated Bibliography	10%	20
Literature Review		
Conceptual Framework/Methodology		
Findings/Results		
Final Paper/Poster	40%	80
Presentation	40%	80
Peer Evaluation	5%	10
Team Contract/Project Charter	5%	10
Total:	100%	200

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

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 accommodations 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 accommodations 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 letter 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: *optional if you do not use Canvas for the course*

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.

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.

Diversity/Tolerance Policy: *(Sample given)*

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNT Policy 7.001 found at <https://www.untDallas.edu/hr/upol>).

Classroom Disruption:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times 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 absent for that class period and any other classes the student misses as a result 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://www.untDallas.edu/hr/upol>**) 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's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have 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.

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: In order 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 experience difficulty 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>
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