

**University of North Texas at Dallas
Spring Semester 2017
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:	FH259
Office Phone:	972.338.1538
Email Address:	janiece.upshaw@untdallas.edu
Office Hours:	Tuesday – 3:00 – 5:50 Wednesday – 3:00 – 5:50 Thursday 2:00 – 4:00
Classroom Location:	FH 241
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:	
Required Text:	
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
Course Goals or Overview: The goals of this course are as follows -	
	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
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

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 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	23-Jan	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. A Community Needs Assessment Guide: A brief guide on how to conduct a needs assessment by A. Sharma, M. Lanum, and Y. Suarez-Balcazar (2000). <i>(Handout was provided in individual meeting w/Dr. Upshaw at end of Fall semester.)</i></p> <p>2. 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>3. 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	30-Jan	Signed Agreement Contract & Team Project Charter Team Log	<p>A. Keith Vinson (YMCA) guest speaker - 45'</p> <p>B. Connecting with the YMCAs, protocols & communication - 30'</p> <p>C. IRB protocols: Consent Forms, Identifying & Recruiting Participants - 45'</p> <p>D. Developing an Action Plan & Timeline Part II - 50'</p>	<p>1. The Urban SERCH Institute powerpoint slides: your Needs. Your Suggestions. Your YMCA! <i>(Handout was provided in individual meeting w/Dr. Upshaw at end of Fall semester.)</i></p> <p>2. IRB Packet - distributed in Week 1 Class</p> <p>3. A Community Needs Assessment Guide: A brief guide on how to conduct a needs assessment by A. Sharma, M. Lanum, and Y. Suarez-Balcazar (2000). <i>(Handout was provided in individual meeting w/Dr. Upshaw at end of Fall semester.)</i></p>
3	6-Feb	Annotated bibliography (APA style)	<p>A. Dr. Deborah Scally (UNT Dallas Writing Center) special guest speaker: Writing a group paper/professional writing; - 60'</p> <p>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 Class</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 • Use of key informant interviews in research • Use of surveys in community needs assessment

Weeks	Date	Assignments Due	Topics	Reading Material: <i>Please read material PRIOR to class. Be prepared to discuss and apply.</i>
4	13-Feb	Team Log	<p>A. Focus Groups: Recruitment, Logistics, Consent Forms, Facilitation, Note-recording, Data collection, Analysis - 45'</p> <p>B. Key Information Interviews: Identification, Communication, Consent Forms, Structured Interview, Note-recording, Data collection, Analysis - 45'</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 surveys, 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 • Use of key informant interviews in research • Use of surveys in community needs assessment
5	20-Feb	Literature Review (APA Style)	<p>A. Conceptual Framework & Methodology - 60'</p> <p>B. Team Breakout: 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/ojssr.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. <i>Simply Educate Me (Pertinent sections of guide distributed in Class, week 4)</i></p>
6	27-Feb	Team Log	<p>A. Team Breakout: Feedback on Literature Review, Report back on Action Plan/Challenges/Timeline and Group Work - 90'</p>	
7	6-Mar	Conceptual Framework/Methodology (APA Style)	<p>A. Topical Research - 60'</p> <p>B. Team Breakout: Report back on Action Plan/Challenges/Timeline and Group Work - 90'</p>	
	13-Mar	Spring Break		

Weeks	Date	Assignments Due	Topics	Reading Material: <i>Please read material PRIOR to class. Be prepared to discuss and apply.</i>
8	20-Mar	Team Log	A. Reporting Findings & Results - 60' B. Team Breakout: Feedback on Conceptual Framework/Methodology, Report back on Action Plan/Challenges/Timeline and Group Work - 90'	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>) 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 3. USC Libraries. (2017, January 12). Organizing your Social Sciences Research Paper: The Discussion. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/discussion
9	27-Mar		Team Breakout: Report back on Action Plan/Challenges/Timeline and Group Work - 150'	
10	3-Apr	Team Log	Team Breakout: Report back on Action Plan/Challenges/Timeline and Group Work - 150'	
11	10-Apr	Findings/ Results (APA Style)	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). Organizing your Social Sciences Research Paper: The Abstract. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/abstract
12	17-Apr	Team Log	A. Mechanics, Proofreading, References - 60' B. Team Breakout: Feedback on Findings/Results, Report back on Action Plan/Challenges/Timeline and Group Work - 90'	1. USC Libraries. (2017, January 12). Organizing your Social Sciences Research Paper: Proofreading Your Paper. Retrieved January 12, 2017, from http://libguides.usc.edu/writingguide/proofreading 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
13	24-Apr	Final Written Report (APA Style)	A. Team Breakout: Peer Evaluation, Outline Oral - 150'	
14	2-May	Team Log	A. Oral Presentation - 60' B. Team Breakout: Preparing for Oral Presentation- 90'	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

Weeks	Date	Assignments Due	Topics	Reading Material: <i>Please read material PRIOR to class. Be prepared to discuss and apply.</i>
15	8-May		Team Breakout: Feedback on Final Written Report, Report back on Action Plan/Challenges/Timeline and Group Work - 150'	
16	15-May	Oral Presentations Team Log Peer Evaluation	Team Breakout: Feedback on Literature Review, Report back on Action Plan/Challenges/Timeline and Group Work - 90'	

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

Meet as class/teams with faculty weekly

Develop Team Contract & Project Chart

Complete Team Log and turn in as scheduled for review by supervising faculty

Individual Work:

Annotated Bibliography: Each team member is required to turn in a minimum of 10 annotated bibliographies. Team members may not use the same articles. Teams may wish to divide up the categories in order not to overlap. Each team member is responsible for turning in their own work separately.

Sample of annotated bibliographies are provided along with instructions about to create an annotated bibliography. (See Packet)

Suggestions:

- Read each article. If you discover an article because it was cited, you must locate the article in order to read and understand first-hand. You may not provide an annotated bibliography on simply the information presented in another article.
- You may include annotated bibliographies even on articles you decide not to include in the Literature Review. If you find a quote in the article that you believe you might use in your writing, write the quote using quotation marks and note the page number. If you decide to use the quotation in your literature review, you will have the information at your finger-tips!

Key Terms:

- Participatory Action Research
- Use of focus groups in research
- Use of key informant interviews in research
- Use of surveys in community needs assessment

Each team member is required to turn in a minimum of 10 annotated bibliographies. Team members may not use the same articles. Teams may wish to divide up the categories in order not to overlap. Each team member is responsible for turning in their own work separately.

Capstone Paper

APA style

125-175 pages

- Abstract
- Chapter One – Introduction
 - Problem Statement
 - Research Goal
 - Hypothesis
 - Delimitations
 - Nature of the Problem
 - Importance of Research
 - Design
- Chapter Two – Background and Literature Review
 - Sub-headings depend on lit review
- Chapter Three – Conceptual Framework
 - Demographics
 - Key Stakeholders
 - Relevant Context
 - Key Terms
 - Assumptions
 - Guiding Questions
 - Hypothesis
- Chapter Four – Methodology
 - Design
 - Description of the Sample
 - Description of Measures
 - Data Collection Method
 - Chapter Five – Findings
 - Subheadings as appropriate
- Chapter Six – Discussion and Conclusion
- References
- Appendices

Capstone Presentation

- Oral presentation
 - 25' – 30' presentation; 30' questions
 - Audience:
 - Dr. Upshaw/Dr. Terry
 - Faculty/Staff
 - YMCA staff and Board Members
 - Community Leaders

Grading Matrix:

Activities/Assignments	Value (percentages)
References	Faculty will review and provide feedback
Annotated Bibliography	5%
Literature Review	Faculty will review and provide feedback
Conceptual Framework/Methodology	
Findings/Results	
Final Paper	40%
Presentation	40%
Peer Evaluation	5%
Team Logs (6)	5%
Team Contract/Project Charter	5%
Total:	100%

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):**

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 UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its 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. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

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.

Course Evaluation Policy:

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, 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

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.

Classroom Policies

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

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.

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.

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.

Technology Requirements: 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://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html