

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

<p>School of Business MGMT496 Capstone: Portfolio in Management 3 Credit Hours 8 weeks Prerequisite(s): Senior Standing and completion of all core and major courses prior to enrollment.</p>
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Course Description (Catalog)

This MGMT496 Bachelor's level E-Portfolio course offers students the opportunity to compile and improve artifacts they have created throughout their program. The e-portfolio is intended to demonstrate the student's mastery of program level objectives as they progressed through the bachelors level courses. The e-portfolio will also prepare them with professional skills applicable in the business marketplace. The portable e-portfolio will build presentation ready materials to assist students after graduation.

This program's curriculum is in alignment with [Society for Human Resource Management \(SHRM\)](#) standards. This program has been designed in consultation with industry business leaders and is accredited by the [Accreditation Council for Business Schools and Programs \(ACBSP\)](#).

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Course Scope

This course is designed to provide a capstone experience for the Management major. The purpose of the course is to integrate all prior learning in management, related coursework, and workplace experiences by completing signature assignments and upload to a portfolio. The project will provide a venue for the student to demonstrate their mastery of the competencies expected of graduates of this program. Emphasis is on critical thinking, effective communication, ethical decision making, and application of appropriate research methods.

Course Objectives

As the capstone course in Management, the course objectives:

- Create an ePortfolio with artifacts mapped and linked to program learning objectives for the B.A. in Management program.
- Organize a significant collection of artifacts in the ePortfolio including projects, papers, and other relevant examples of work completed each course required to satisfy meeting the program requirements.
- Write a rationale paper describing the artifacts in the portfolio and how they demonstrate skills, knowledge, understanding of theory, professional disposition, real-world application, and mastery of the program objectives.
- Prepare a reflection PowerPoint presentation to tell the story of professional growth attained during the program.
- Review a peer's ePortfolio by providing constructive feedback using the ePortfolio rubric.

Course Delivery Method

This B.A. in Management course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by midnight Sunday (Eastern US) of each week unless stated otherwise** and include Forum questions (accomplished in groups through a threaded forum) and individual assignments (submitted for review by

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the Faculty Member). **Initial Forum responses are due by midnight Thursday (Eastern US) of the week.** Assigned faculty will support the students throughout this eight-week course.

Course Materials

- Syllabi from all courses you have taken that you have taken in your program. You may obtain this information from your previous courses.
- A copy of the program objectives.
- Course assignments completed during the entire program.
- Copies of rubrics and feedback provided by instructors and peers. This is used to make improvements to the artifacts and will not be used in the portfolio itself.
- Webcam or other digital video camera for the reflection/feedback video.
- Computer Microphone or Webcam with microphone for the reflection/feedback video.
- Screen recording software for reflection/feedback video. Here are my recommendations from most expensive to least expensive.
 - [Screencast-O-Matic](#): This is free, requires no installation, and permits 15-minute video recordings. The pro version (\$9.00 per year) gives you additional time and provides some video editing tools (in beta).
- Video editing software may be needed. It depends on your video and the software you use to record it. If you are using Camtasia, then it is unlikely that you will need additional software. Here are my recommendations for video editing.
 - [JayCut](#): Free, online video editing. It works fairly well, albeit with some limitations.
 - iMovie: If you are a Mac user.
 - Movie Maker/Windows Live Movie Maker: If you are a Windows user. Please note that you may have to convert video files created with some screencasting programs before editing. Short video files can be converted online for free. See <http://online.movavi.com/>

Required Readings:

See Course Outline

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note: Web site addresses are subject to change.

Site Name	Website URL/Address
The OWL at Purdue	http://owl.english.purdue.edu/
APA Style Homepage	http://www.apastyle.org/index.aspx

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Be A Leader Foundation	http://www.bealeaderfoundation.org/
Hackworth Foundation	http://www.hackworth.com/
Accel Team	http://www.accel-team.com/scientific/index.html

Evaluation Procedures

Grading for the course will be based on the following:

- 9 Forum Assignments
- 8 Assignments

Graded Assignment (100 Points each)	Percentage of Final Grade
Forum Participation (9-3% each forum)	27
Week 1 Selection of Artifacts Essay	10
Week 2 Artifacts	10
Week 3 Reflection essay paper	10
Week 4 Portfolio Outline	10
Week 6 Rationale Paper-Draft	10
Week 7 PowerPoint Presentation	10
Week 7 Final Portfolio Collection	8
Week 8 Rationale Paper - Final	5

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Total	100
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8 – Week Course Outline

<u>Week</u>	<u>Topic</u>	<u>Learning Objective</u>	<u>Readings</u>	<u>Assignment</u>
1	Selection of Artifacts	LO-1	The student will use specific guidelines located in the Weekly Lesson located under the “Lessons” tab in the classroom (l.h. side).	Forum: Week 1 Introduction Post and selection of artifacts Post Assignment: The student will submit an essay paper.
2	Use of Multimedia in Developing ePortfolio	LO-2	The student will use specific guidelines located in the Weekly Lesson located under the “Lessons” tab in the classroom (l.h. side).	Forum: Week 2 Post Assignment: The student will identify artifacts.
3	Reflections	LO-3	The student will use specific guidelines located in the Weekly Lesson located under the “Lessons” tab in the classroom (l.h. side).	Forum: Week 3 Post Assignment: The student will submit an essay paper.
4	Creativity and Purpose of the Index	LO-2	The student will use specific guidelines located in the Weekly Lesson	Forum: Week 4 Post Assignment: The

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			located under the "Lessons" tab in the classroom (l.h. side).	student will submit a portfolio outline.
5	Ease of Navigating	LO-1	The student will use specific guidelines located in the Weekly Lesson located under the "Lessons" tab in the classroom (l.h. side).	Forum: Week 5 Post Assignment: No Assignment is due
6	Drafting the Porfolio	LO-3	The student will use specific guidelines located in the Weekly Lesson located under the "Lessons" tab in the classroom (l.h. side).	Forum: Week 6 Post Assignment: The student will submit a rationale paper.
7	PowerPoint Presentation of Portfolio	LO-4,5	The student will use specific guidelines located in the Weekly Lesson located under the "Lessons" tab in the classroom (l.h. side).	Forum: Week 7 Post Assignment: The student will submit a PowerPoint and final portfolio collection.
8	Feedback on how to improve the class	LO-3	The student will use specific guidelines located in the Weekly Lesson located under the "Lessons" tab in the classroom (l.h. side).	Forum: Week 8 Post Assignment: The student will submit a rationale paper.

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Grading Scale

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment. As adults, students, and working professionals, I understand you must manage competing demands on your time. We all know that “life happens” but it is important to adhere as closely to the deadlines in the class as possible.

Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. If arrangements are not made in advance, a late penalty of 10% will be assessed for any assignment submitted 1-7 days past the due date. Assignments will not be accepted after the 7th day, unless exception has been granted. No work will be accepted past the final day of class.

Netiquette

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Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Academic Services

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

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- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.
- **Disability Accommodations:** Students are encouraged email dsa@apus.edu to discuss potential academic accommodations and begin the review process.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.