

Syllabus for HUS-4950

BACHELOR-LEVEL HUMAN SERVICES CAPSTONE

COURSE DESCRIPTION

The 6-credit **Bachelor-Level Human Services Capstone** is an in-depth, student-centered experience that requires the integration of theory and practical experience. In this course students apply the skills and techniques they have learned as well as their knowledge of agencies and culturally diverse client populations to a specific project. The project will identify an issue, problem, information gap, or creative endeavor in which students will explore, research, evaluate, and theorize in a final paper. On successful completion of the course, students will have met the learning outcomes of the Human Services degree program.

COURSE OBJECTIVES

To successfully complete this course, you will be expected to:

1. Demonstrate proficiency as an independent learner and critical thinker by analyzing and documenting your training and job responsibilities, applying theory to practice, and preparing a comprehensive research paper on an issue, problem, information gap, or creative endeavor..
2. Evaluate agency policies and procedures by identifying an issue, problem, information gap, or creative endeavor in your field of study as the focus of a capstone project.
3. Apply two major theories in your field of study and two theories in management to the explanation of agency policies and procedures as they relate to the capstone project.
4. Design a capstone project based on previously studied theory and coursework to resolve the issue, problem, information gap, or creative endeavor identified.
5. Research, interpret, and critically analyze literature pertaining to the capstone project.
6. Synthesize research findings, theories, and practice into a comprehensive explanation and resolution of the issue, problem, information gap, or creative endeavor identified.
7. Summarize the historical development, current state, and future direction of your field of study as related to the capstone project.
8. Critique the code of ethics in your field of study and agency as it applies to the capstone project.
9. Apply cultural diversity to the field of human services, your agency, and capstone project.
10. Revise and submit an ethically responsible final project in an academic, professional format that serves as a bridge to your future work or employment.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

- Your agency's policies and procedures manual
- Current job description
- Textbooks from theory courses, management courses, research courses, statistics courses, ethics courses, and cultural diversity courses
- Peer-reviewed articles pertaining to your project
- Professional Web sites
- Textbooks and monographs relating to your project
- Your profession's code of ethics
- Textbooks containing historical content from various courses

COURSE STRUCTURE

The **Bachelor-Level Human Services Capstone** consists of **seven** modules. Each module includes an overview, list of topics, module objectives, list of study materials, one or more activities, and additional resources to help you with your assignments. The module structure is as follows:

- **Module 1: Employment History, Job Responsibilities, and Analysis of Training**
 - Course objectives covered in this module include: CO 1
 - Topics addressed include: employment history, job responsibilities, analysis of training
- **Module 2: Identifying a Capstone Project and Applying Theory to Practice**
 - Course objectives covered in this module include: CO 1, 2, 3
 - Topics addressed include: agency policies and procedures, capstone project, theory in field of study, theory of management
- **Module 3: Research Methods and Literature Review**
 - Course objectives covered in this module include: CO 1, 4, 5
 - Topics addressed include: theory and knowledge in field of study, research methods and analysis techniques, literature analysis
- **Module 4: Code of Ethics, Historical Perspective, and Cultural Diversity**
 - Course objectives covered in this module include: CO 1, 5, 7, 8, 9
 - Topics addressed include: capstone project; code of ethics; history, current state, and future direction of field of study; cultural diversity
- **Module 5: Outline of Capstone Paper**

- Course objectives covered in this module include: CO 1, 2, 3, 4, 5, 6, 7, 8, 9
- Topics addressed include: capstone project, agency policies and procedures, theories in field of study and management, research methods and analysis, cultural diversity, code of ethics
- **Module 6: Draft of Capstone Paper**
 - Course objectives covered in this module include: CO 1, 2, 3, 4, 5, 6, 7, 8, 9
 - Topics addressed include: research methods and analysis, capstone project, bibliography
- **Module 7: Final Capstone Paper**
 - Course objectives covered in this module include: CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
 - Topics addressed include: agency policies and procedures, capstone project, theories in field of study and management, research methods and analysis, cultural diversity, code of ethics

BEFORE YOU START YOUR RESEARCH

One or more of the assignments in this course may involve original research. Research on persons other than yourself may require approval by the Institutional Review Board (IRB) of Thomas Edison State University prior to beginning your research. Examples of research types that may need IRB review are questionnaires, surveys, passive observation of individuals, interviews, and experimental procedures. Research involving vulnerable populations will always need IRB review. An IRB review is designed to protect research subjects from potential harm.

The following links fully explain the purpose of the Institutional Research Board as well as how to determine if your research requires IRB review. If you are in doubt, always ask for guidance from the University.

- [Institutional Review Board \(general\)](#)
- [Types of IRB Review](#)
- [IRB Forms](#)
- [Policies and Procedures](#)
- [FAQs and Resources](#)

ASSESSMENT METHODS

For your formal work in the course, you are required to complete **eight** essay assignments; prepare and submit an outline, draft, and final capstone paper; and take a standardized proficiency profile from Territorium (see below for details). All assignments will be graded by the mentor with the use of an evaluation rubric designed for the particular assignment.

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).

Essay Assignments

The eight essay assignments in Modules 1–4 each address a particular component of your final capstone paper and thus prepare you, step by step, for outlining and writing your paper. Each assignment is worth 4.75% of your course grade for a total of 38%.

Prepare your essay assignments using whatever word processing program you have on your computer. Include your name at the top of the paper, as well as the course name and code and the semester and year in which you are enrolled.

Before submitting your first assignment, check with your mentor to determine whether your word processing software is compatible with your mentor's software. If so, you can submit your work as you prepared it. If not, save your assignment as a rich-text format (.rtf) file, using the Save As command of your software program. Rich text retains basic formatting and can be read by any other word processing program.

When satisfied that your assignment represents your best work, submit it to your mentor.

Capstone Paper

You will complete your capstone paper in three stages, beginning with a comprehensive outline in Module 5 (worth 5% of your course grade), continuing with a draft of your paper in Module 6 (worth 20%), and culminating in the submission of your final paper at the end of Module 7 (worth 35%).

E-Proficiency Profile

This course requires that you complete an assessment called the E-Proficiency Profile. This test, offered through Territorium, measures general academic knowledge and skills in the core areas of reading, mathematics, writing, and critical thinking. It is a widely accepted standardized assessment tool that will provide the University with important data to assess its overall quality and effectiveness in meeting the general education needs of our students. It serves as a valuable tool in helping us measure progress in achieving established learning goals and evaluate the effectiveness of our programs.

The E-Proficiency Profile is administered in a non-proctored, online format. It should take you no longer than 45 minutes to complete. Your individual score will not be recorded, but you will receive a certain percentage of your overall grade (see Syllabus for details) for completing the assessment. Consult the course Calendar for the due dates for taking this test.

Please use the following link that explains the steps involved in taking the exam, including the system checks that must be completed prior to taking the exam: [E-Proficiency Profile Instructions](#). *Please read all instructions prior to taking the exam and allow extra time to complete the system checks.*

To receive credit for completing the E-Proficiency Profile, submit your score report as the E-Proficiency Profile assignment. Your mentor will verify your participation and will give you credit for it. Upon completing the test, you will receive a confirmation email from Territorium. Retain this email for your records as verification that you completed the test.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Essay assignments (8 @ 4.75% each)**—38%
- **Outline of capstone paper**—5%
- **Draft of capstone paper**—20%
- **Final capstone paper**—35%
- **E-Proficiency Profile**—2%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	= 93–100	C+	= 78–79
A–	= 90–92	C	= 73–77
B+	= 88–89	C–	= 70–72
B	= 83–87	D	= 60–69
B–	= 80–82	F	= Below 60

To receive credit for the course, you must earn a letter grade of C or better (for an area of study course) or D or better (for a course not in your area of study), based on the weighted average of all assigned course work (e.g., exams, assignments, discussion postings, etc.).

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have or are able to obtain all the materials required for the course.

- Take the time to read the entire Online Student Handbook in the General Information area of the course Web site. The Handbook answers many questions including how to get the most from your educational experience at Thomas Edison State University.
- Familiarize yourself with the learning management system's environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with Web-based learning, be sure to review the processes for posting responses online and submitting assignments **before** class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The calendar provides an overview of the course and indicates due dates for submitting assignments.
- Before starting the first module, take time to look at the recommended study materials, additional resources, and assignments.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process—not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is

pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)