

MASTER SYLLABUS

BUSI495: PROFESSIONAL ENRICHMENT CAPSTONE

1. Course Details

Semester:	
Course Code:	BUSI 495
Course Name:	Professional Enrichment Capstone
Course Prerequisites:	Senior status
Course Co-requisites:	BUSI 405
Credits Hours:	Zero (0) credit hours
Classroom:	
Class Timing:	(16 seminars)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description: This course attends to student professionalism and workforce readiness through Professional Enrichment (PE) activities during the student's tenure in the School of Management. Requirements include a pre-reflection completed during the first week of enrollment, attendance in 16 activities, and a reflection piece submitted prior to the course completion.

4. Course Overview: Professional Enrichment provides students with an opportunity to personalize their academic experience through attendance at seminars that speak to current and emerging issues in the business environment that would otherwise not be discussed, as well as development activities that ensure workforce readiness and professionalism. Students may choose sixteen (16) PE seminars that form the required basis of the experience, and are developed to advance the professional goals that are

...in global business education

submitted by the student as a part of the pre-reflection submission. A final reflection submission assesses the impact of the professional enrichment experience on the student development, as well as the impact of experiential education (EE) and student advancement (SA) activities, which together form the School's triumvirate of student development platforms. Students that transfer in with 45 or fewer credits are required to attend a minimum of 16 PE activities; those transferring 46 or more credits are required to attend a minimum of 8 PE activities.

5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, students will be able to:

1. Demonstrate professionalism in a variety business settings;
2. Articulate cutting-edge understanding of contemporary business issues; and
3. Build an effective network to advance organizational and personal goals.

Assurance of Learning Validations (Linked to the BSBA Programmatic learning Goals)²:

A1. Professional Enrichment Activity Attendance: Each student is required to attend a minimum of 16 PE activities by the completion of their last semester (no grade or score is recorded, although attendance is monitored). Transfer students may have a prorated number of activities requires based on the credits transferred in (see course overview);

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant "Assurance of Learning Validations" are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom's Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

- A2. Experiential Education: Each student is required participate in a minimum of one School-approved EE activity prior to graduation (and prior to the completion of this course) as documented by the School of Management Executive Director of Experiential Education;
- A3. Student Advancement: Each student is required participate in a minimum of one School-approved SA activity for every 15 credits completed at NYIT as documented by the School of Management Executive Director of Student Advancement; and
- A4. Capstone Reflection: Students are required to review their pre-flection, and submit a reflection that comments on the impact of the experiences gathered through their participation in PE, EE, and SA activities on their ex-ante declared professional goals and expectations; perceptions of their workforce readiness; cutting edge issues affecting the concentration chosen; evidence of the network made through PE presenters; and suggestions for improvement in the PE, EE, and SA programs. The submission must include a discussion that demonstrates familiarity to the local business environment. The reflection piece is graded on a pass/fail basis. One score is given. The criterion is the ability to reflect critically on the experience and comment appropriately, and also relate the experience to the local business culture in the context of professionalism and issues of emerging importance in the global marketplace.

(B) Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, the student will be able to:

None

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

None

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (BUSI495), four (4) prioritized teaching and learning strategies focus on:

1. reflection activities;
2. independent learning;
3. service learning or community engagement; and
4. time management.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The instructor was responsive to student questions.
8. The instructor was available for course related consultation and advice.
9. The instructor graded and returned student work and exams promptly.
10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

- 18. The instructor was responsive to student needs and concerns.
- 21. The instructor assigned challenging course work.
- 22. The instructor provided helpful, constructive feedback on assignments and course work.
- 23. The instructor acknowledged cultural differences and diversity among students.
- 24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

- 7. Required Resource(s)
None
- 8. Reference Resource(s)
None
- 9. Assessment Methodology and Grading Guidelines

Instrument	Grade	Time on Task ⁷
Attendance at PE activities (see A1)	4 sessions per year = 1; otherwise 0	21 hours
Experiential Education (EE) requirement (see A2)	1 documented EE activity = 1; otherwise 0	50-200 hours
Student Advancement requirement (see A3)	1 activity per 15 credits in residency = 1; otherwise 0	24-160 hours
Reflection (see A4)	1 reflection = 1; otherwise 0	1 hour
TOTAL	4 = Pass;	97-378 hours

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

⁷ An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.

	Less than 4 = Fail	
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10. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.
11. Deductions for Late Arrival, Early Departure, and Unexcused Absences:
12. Policy for Make-Up Assignments or Quizzes:
13. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.
14. Students with Physical or Educational Challenges:
 - It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
 - The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations maybe requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.
 - Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing

appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

15. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

16. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.