Course Syllabus: ADED 4113 Capstone Project
West College of Education
13570 Section X10
Fall 25 PT B October 18th – December 5th

Contact Information
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Instructor Response Policy
Email is my preferred method of communication at Giancarlo.martini@msutexas.edu I will respond to emails within in 24-48 hours during the weekday. Please expect a 48-hour response on weekends and holidays.

Instructional Materials
CliftonStrengths Assessment (AKA Clifton Strengthsfinder 2.0)
- Can be found on Amazon.com and at Gallup.com
  - Look for one that contains the access code to complete the assessment

Course Description

 ADED 4113, Capstone Project, is the culminating course to the degree completion program. It is designed to prepare students to effectively join the workforce by: reflecting on their knowledge, skills, and abilities; strengthening job search competence, and polishing professional writing technique.

Course Objectives/Learning Outcomes/Course Competencies

•   Apply conventions of professional norms in your academic and professional lives (cover letter, resume, mock interview)
•   Construct and communicate ideas using clear, succinct, and correct written language (essay)
•   Complete assignments which encourage critical and in-depth reflection of your educational and professional experiences (discussion posts)
•   Relate an awareness of diversity in yourself, others, and in the context of the professional and social environment (diverse/career interview)
•   Build real-life skills for real-life roles (project-based learning)

- Illustrate collaborative learning, diversity of ideas, and communication through critical thinking and creative problem-solving (discussion posts)

Course Objectives

As graduating seniors, you are demonstrating your knowledge and readiness for acceptance of a bachelor's degree. In this course, you will be integrating and applying the knowledge you have gained throughout your academic career. You should now have the knowledge, skills, and abilities to research, locate, and utilize resources needed to assist you in completing your assignments. A collegial, scholarly, and mature approach to topics, assignments, and class discussions is expected. Assignments are submitted timely and at the quality and quantity expected of a graduating senior. Your work should always be proofed, critically reflective, insightful, and thoughtful when you post to class discussions and submit your assignments to the D2L dropbox. In this course, you will be expected to critically think, effectively communicate, integrate, and apply previous learning experiences to your professional, academic, and personal goals.

The objective of the course should permeate throughout the semester and be consistently demonstrated in all work submitted.

Library Resources & Helpful Videos

How to login to the MSU Library
How to Find and use Research Guides
How to recognize Peer Reviewed Articles

Study Hours and Tutoring Assistance

The TASP offers a schedule of tutoring assistance for selected subjects. Please contact the TASP at (940) 397- 4684, or visit the ASC homepage for more information,Tutoring & Academic Support Program

Student Handbook

Refer to: Student Handbook

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Office of Student Conduct

Syllabus Disclaimer

This syllabus is designed to guide your learning, though adjustments to assignments, due dates, and grading criteria may occur as needed throughout the term. Any updates will be communicated clearly through:

- The relevant assignment sections in D2L
- Announcements in the "News" area
- Messages sent via D2L email

Please make it a habit to check D2L regularly so you don't miss important changes.

While I will always do my best to alert you to any discrepancies between the syllabus and what's posted in D2L, please use the D2L assignment instructions as your primary source of truth for deadlines and expectations.

You'll have ample time built into the schedule to support your success, and I encourage you to submit assignments on time. If unforeseen circumstances affect your ability to meet a deadline, reach out, I'm here to support you. Late submissions may be considered with appropriate communication.

Let's stay organized, flexible, and proactive as a class community.

Grading/Assessment

The syllabus provides a comprehensive overview of this course, including key assignments and activities. In fact, it addresses nearly all common questions—so I'll often refer you back to it for clarification or guidance.

Below you'll find:
- **Table 1** – Point values for all graded assignments
- **Table 2** – Final grade calculation based on total earned points

Table 1. Points allocated to each assignment:

Assignments	Points
Introduction (Discussion Board)	25
Diverse/Career Interview (Discussion Board)	25
Clifton Strengths (Discussion Board)	25
Professional Articles Related to Career Field (Discussion Board)	25
Forage Job Simulation (Drop Box)	50
Graduate School (Drop Box) Or Cover Letter (Drop Box)	25
Resume & LinkedIn (Quinncia)	50
Mock Interview (Quinncia)	25
Total	250

Table 2: Total Points Needed for Each of the Following Final Grades

Grade	Points
A	225+
B	224-200
C	199-175
D	174-150
F	Less than 150

Late Work

As seniors preparing for graduation, I trust you've organized your schedule to keep up with coursework and deadlines. Timely submissions are encouraged to help you stay on track and support a smooth end to your academic journey.

Discussion posts are due by **Friday at 11:59 PM**, after which the board will lock so we can move forward. If something unexpected comes up, just let me know, I'll do my best to work with you.

Assignments

Assignments should be submitted by their posted deadlines. However, I understand that life happens. If you encounter challenges, please reach out. Late submissions may be accepted on a case-by-case basis, generally with a 10–20% deduction, depending on the circumstances and timeliness of communication.

Proactive communication makes all the difference, I'm here to support you through to graduation!

Assignment one	Due Date/Time	Points
Introduction (Discussion Board)	Before 11:59 Pm Friday October 24th	25

Start a new thread with your **name as the title** and write your post directly in the discussion board (<mark>**attachments are not permitted**</mark>).

Let's get to know your journey, perspective, and goals. In your post, please share:
- Your name and the city where you currently live (no street addresses needed).
- Where you are in your academic journey.
- What inspired you to pursue your bachelor's degree, your expected graduation date, and any plans to continue your education.
- Your current professional role or what field you're preparing to enter, and what you envision for your future career.
- How many courses you're taking this semester.
- What strategies help you manage your time, responsibilities, and priorities.
- What you hope to gain from this course and how you plan to stay engaged and make it meaningful.

Reminder: Please follow the posting guidelines found in the Class Discussion section of the syllabus for both your main post and the two required response posts.

Assignment Two	Due Date/Time	Points
Career Interview (Discussion Board)	Before 11:59 Pm Friday October 31st	25

Connect with a professional whose background (whether cultural, ethnic, gender identity, or personal experience) differs meaningfully from your own. The individual should be working in a profession, career track, or industry that aligns with your interests, current role, or future aspirations.

Interview Guidelines: In a respectful and engaging conversation, explore the following focus areas:
1. Professional Perspective: Learn how your interviewee views their role and field, including what motivates them and how they experience the day-to-day reality of their work.

2. Industry Challenges: Identify key concerns, access barriers, or common challenges they've encountered in their job or professional space.
3. Adaptability and Innovation: Discuss ideas they have for improvement, such as tools, strategies, practices, or policies that could make the profession more inclusive and effective.
4. Practical Guidance: Capture their advice for someone entering the field: actionable insights, tips for navigating early career experiences, or lessons learned.

Submission: Provide a summary highlighting the most valuable takeaways. You do *not* need to include direct quotes or transcripts. Instead, organize the information to showcase your understanding of the professional journey, challenges, and advice shared.

Assignment Three	Due Date/Time	Points
Clifton Strengths	Before 11:59 Pm Friday October 31st	25

Complete the Assessment:
- Access the Clifton Strengths reference card in the "Resources for Assignment" module.
- Use the "Required Materials" section of the syllabus to locate a recommended source for purchasing and completing the CliftonStrengths Assessment (formerly StrengthsFinder 2.0).
- Record your Top 5 Strengths.

Compose Your Main Post Post directly into the thread **(no attachments).**

Your post should include:
- Your Top 5 Strengths
- A reflection on your results:
  - What surprised you?
  - Which strength feels most aligned with how you approach tasks or challenges?
  - How do your strengths appear in academic, collaborative, or leadership settings?
  - What role might they play in your career direction?

Theory Integration:
Choose one behavioral or motivational theory (examples listed below) and explain how it relates to one or more of your identified strengths. Suggested theories include:
- Maslow's Hierarchy of Needs

- Herzberg's Two-Factor Theory
- Bandura's Self-Efficacy Theory
- McClelland's Theory of Needs
- Trait Theory or Type Theory (e.g., from MBTI)

Describe how your strengths support or reflect concepts from the theory:
- Do your strengths reflect a need for achievement, autonomy, or purpose?
- How do they shape the way you perceive tasks or interact with others?
- How might the theory help you better understand your leadership or learning style?

Note: This isn't meant to be a research essay, just a thoughtful connection to theory that adds depth to your self-reflection.

Engage with Peers Respond to at least two classmates, offering meaningful feedback, asking thoughtful questions, or commenting on how their strengths and theoretical connection resonate with you.

 Follow the Class Discussion guidelines in the syllabus for both your main post and responses.

Assignment Four	Due Date/Time	Points
Advanced Literature Exploration Assignment	Before 11:59 Pm Friday November 7th	25

Objective: Develop your research agility and strategic thinking by conducting a targeted literature review that connects academic scholarship to pressing challenges and opportunities within your professional domain.

Instructions:
- *Select a Strategic Topic Area*

Choose a topic within your profession, academic discipline, or career interest that intersects with current or emerging challenges, innovations, or debates. This should not be a general topic but rather a strategically defined issue, such as generational conflict in the workplace, AI's role in talent acquisition, or shifting motivational paradigms in higher education.

- *Curate High-Quality Research*

Identify **two scholarly**, peer-reviewed journal articles published within the last **five years**. Your selected studies must:
- Be directly relevant to your chosen topic
- Offer empirical data, theoretical frameworks, or case studies that expose real-world tensions, innovations, or applications
- Connect clearly to your employment, academic program, or long-term career goals

Be prepared to justify your selections using article scope, relevance, and credibility.

- *Compose a Deep-Dive Analytical Review*
  Write an integrated reflection that addresses the following

Article Synopsis & Insights
- o Brief summary of each article's purpose, methodology, and findings
- o Highlight key quotes or data that impacted your understanding

Comparative Analysis
- o Identify shared themes, conflicting viewpoints, or complementary insights between the two articles
- o Discuss what each article contributes to the broader conversation around your topic

Professional Implications
- o Connect insights from the literature to your current or future career roles
- o Discuss how the research informs strategic decision-making, leadership philosophy, or innovation within your field

Theoretical Integration
- o Select one applicable theory (e.g., Maslow, Herzberg, Bandura, McClelland, Trait Theory)
- o Explain how concepts from the theory help interpret findings from one or both articles
- o Reflect on how this theory supports your perspective or challenges assumptions within your field

Deliverables & Format:
- Length: 600–900 words
- Style: Professional tone, APA citation style
- Submission: Post as text in discussion thread **(no attachments)**
- Title your post using your full name and selected topic (e.g., *Giancarlo Martini — Participative Leadership in Hybrid Workspaces*)

Peer Engagement: Respond to **at least two peers**, offering thoughtful commentary or further inquiry into their topic, article selection, or theoretical lens. Push their thinking by asking, "How might this apply in a different organizational context?" or "What additional research would strengthen this analysis?"

Assignment Five	Due Date/Time	Points
Forage Capstone Project (Submit to Dropbox)	Before 11:59 Pm Friday November 14th	50

Overview: Explore the future of work...today. Using Forage, an online platform offering free, self-paced job simulations built by top global companies, you'll step into the shoes of real-world professionals to gain insights into tasks, tools, and challenges you might encounter in your future career.

Head to the "Resources for Assignment" module in our Course Content section to access the Forage platform and browse the list of available job simulations. Choose one that aligns with your personal career goals or professional interests.

[Forage Link](#)

Complete Your Simulation
Work through all steps in your selected Forage experience. Once finished, screenshot your completion certificate and upload it to the designated Dropbox folder in D2L.

Create a Reflective Presentation
Build a short PowerPoint or slide deck (3–5 minutes) to present your experience. Use visuals and voice narration to guide us through your insights.

Your presentation must include responses to the following prompts:
- What tasks were you asked to complete?
- What skills or lessons did you gain from the experience?
- How will you apply what you learned to your academic or career path?
- What moments in the simulation surprised you most?
- What parts felt most fulfilling and least fulfilling, why?
- What did the experience reveal about your interests or preferences?
- What did you learn about your natural work style?
- Based on your reflection, what would you do differently going forward?

Submit Your Presentation
Record your slide deck with audio narration. Upload the final video to the assignment dropbox on D2L.

Assignment Six	Due Date/Time	Points
Graduate School (submit to Dropbox) or Cover Letter (submit to Dropbox)	Before 11:59 Pm Friday November 21st	25

Choose **one** of the following assignment options to further your educational and professional development. Each option is designed to enhance your decision-making, planning, and communication skills, key assets in the transition from student to professional.

Option 1: Graduate School Research & Comparison
Goal: Develop a strategic understanding of graduate opportunities by researching and comparing programs that align with your career goals.

Instructions:
- Identify **five graduate programs** that interest you, based on your professional direction, academic aspirations, or personal goals.
- Be sure to focus on programs that require **graduate-level entrance exams** (e.g., GRE, GMAT, LSAT, MCAT, etc.)—**not** ACT or SAT scores.
- Use the comparison worksheet found in the **"Resources for Assignment" module** (under Course Content in D2L) to record and evaluate each program's:
    - Admission requirements
    - Program structure
    - Location and modality
    - Career outcomes
    - Unique features or differentiators

Submission: Complete the worksheet thoroughly and upload it to the appropriate Dropbox folder in D2L.

Option 2: Professional Cover Letter Development

Goal: Craft a polished, customized cover letter tailored to a real job opportunity in your current or intended career field, demonstrating self-awareness, communication strength, and strategic thinking.

Instructions:
- Review the **"Cover Letter Rubric"** in the "Resources for Assignment" module to understand grading expectations and content requirements.
- Write a compelling cover letter that:
    - Highlights your skills, goals, and professional experiences
    - Aligns with a specific job or industry position you'd realistically pursue
    - Enhances and complements the details found on your resume

Requirements:
- The letter should be carefully edited for spelling, grammar, and tone.
- Demonstrate originality and authentic engagement with the role you're targeting.

Submission: Upload the completed cover letter to the **designated Dropbox in D2L**.

Note for Both Options: This assignment reflects your readiness to take the next step in your academic or professional journey. Whether you choose to analyze graduate programs or present your qualifications through a cover letter, the final product should reflect thoughtful planning, clear organization, and professionalism.

Assignment Seven	Due Date/Time	Points
Resume (Quinncia) & LinkedIn (Quinncia)	Before 11:59 Pm Friday December 5th	50

As you prepare for post-graduation opportunities or career advancement, this assignment focuses on crafting your personal brand through a polished resume and a well-presented LinkedIn profile.

Part 1: Resume Development & Submission

Objective: Create a professional resume that effectively highlights your education, experience, and career-relevant skills.

Guidelines:
- Your resume should be neat, organized, and professional, formatted in a clear, reader-friendly style using single spacing only.
- If you already have a resume, this is your chance to refine, polish, and optimize it for targeted career goals.
- If you do not have one yet, begin constructing your resume during this course.
- Limit resume length to one page unless you have substantial employment or university involvement.
- Use professional language to describe your qualifications and achievements.

Submission Instructions:
- Submit your resume to Quinncia, following the step-by-step instructions in the "Resources for Assignment" module under Course Content in D2L.
- You may upload updated versions to improve your score, Quinncia retains your last three submitted versions.
- Refer to the grading system outlined in the module to understand how points will be awarded.

Helpful Resource: Visit the [Student & Alumni Career Resources](#) from MSU's Career Management Center to view resume and cover letter samples, formatting tips, and career resources tailored for MSU students.

Part 2: LinkedIn Profile Submission

Objective: Professional networking is a cornerstone of your job search. Ensure your LinkedIn profile presents you as a qualified, polished candidate ready to connect with future employers and collaborators.

Guidelines:
- Review your profile for clarity, professionalism, and consistency with your resume.
- Highlight relevant academic and career achievements, and keep your experience descriptions current.
- Consider adding a professional headshot, headline, and summary that reflect your career interests.

Submission Instructions:
- Submit your profile to Quinncia, using the instructions provided in the "Resources for Assignment" module.
- Your profile will be graded according to the rubric provided—be sure to review and make improvements before final submission.

Final Note: Both your resume and LinkedIn profile should reflect your career goals, personal values, and professional tone. This is your chance to build a digital and physical presence that aligns with your aspirations, so take the time to do it well.

Assignment Eight	Due Date/Time	Points
Live Mock Interview (Complete in Zoom)	Before 11:59 Pm Friday December 12th	25

A successful interview is often the deciding factor between landing a job or missing the opportunity. This assignment offers a chance to practice and refine your interview skills in a real-time Zoom session with your instructor, simulating the pressure and pace of a professional setting.

Objective
Engage in a live mock interview via Zoom with your instructor to develop confidence, improve your delivery, and prepare for high-stakes professional conversations.

Instructions

Step 1: Preparation
- Review common interview formats and practice your responses to behavioral and role-specific questions.
- Visit the MSU Career Management Center and explore the **"Mustangs Survival Guide"** for sample questions, interview tips, and helpful strategies.

Step 2: Interview Scheduling
- Coordinate a time for your **Zoom interview with the instructor**. Instructions for scheduling will be provided in the "Resources for Assignment" module under Course Content in D2L.
- Prepare as you would for a real interview: dress professionally, be in a quiet space, and test your audio/video setup in advance.

Step 3: The Interview Session
- Join the Zoom meeting punctually.

- Treat the session as a formal interview, be ready to introduce yourself, respond thoughtfully to questions, and ask follow-up questions if prompted.
- The instructor will assess your performance using a grading rubric found in the "Resources for Assignment" module.

Practice & Reflection
While only one Zoom interview will be graded, you're encouraged to **rehearse with peers, mentors, or even record yourself** beforehand to refine your presentation.

Final Note
Your ability to communicate effectively, articulate your goals, and demonstrate professionalism in a live setting is pivotal to post-graduate success. Treat this mock interview as the **rehearsal before the spotlight,** it's your moment to shine.

Dropbox Submissions
Your individual Dropbox is connected to your gradebook and activates when there's a submission available for review; to ensure I can assess your work, please upload assignments directly to the Dropbox,email submissions won't be accepted or graded. Although the Dropbox is unique to you, please include your full name on all documents and use the file naming convention: LastNameFirstInitial_Course AssignmentName (e.g., *MartiniG_ADED4113 Resume*). Assignments should be submitted by the posted deadline, and while late submissions are generally not accepted, I understand life happens, if you encounter an unexpected situation, reach out as soon as possible so we can discuss next steps.

Extra Credit
Extra credit opportunities are designed to enrich your learning and provide avenues for deeper engagement with course content. These opportunities are **not guaranteed** and may be offered at the instructor's discretion throughout the term.
When available, extra credit assignments will be:
- **Relevant and meaningful**, aligned with course objectives
- **Optional** and open to all students to ensure fairness
- Clearly communicated with **specific deadlines** and instructions
- Worth no more than **5% of your final grade**, to ensure core assessments remain the primary basis for evaluation

To be considered for extra credit:
- All regular coursework must be up-to-date and submitted on time
- Assignments must follow formatting guidelines (e.g., *MartiniG_ADED4113 ExtraCredit*)
- Submissions should demonstrate genuine effort and thoughtful reflection

Note: If you're interested in exploring extra credit options (whether through supplemental readings, podcast reflections, or experiential learning), feel free to reach out. I welcome initiative and will do my best to support meaningful academic growth.

Important Dates
Last day for term schedule changes: <mark>August 28, 2025</mark> Check date on [Academic Calendar](#).
Deadline to file for graduation: <mark>September 22, 2025</mark> Check date on [Academic Calendar](#).
Last Day to drop with a grade of "W:" <mark>Novermber 24, 2025</mark> Check date on [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance
Online Course Attendance Policy: Regular participation is expected in this course. Students should engage in discussions, complete assignments, and attend schewduled virtual sessions when available.

Requirments:

Live Sessions: Attend when possible or review recordings if absent.

Weekly Engagement: Login regularly and contribute to course activities.

Communication:

Check announcements and emails frequently.

Reach out for support if you are facing access or participation challenges.

Consistant engagement is critical to course success, please contact me with any concerns.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#)**.**

Instructor Class Policies

As part of this course, students may be required to participate in scheduled Zoom interviews designed to deepen learning, assess assignment performance, and foster meaningful academic dialogue. Attendance for these assignments is expected.

Students should plan to:

- Be present, punctual, and fully engaged for their scheduled interview time.
- Treat the interview as a formal academic engagement, professional communication and preparedness are important.
- Notify the instructor at least **24 hours** in advance if a valid conflict arises; rescheduling options may be considered on a case-by-case basis.

Because these interviews are tied directly to graded work, failure to attend without prior communication may result in reduced credit or an incomplete assignment. Flexibility will be extended in reasonable situations, but proactive communication is essential.

Inclement Weather

Since this is an online course, inclement weather may still impact participation due to power outages, internet disruptions, or personal safety concerns. Please follow these guidelines during severe weather events:

Course Continuity:
- Online activities will continue unless widespread outages occur.
- If you experience connectivity issues, notify the instructor as soon as possible.

Deadlines & Flexibility:
- Assignment deadlines may be adjusted if severe weather impacts multiple students.
- Students should check announcements and emails for updates.

Communication:
- In case of an emergency, updates will be shared via email and D2L.
- If unable to access the course due to weather-related issues, reach out for alternative arrangements.

Your safety comes first,please prioritize staying safe and informed during inclement weather. Contact your instructor for assistance.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state)

exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at Online Reporting Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

Grade Appeal Process
Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

This course is offered in a **Part-of-Term (POT)** format, meaning the full curriculum has been intentionally condensed into an **eight-week schedule**. While the learning outcomes remain the same as a traditional semester, the pace will be faster and deadlines more frequent. Success in this course will require consistent engagement, time management, and proactive communication.
Please review the course calendar closely and plan ahead—assignments, discussions, and exams will occur weekly. Staying organized and on track will help ensure you get the most from this accelerated experience.

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 10/20 to 10/24	Class/Student Introductions Discussion Post One	Before 11:59 PM October 24th 2025
Week 2 10/27 to 10/31	Differences in the workforce Interview Tactics Clifton Strengths Discussion Post Two (Assignment 2 & 3)	Before 11:59 PM October 31st 2025
Week 3 11/3 to 11/7	Researching Discussion Post Three(Assignment 4)	Before 11:59 PM November 7th 2025
Week 4 11/10 to 11/14	The Forage Capstone Project (Dropbox Assignment)	Before 11:59 PM Novemebr 14th
Week 5 11/17 to 11/21	Graduate School or Cover Letter (Dropbox Assignment)	Before 11:59 PM November 21st
Week 6 11/24 to 11/28	****HOLIDAY BREAK****	****BREAK****
Week 7 12/1 to 12/5	Resume & LinkedIN (Quinncia)	Before 11:59 PM Decmeber 5th
Week 8 12/8 to 12/12	Live Mock Interview	Before 11:59 PM December 12th