I. Course Description

This class is a senior-level class offered as a required course for the Bachelor of Science in Foods and Nutrition, Bachelor of Science in Fashion Merchandising, and Bachelor of Science in Human Sciences with a concentration in Human Development & Family Studies degrees. The School of Human Sciences and the James I. Perkins College of Education manage these degrees.

II. Intended Learning Outcomes, Goals and Objectives

This course provides interaction with professionals and industry executives. Satisfies the requirements for TEA Standard 1-1.2K. In this course, senior-level students are introduced to the beginning of their careers as leaders in Human Sciences professions. In addition to readings, discussions, and online presentations on leadership topics, students will develop job search strategies and interview skills. Students will leave the class prepared to transition from the college environment to a professional career in their chosen fields.

This course supports the vision, mission, and core values of the James I. Perkins College of Education whose mission is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaborative and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

a. Program Learning Outcomes

This course supports the School of Human Sciences through the program learning outcomes listed below:
The student will display the professional dispositions; academic excellence, life-long learning, collaboration, openness, integrity, and service, relative to Human Sciences professions.

The student will exhibit the professional behavior; strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline, expected in Human Sciences professions.

b. Student Learning Outcomes
This course is designed to provide students with the basic knowledge and skills necessary to be an empathic, ethical, and effective leader in a variety of Human Sciences professions. Upon completion of this course, students should be able to:

- Demonstrate the personal and professional aspects of leadership (PLO1) (TEA Standard 1.2S, 1.3S, 1.4S). Assessed by Personal Philosophy & Career Path Papers.
- Develop the skills necessary to be an effective leader (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions, InterviewStream Interview, and Professional Interview.
- Describe how multiculturalism affects leadership and the teamwork process (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions.
- Demonstrate the various components of leadership skills along with when and how to use these components (PLO2) (TEA Standard 1.1S, 1.2S). Assessed by Class Discussions, Resume, Revised Resume, and LinkedIn Profile.

III. Course Readings and Instructional Strategies

a. Required Textbook
The 21 Indispensable Qualities of a Leader by John C. Maxwell
ISBN: 9780785289043 (Hardcover); 9780785267966 (Paperback)

b. D2L
This course is entirely online and will be coordinated through Brightspace by D2L. It is imperative that you check Brightspace by D2L multiple times throughout the week to stay informed with any course updates. Additionally, students should check their grade points in Brightspace by D2L and any discrepancies in points must be resolved within one week after the assignment grades have been posted. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.

If you ever experience technical difficulties, please use the contact information listed here: Brightspace by D2L technical support (936) 468-1919; General computer support (936) 468-4357. Please note the Brightspace by D2L technical support is not available on weekends.

IV. Course Assignments, Evaluation, and Assessments
Correct use of spelling and grammar, along with the display of professional writing skills are necessary for all course assignments, discussion boards, and emails. Errors
in spelling and/or grammar will result in a loss of points. Turnitin will be used to monitor writing originality and plagiarism.

All assignments must be submitted through the online course in a Microsoft Word format. Additionally, all assignments, quizzes, and exams will have an 11:30 PM deadline on the specified date. You will not have access to complete an assignment, quiz, or exam after that time.

If you have a question regarding an assignment, please email the instructor in a timely fashion. It is your responsibility to make sure that questions arrive in a timely manner. Any emails sent after 12:00 PM on Friday may not be answered until the following Monday.

a. Getting Started Activities 40 points
The first week will require that each student complete the Getting Started module and all activities associated in that module. These activities will assist the student in getting familiar with course, Brightspace, and virtually connect with the peers and instructor.

b. Discussions 200 points
Throughout the course the student will engage in eight online discussions as a way to critically evaluate and analyze learned material. Each student will post one response to each discussion, in addition to commenting on a minimum of two other classmates’ posts. If a student fails to engage in the discussion by commenting on classmates’ responses, the student will not earn full credit for the discussion. Each discussion is worth 25 points each.

c. Written Reflections 230 points
There will be two written reflections throughout the semester. The student will create a Personal Philosophy paper (125 points) and conduct a Professional Interview (105 points) by interviewing an industry leader. These written assignments must be properly formatted using APA with correct use of grammar, spelling and syntax.

d. Career Preparation Assignments 190 points
Throughout the semester, the student will work on several assignments designed to prepare them for a career after college. These assignments will include creating and revising a resume, completing a virtual interview through InterviewStream, and creating a LinkedIn Profile.

e. Grading Criteria
There is a total of 660 possible points to be earned from course assignments, discussions, exams, and projects. YOU impact your grade. The grade you receive is the grade you have earned.

A student who wishes to contest a grade must do so within one week after a grade has been given. After that week, the grade will be considered final.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Average</th>
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<tbody>
<tr>
<td>A</td>
<td>660-594</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>593-528</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>527-462</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>461-396</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>396-0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

A grade of an A indicates excellent; B, good; C, average; D, passing; F, failure.

Further explanation of assignments, grades, course progress will be discussed during office hours on an individual basis.

This syllabus presents a “best” plan for this course; however, plans can change when circumstances necessitate change. Any changes to this syllabus will be announced to the class in a timely manner.

V. Class Rules
Following these rules will help maximize the course experience for you and your classmates and are nonnegotiable.

- Although this is an online course, it is your responsibility to engage with the class through timely discussions and manage course requirements. **Participation is extremely important to your success in this course.**
- Read the assigned material and submit all required work on the day it is due. **No late work is accepted.**
- Treat everyone in the class with respect and courtesy.
- All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience.

VI. General Student Policies
The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

a. Class Attendance and Excused Absence (Policy 6.7)
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on
the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

b. **Student Academic Dishonesty (Policy 4:1)**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Any student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

c. **Withheld Grades Semester Grades Policy (Policy 5:5)**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

d. **Academic Accommodation for Students with Disabilities (Policy 6:1 & 6:6)**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
e. **Student Code of Conduct (Policy 10.4)**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

f. **Course Evaluations**
Near the conclusion of the semester, you will have the opportunity to evaluate the course. Evaluation data is used for a variety of important purposes including: 1.) Course and program improvement, planning, and accreditation; 2.) Instruction evaluation purposes; and 3.) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
# Fall 2019 Tentative Class Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Assignments (DUE at 11:59pm CST)</th>
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</table>
| Aug 26- Sep 1 | Introduction Module | • Student Introduction Discussion  
• Syllabus Quiz                                                                                   |
| Sept 2-8     | Module 1         | • Read Chapters 1, 2 and 4 in your textbook  
• Discussion #1 & #2  
• 1st Resume Submission to CCPD  
• InterviewStream Assignment                                                                  |
| Sep 9-22     | Module 2         | • Read Chapters 6, 8, 9, 11, 12, 13 & 14 in your textbook  
• Professional Interview Questions & Paper  
• Discussion #3 & #4  
• LinkedIn Profile                                                                                                                                       |
| Sep 23-Oct 6 | Module 3         | • Read Chapter 3, 5, 10, 15, 17, 18, 20 in your textbook  
• Discussion #5 & #6  
• Revised Resume                                                                                                                                          |
| Oct 7-16     | Module 4         | • Read Chapters 7, 16, 19 & 21 in your textbook  
• Personal Philosophy Paper  
• Discussion #7 & #8                                                                                                                                       |