SFAS 2150 SECTION # 601 - Graduate Practicum: Fall 2021
Tuesdays 4-6:30pm (In-Person/Hybrid) – McKibben Education 257

Faculty Instructor: Kate Childress
Office: Ralph Steen Library, Room 203
Office Phone: 936.468.3809
Email: Katelyn.Childress@sfasu.edu
Office Hours: By Appointment
Department: Student Success Center

Course Description

This course is designed as a companion-learning course to educate and prepare students for graduate school or professional school. The goal of the course is to help students enrich their career learning through facilitated analysis and reflection on their work and to apply what they are learning in the classroom in a real world setting.

Intended Learning Outcomes, Goals and Objectives

- This course is designed to help you develop competencies essential to your ability to effectively navigate and participate in graduate and professional school opportunity. Specifically, this course supports the development of your ability to:
  - Research graduate school programs, application requirements, curriculum, and competitiveness.
  - Create a cost benefit analysis, calculate ROI (return on investment) for graduate school programs by weighing costs of program versus income, and expected post-graduate income.
  - Understand financial aid, assistantships, fellowships, and other methods of funding graduate school.
  - Understand the application process for graduate/professional school choice. This includes the application and selection criteria, personal statement/essays, and testing requirements (GRE/GMAT/MCAT).
  - Understand the value of college involvement, internships, relationships and networked connections for graduate/professional school.
  - Enhance your understanding of professionalism and graduate school behavioral expectations, including the range of what is considered acceptable across higher education institutions.
  - Apply the knowledge and skills learned during your undergraduate coursework towards writing a personal statement.
Course Readings and Instructional Strategies

a. Required Textbook There is no required textbook for this course. The Instructor will provide any reading material that is necessary to the student.

b. Brightspace by D2L
This course is a hybrid course, meaning instruction is split between an online environment and in-person class meetings. Online meetings are 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.

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 unless noted otherwise. Additionally, all assignments, quizzes, and exams will have an 11:59 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.

a. Attendance 400 points
- The class will meet four times throughout the semester in-person. During these class meetings, we will engage in discussion with experienced Graduate School professionals to develop an understanding of expectations & experiences related to pursuing a graduate/professional degree. Class attendance is required and group participation is required, and graded based on student presence, timely arrival, and professional demeanor. Students who are 10 minutes late will begin to lose participation points for the day, and will begin to lose points after each 10 minutes has passed. Students who miss 2 in person meetings will drop a letter grade.

b. Discussions 50 points
- Throughout the course the student will engage in five 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 10 points 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.

c. Graduate School Comparison Chart 100 points

The student will research two potential graduate schools that house programs of their interest. After completing the comparison chart, the student will critically analyze and reflect on the two schools researched in further identifying best of fit for their future. The reflection will be submitted with the comparison chart as a two-page analysis.

d. Cost-Benefit Analysis & Summative Report 80 points

Each student will complete a cost-benefit analysis worksheet and calculate ROI (return on investment) for graduate school programs by weighing costs of the program versus income and expected postgraduate income. This assignment consist of researching the cost of two graduate programs, the average entry income for the career path you desire, and determine whether graduate/professional school is worth attending based on the amount of debt and earnings one is expected to acquire. After completing the cost-benefit analysis, the student will write a two-page summative report outlining the information found.

e. Graduate Student Interview 100 points

Creating & building relationships within your anticipated field is an essential component for applying to graduate school. Those relationships are key for deciding on graduate schools, career opportunities and more importantly providing letters of recommendation that your graduate applications require. You are required to seek out a current graduate student in your field of interest and conduct an interview. The interview will be turned in as an essay with the following guidelines:
- APA format (this includes a cover page)
- 500 words, double spaced
- 1 inch margins
- 12 point Times New Roman font

f. Personal Statement 110 points

When applying to graduate school, you will be required to exhibit your writing skills within an essay called a personal statement. A professional philosophy statement (personal statement) allows a school to see what makes you a strong applicant for their program beyond your grades. Each student will write a personal statement that will adhere to the following guidelines:
- APA format (this includes a cover page)
- 2 pages, double spaced
- 1 inch margins
- 12 point Times New Roman font

g. Professional Documents (Resume, Handshake, & LinkedIn) 130 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 (50), submitting through CCPD (10), and by the professor (10). Students will also have professional Handshake (30) and LinkedIn (30) accounts.

h. Attend Career Fair and Summarize 30 points
Attend a Career Fair Expo, dress for the job, and summarize your experience. Complete your summary by writing 2-3 paragraphs of what you experienced, how you dressed, who you networked with, what companies you met, what you would do differently at the next career fair you attend, and how will you engage moving forward with these businesses/companies. Pick one career fair to attend hosted by the Center for Career and Professional Development (CCPD).

Extra Credit Opportunity:
Meet with Success Coach - 5 points (up to 4 times)
Create Career Spring Account – 3 points
Spark Leadership Conference – 4 points
Submit Course Evaluation at the end of the semester– 1 point

Grading Criteria

There is a total of 1000 possible points to be earned from course assignments, discussions, 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.

Grades are calculated as a percentage of the total number of points possible. The following chart lists the possible grading points and the corresponding letter grade:

**Grade Points Average**
- A 1000-900 100-90%
- B 899-800 89%- 80%
- C 799- 700 79-70%
- D 699- 600 69-60%
- F 599- 0 59&Below%

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.

- You are responsible 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!

1 credit hour justification

SFAS 2150 “Graduate Practicum” (1 credit hour) is highly recommended course for the GenJacks students at Stephen F. Austin State University. Direct instruction is provided for three 50-minute meetings per week for 6 weeks. Students have weekly readings and assignments that focus on topics related to student development and college success. These activities average at a minimum two hours per week to prepare outside of classroom hours.

Course Delivery Modality

This course is a fully in-person course which offers all of its meetings in person on campus at a scheduled time. Instructional content will be made available through illustrated lectures,
individual meetings, guest speakers, small group and whole class discussions, visits to campus locations, videos, games, and exercises.

**Respect for Diversity**
At SFA, our commitment to diversity and inclusion is more than words—it is actions. We believe diversity and inclusion are the keys to promoting more engaged individuals locally and globally. We at SFA are committed to amplifying a campus culture that nurtures belonging and embraces similarities while celebrating that every Lumberjack will be different. Those differences are valued, acknowledged, and supported purposefully. We encompass ground-breaking strategies fostered from our diverse campus while taking a holistic approach to how we function as a university.

**Students with Disabilities**
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/](http://www.sfasu.edu/disabilityservices/)

**Mental Health and Wellness**
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line: 1(800) 392-8343  
Suicide Prevention Lifeline: 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741
<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules &amp; Meetings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td><strong>Class #1 – Meet in McKibben 257 SMART GOALS</strong></td>
<td>• Course overview &amp; Introduction</td>
</tr>
<tr>
<td>Aug 31</td>
<td><strong>Class #2 Resume Workshop – Meet in McKibben 131</strong></td>
<td>• Introduction Discussion by 11:59PM</td>
</tr>
<tr>
<td>Sep 7</td>
<td>Module 1: Evaluating Graduate Schools</td>
<td>• Submit resume to CCPD for Critique by 11:59PM</td>
</tr>
<tr>
<td>Sep 14</td>
<td>Module 2: Maximizing your Network</td>
<td>• Module #1 Discussion Due By 11:59PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graduate School Comparison Chart &amp; Analysis 11:59PM</td>
</tr>
<tr>
<td>Sept 21</td>
<td>Module 3: Feasibility Study</td>
<td>• Module #2 Discussion Due By 11:59PM</td>
</tr>
<tr>
<td>Sept 28</td>
<td>Cost-Benefit Analysis</td>
<td>• Module #3 Discussion Due By 11:59PM</td>
</tr>
<tr>
<td>Oct 5</td>
<td><strong>Class #3 LinkedIn Workshop – Meet in McKibben 131 - Handshake</strong></td>
<td>• Cost-Benefit Analysis &amp; Report Due By 11:59 PM</td>
</tr>
<tr>
<td>Oct 12</td>
<td>Module 4: Entrance Exams - Grad School, Pre-Professional School</td>
<td>• Resume Due to instructor By 11:59 PM</td>
</tr>
<tr>
<td>Oct 19</td>
<td>Personal Statements</td>
<td>• Module #4 Discussion Due By 11:59PM</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Module 5: Research Methods</td>
<td>• Career Fair/Expo Summary Due 11:59PM</td>
</tr>
<tr>
<td>Nov 2</td>
<td><strong>Class #4 Graduate Student Success Panel &amp; Dean of Graduate Studies</strong></td>
<td>• Module #5 Discussion Due By 11:59PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Handshake and LinkedIn Profile due 11:59PM</td>
</tr>
<tr>
<td>Nov 9</td>
<td>Library Resources &amp; Study Methods Mrs. Tina Oswald, Reference Librarian</td>
<td>• Final Resume Due By 11:59PM</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Module 6: Develop your Plan of Action Polishing for the Profession</td>
<td>• Graduate Student Interview Due By 11:59PM</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Thanksgiving Break - No Class</td>
<td></td>
</tr>
<tr>
<td>Nov 30</td>
<td>No Class</td>
<td>• Personal Statement Due By 11:59PM</td>
</tr>
<tr>
<td>Dec 7</td>
<td>No Class</td>
<td>Good Luck on Finals</td>
</tr>
</tbody>
</table>