Prerequisites: Senior standing or consent of Instructor

I. Course Description: 1 Semester hour. Interaction with professionals and industry executives within a structured environment and pertinent leadership information and discussion to provide for transition from the college environment to a professional career in Human Sciences.

HMSC 4100 is a 1-credit hour course. This course will contain 2 ½ hours of asynchronous online instruction each week for 6 weeks. Students in the course will have weekly readings from the content modules and will participate in a variety of activities which may include: discussions, assignments, and research. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The Conceptual Framework and the Vision, Mission and goals of the College Of Education describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. This course supports the vision, mission and core values of the College of Education which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development. This course enhances student learning in the broad area of consumer and family sciences. It is one of the foundation courses for the department and aligns with the standards of AAFCS and the mission of the Department of Human Sciences at SFASU.

Program Learning Outcomes:
1. The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences. (Philosophy Paper)
2. 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 the field of Human Sciences (Leadership in the Career Context Interview Paper).

Student Learning Outcomes:
OBJECTIVES:
Students shall have the opportunity to:
1. Recognize professional issues in the field of Human Sciences.
2. Reflect on important aspects of leadership in the Human Sciences.
3. Discuss leadership and career development in a structured interview with a professional in the chosen field.
4. Apply course material into a personalized philosophy and plan of action.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

METHOD OF INSTRUCTION:
Use of Technology may include: Desire2Learn (D2L), internet assignments/activities/research, and word processing.

1. HMSC 4100 is an online course. Information notices will be posted on the course homepage. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.
2. Course content is delivered via online class lectures and discussions, assigned readings, assignments, and questions directly relevant to the course content. **Students should check the homepage on a daily basis for notices, mail, and assignments.** Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.
3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted **otherwise the posted grade points are considered final and will not be reviewed at a later date.**

Assignments that are posted on the D2L Learning Management System are predominately saved in the Word format. Students should make arrangements to secure the “patch” that will enable them to open these documents in advance, if they do not currently have or anticipate having access to the Word software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software.

IV. Evaluation and Assessments (Grading):

**Evaluation:**

1) D2L Discussions: (PL0 1 and PL0 2)
   - Discussion #1: Personal Introduction and Identifying Current Field Challenges (25 points)

2) Leadership Papers: (PL0 1 and PL0 2)
   - List of Interview Questions (15 points)
   - Leadership in the Career Context Interview Paper (80 points)

3) Final: Philosophy Paper (100 points). (PL0 1 and PL0 2) Your philosophy paper will address your philosophy relative to academic excellence, life-long learning, collaboration, openness, integrity, and service in the field of Human Sciences. Please see the attached rubric titled Philosophy Paper for grading criteria.

4) D2L Discussion on “The 21 Indispensable Qualities of a Leader”. (210 points total) Personal reflection and insight regarding each chapter within the book.

5) Part of effective leadership also involves being connected and networking. You must create a LinkedIn account and connect to the SFA School of Human Sciences account. From there you can connect with your specific program area. (20 points)

6) HMS Office Survey and Senior Exit Survey completion in LiveText (25 points)

**Grading Scale: Total – 475 points**

- A = 426-475 Points
- B = 378-425 Points
- C = 331-377 Points
- D = 283-330 Points
- F = 0-282 Points
V. Tentative Course Outline/Calendar:
(NOTE: This syllabus is subject to change. All changes will be announced via D2L.)

**Late work will not be accepted!!!**

Due Dates are in Red

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Assignment/Due Date</th>
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| **Looking Ahead in the Human Sciences: Introduction to the Course** | 1. Discussion Assignment #1: Personal Introduction and Identifying Current Field Challenges  
*Initial posts due 7/2, 11:00 p.m. and |
| **Leadership Qualities** | 1. Questions for Leadership Interview  
*Due 7/7 (Wed), 11:00 p.m.** *(Questions must be turned in and approved by the instructor before conducting your interview!)* |
| **Leadership and Relationships** | 1. Leadership in the Career Context Interview  
*Paper due 7/19 (Monday), 11:00 p.m.* |
| **LinkedIn Connection** | 1. Connection due 7/26, 11:00pm |
| **The Philosophy Statement** | 1. Personal Philosophy Paper:  
*Due 8/2, 11:00 p.m.** *(Note that this is a Monday!!!)* |
| **The 21 Indispensable Qualities of a Leader** |  
CHARACTER – Due 7/9 by 11:00pm  
CHARISMA – Due 7/9 by 11:00pm  
COMMITMENT – Due 7/9 by 11:00pm  
COMMUNICATION – Due 7/9 by 11:00pm  
COMPETENCE – Due 7/9 by 11:00pm  
COURAGE and DISCERNMENT – Due 7/16 by 11:00pm  
FOCUS and GENEROSITY – Due 7/16 by 11:00pm  
INITIATIVE and LISTENING – Due 7/23 by 11:00pm  
PASSION and POSITIVE ATTITUDE – Due 7/23 by 11:00pm  
PROBLEM SOLVING – Due 7/23 by 11:00pm  
RELATIONSHIPS and RESPONSIBILITY – Due 7/30 by 11:00pm  
SECURITY and SELF-DISCIPLINE – Due 7/30 by 11:00pm  
SERVANTHOOD – Due 8/6 by 11:00pm  
TEACHABILITY – Due 8/6 by 11:00pm  
VISION – Due 8/6 by 11:00pm |

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


LiveText/Watermark Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
Course content is included in the course modules and supplementary articles/web sites identified within the course modules.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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.
You will also complete a survey on the School of Human Sciences office. Details to follow.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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/

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:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties 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.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: 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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

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. 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 policy 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.

SFASU 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  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
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

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.  This can be found at  

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

PROFESSIONAL STANDARDS
1. Students should prepare themselves adequately for each semester. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.

2. Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.

3. Faculty are committed to provide information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and work with field supervisors.

4. If student dissatisfaction arises, the student’s request for a private conference/phone call with the professor serves as the first step toward resolution.

The following pages contain the Grading Rubrics which will be used to grade your assignments:
HMSC 4100 Personal Philosophy Paper

**PLO # 1** - The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.

**Assessment #2** - Philosophy Paper instructions and grading rubric.

Name_______________________

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>Below Expectations 1 (0-11)</th>
<th>Meets Expectations 2 (12-17)</th>
<th>Exceeds Expectations 3 (18-20)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student states a philosophical point or quote. All information relates to the philosophy.</td>
<td>No philosophical point mentioned. Limited relevant content.</td>
<td>Explores topic with generalized relevance. Adequate explanation of content.</td>
<td>Explains detailed philosophical point and displays scope, thoroughness, and relevance.</td>
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<tr>
<td>The student makes reference to significant family/people/teachers/mentors and previous experiences in his/her life/profession/education that relate to the philosophical point.</td>
<td>Little or no reference of influence and/or experience that relates to philosophy.</td>
<td>Adequate reference of life experiences. Generally connects information to explain the topic.</td>
<td>Significant explanation of individuals and experiences that form a base to personal philosophy.</td>
<td></td>
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<tr>
<td>The student identifies personal characteristics/qualities needed to succeed in profession. The student identifies the significance of observing and utilizing ethical practices in the profession.</td>
<td>Applies little information. Combines few facts or ideas. Needs more development.</td>
<td>Adequate explanation of qualities. Generally connects information to explain the topic.</td>
<td>Significant explanation of personal qualities needed to succeed. Understands the importance of ethical practices.</td>
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<tr>
<td>The student defines important attributes of interpersonal relationships in the profession and service to others.</td>
<td>Little or no reference of professional collaboration and service to others.</td>
<td>Uses perspectives and insights to explain relationships. Reflects real life.</td>
<td>Point of view reveals meaning of topic with insight into its significance. Applies to real life.</td>
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<td>The student expresses the value of personal growth and life-long learning through opportunities of ongoing professional development within the profession.</td>
<td>Demonstrates little or no insight into personal growth opportunities or a desire for life-long learning.</td>
<td>Demonstrates adequate reference to personal/professional growth opportunities. Understands how to grow in the profession.</td>
<td>Demonstrates complex insight into personal/professional growth opportunities and has a plan for continuing education. Uses examples from class/research/career interview to support stand.</td>
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# HMSC 4100 Leadership in the Career Context Interview Paper

**PLO #2** – 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 the field of Human Sciences.

**Assessment #2** – Career Paper instructions and grading rubric.

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<thead>
<tr>
<th>ATTRIBUTE</th>
<th>Below Expectations 1 (0-11) or (0-5)</th>
<th>Meets Expectations 2 (12-17) or (6-8)</th>
<th>Exceeds Expectations 3 (18-20) or (8-10)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Communication and Professional Image (10)</td>
<td>Papers are not clear and have spelling/grammar issues. Papers are not typed or adequate in length.</td>
<td>Papers are clearly written with very few/limited grammar or spelling errors. Papers are typed, full page length and guidelines are followed with minor errors.</td>
<td>Papers are written clearly, concisely and have no grammar or typing errors. Papers are consistent with professional writing/presentations found in the field. Papers are typed in APA or ADA format with all appropriate citations.</td>
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<tr>
<td>Professional Leader Information (10)</td>
<td>The identifiable and contact information is not included.</td>
<td>The name, position, agency/organization affiliation, and full contact information (phone number and e-mail) of the person interviewed are listed, but are unclear and have some errors.</td>
<td>The name, position, agency/organization affiliation, and full contact information (phone number and e-mail) of the person interviewed are clearly listed.</td>
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<tr>
<td>Discussion of Leadership Qualities (20)</td>
<td>Includes a limited discussion of leadership qualities the professional believes are important in their particular area of work, and a limited discussion of how the qualities mentioned by the professional are similar or different from those mentioned in the text.</td>
<td>Includes an adequate discussion of leadership qualities the professional believes are important in their particular area of work, as well as a discussion of how the qualities mentioned by the professional are similar or different from those mentioned in the text.</td>
<td>Includes a rich discussion of leadership qualities the professional believes are important in their particular area of work, as well as a rich discussion of how the qualities mentioned by the professional are similar or different from those mentioned in the text.</td>
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<tr>
<td>Discussion of Leadership Quality Development (20)</td>
<td>Limited information on how leadership skills and/or qualities can be developed for someone interested in working, or currently working in the field of the professional interviewed.</td>
<td>Includes an adequate discussion of how leadership skills and/or qualities can be developed for someone interested in working, or currently working in the field of the professional interviewed.</td>
<td>Includes a rich discussion of how leadership skills and/or qualities can be developed for someone interested in working or currently working in the field of the professional interviewed.</td>
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<tr>
<td>Discussion of Job Specific Questions (20)</td>
<td>Limited discussion of at least three questions regarding points of personal interest related to the work of the interviewed</td>
<td>Includes an adequate discussion of at least three questions regarding points of personal interest related to the work of the interviewed</td>
<td>Includes a rich discussion of at least three questions regarding points of personal interest related to the work of the interviewed professional.</td>
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