I. Course Description
This course will encompass the study of professional leadership philosophy through the study of leadership theory in relation to practices within human sciences. The student will develop a comprehensive understanding of one’s self as a leader through critical reflective thought in bridging personal and professional development. The topics covered in this course related to professional leadership functions are life skills development, business protocol and etiquette, and professional development.

II. Intended Learning Outcomes, Goals and Objectives
The conceptual framework and the vision, mission, and goals of the James I. Perkins 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 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.

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 the field of Human Science.
- 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.
The student will demonstrate competence in his/her specific discipline using oral and written forms.

b. **Student Learning Outcomes**
Upon successful completion of this course, the student will:
- Clarify the distinctions between leadership philosophies in relation to professional practice.
- Analyze leadership theories in identifying best practices to promote success.
- Develop individual professional goals and a leadership mission statement in investigating one's leadership growth.
- Grow strategies for assuming leadership roles through work, organizations, and community service.
- Analyze ethical codes and behaviors that impact leaders in professions and professional organizations.
- Develop written communication skills through the development of professional documents, such as a resume and cover letter.

III. **Course Readings and Instructional Strategies**

a. **Required Textbook**
There is *no required textbook* for this course. All readings will be provided to the student from the instructor through the D2L system.

b. **D2L**
This course is entirely online and will be coordinated through the D2L platform. It is imperative that you check D2L multiple times throughout the week to stay informed with any course updates. Additionally, students should check their grade points in 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: D2L technical support (936) 468-1919; General computer support (936) 468-4357. Please note the 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 by the Instructor to monitor writing originality and plagiarism.

All assignments **must** be submitted through the online course in a Microsoft Word format. Additionally, all module assignments, quizzes, and exams will have an 11:30 PM deadline on the specified date. You will not have access to complete a module assignment, quiz, or exam after that time. **This means no late work will be accepted!!!**

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. **Discussions**  
70 points  
Throughout the course the student will engage in seven 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 each.

b. **Case Studies**  
40 points  
Periodically, each student will be required to read a case study and answer questions regarding the case in relation to the material learned through the course. There will be four case studies throughout the semester, and each case study will be worth ten points.

c. **Quizzes**  
70 points  
The student will complete a quiz at the end of each module in order to show understanding of the material for that week. There will be seven quizzes worth ten points each throughout the semester.

d. **Leadership Profiles**  
100 points  
Each student will complete a leadership timeline at the beginning of the course outlining their current experiences and responsibilities that have helped shape their understanding of leadership. At the end of the course, each student will submit a leadership profile to D2L providing in depth insight to their views relating to leadership theories and styles now that they have completed the course. These are two separate submissions and will be worth 50 points each.

e. **Puzzle of Motivation**  
20 points  
The student will watch a video discussing motivation and how traditional rewards used by managers and leaders are not always as effective as they think. After watching the video, the student will write a short summative response of the video and how the information can be used in leading others.

f. **Resume and Cover letter**  
100 points  
As part of developing into a professional leader, each student will submit a resume and cover letter through a Jobs4Jacks powered by Handshake account to be critiqued by the Center for Career and Professional Development. The resume and cover letter submission are worth 50 points each.

g. **Exams**  
200 points  
There will be two exams given throughout the semester that will cover the material in the modules and textbook. They are designed to gauge your progress toward mastering the assigned material. Exams are to be taken during the assigned time frame. There are no make-up exams. Therefore, if a student misses the exam, the student will accept a 0 for that exam.

h. **Grading Criteria**  
There is a total of 600 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.
Grade | Points | Average
--- | --- | ---
A | 600-540 | 100-90%
B | 539-480 | 89-80%
C | 479-420 | 79-70%
D | 419-360 | 69-60%
F | 359-0 | Below 60%

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!
<table>
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<tr>
<th>Weeks</th>
<th>Assignments</th>
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| October 23-29 *2 MODULES* | **Introduction Module**  
  • Who are you? discussion  
  • Leadership Timeline  
  **Module 1: Leadership Preferences**  
  • Myers-Briggs Code discussion  
  • Case Study: The Politically Correct Candidate  
  • Quiz 1 |
| Oct. 30 – Nov. 5      | **Module 2: Foundations of Leadership**  
  • Everyday Leadership discussion  
  • Case Study: New Directions  
  • Quiz 2  
  **Module 3: Leadership Theories**  
  • Trait Theory discussion  
  • Quiz 3 |
| November 6-12         | **Module 4: Communication, Change, & Motivation**  
  • How well do you listen discussion  
  • Case Study: Staffing a Planning Committee  
  • The Puzzle of Motivation paper  
  • Quiz 4  
  **Midterm Exam: Covers Modules 1-4** |
| November 13-19        | **Module 5: Corporate Culture & Ethics**  
  • Ethics discussion  
  • Case Study: Which Side Are You On?  
  • Quiz 5 |
| November 20-24        | **Thanksgiving Break** |
| Nov. 27- Dec. 3       | **Module 6: Professionalism & Self-presentation**  
  • Seven Work Since discussion  
  • Quiz 6 |
| December 4-10         | **Module 7: Career Preparation**  
  • Resume submission  
  • Cover Letter submission  
  • Quiz 7 |
| December 11-15        | **Module 8: Leadership & Final Exam Review**  
  • Leadership Profile  
  • Review open modules for final exam |
| December 14-15        | **Final Exam: Comprehensive exam covering Modules 1-7** |