Course Description

This course is designed as a companion-learning course to educate and prepare students for graduate school, professional school, or employment opportunities. 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 opportunities. Specifically, this course supports the development of your ability to:
  - Research graduate school programs, application requirements, curriculum, and competitiveness.
  - Create a cost-benefit analysis, and calculate ROI (return on investment) for graduate school programs by weighing the costs of the 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 zoom 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 & and experiences related to pursuing a graduate/professional degree. Class attendance is required and group participation is required.

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 a 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 (50 points)

Students will research two potential graduate schools of their interest. After completing the comparison chart, students will critically analyze and reflect on the two graduate schools researched to further identify the best fit for the future. The reflection will be submitted with the comparison chart as a two-page analysis, explaining the Cost-Benefit Analysis of Grad School and the Return on Investment (ROI). Each student will complete a cost-benefit analysis worksheet and calculate ROI (return on investment) for graduate school programs by weighing the costs of the program versus income and expected postgraduate income (without going to graduate school).

- APA format (this includes a cover page)
- 2 pages, double spaced
- 1 inch margins
- 12 point Times New Roman font

d. Job Description to a Cover Letter Assignment (130 points)

Each student will research a job description that aligns with their career choice and will be asked to write a one-page cover letter to apply for the position. Students will take items, tasks, and duties from the job description and apply their skills to the cover letter on why they are qualified for the position.

- APA format (this includes a cover page)
- 1 page, *single* spaced
- 1 inch margins
- 12 point Times New Roman font

e. Graduate Student Interview or Employer Interview (150 points)

Creating and 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)
- 2 pages, double spaced
- 1 inch margins
- 12 point Times New Roman font

f. Personal Statement (120 points)

When applying to graduate school, you will be required to exhibit your writing skills within an essay called a professional philosophy statement. A professional philosophy 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 Resume (50 points)

Students will work on several assignments designed to prepare them for a career after college. These assignments will include creating and revising a resume, submitting it through CCPD (20), and submitting a final copy to the professor (30).

h. Attend Career Fair and Summarize (50 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.

<table>
<thead>
<tr>
<th>Grade Points Average</th>
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<tbody>
<tr>
<td>A 1000-900 100-90%</td>
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<tr>
<td>B 899-800 89-80%</td>
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<tr>
<td>C 799-700 79-70%</td>
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<tr>
<td>D 699-600 69-60%</td>
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<tr>
<td>F 599-0 Below 60%</td>
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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.

General Student Policies

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
I. Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

II. 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

III. Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:

The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”

Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry • Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008

thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
# Fall 2023 Tentative Calendar: SFAS 2150 Graduate Practicum

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules &amp; Meetings</th>
<th>Topics &amp; Assignments (DUE at 11:59pm CST)</th>
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<tbody>
<tr>
<td>Aug 29</td>
<td>Class #1 – Course Overview and Smart Goals FERG 374 @ 4PM</td>
<td>• Introductions</td>
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<tr>
<td>Sept 5</td>
<td>Module 1: Elevator Pitch</td>
<td>• Be sure to submit your resume to CCPD on handshake ASAP.</td>
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<td>Sep 12</td>
<td>Module 2: Evaluating Graduate Schools Cost-Benefit Analysis</td>
<td>• Module #1 Discussion Due By 11:59PM</td>
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<td>Sep 19</td>
<td>Class #2 – Personal Statements Meet in FERG @ 4PM</td>
<td>• Module #2 Discussion Due By 11:59PM</td>
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<td>Sept 26</td>
<td>Module 3: Maximizing your Network</td>
<td>• Graduate School Comparison Chart &amp; Analysis Due By 11:59PM</td>
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<td>Oct 3</td>
<td>Class #3 – CCPD Workshop – Personal Branding Meet in FERG @ 4PM</td>
<td>• Module #3 Discussion Due By 11:59PM</td>
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<td>Oct 10</td>
<td>Resume Writing</td>
<td>• Submit screenshot of CCPD for Critique by 11:59PM</td>
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<td>Oct 17</td>
<td>Module 4: Entrance Exams – Grad School and Pre-Professional School</td>
<td>• Personal Statement Due By 11:59PM</td>
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<td>Oct 24</td>
<td>Professional Documents: What’s the Difference?</td>
<td>• Module #4 Discussion Due By 11:59PM</td>
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<td>Oct 31</td>
<td>Online presence and professionalism</td>
<td>• Career Fair Summary Due by 11:59PM</td>
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<tr>
<td>Nov 7</td>
<td>Module 5: Research Methods and Developing Your timeline</td>
<td>• Final Resume Due to Instructor Due By 11:59PM</td>
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<tr>
<td>Nov 14</td>
<td>CCPD Workshop – COVER LETTER Class #4 MEET IN FERG @ 4PM</td>
<td>• Module #5 Discussion Due By 11:59PM • Graduate Student or Employer Interview Due By 11:59PM</td>
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<tr>
<td>Nov 21</td>
<td>Thanksgiving Break - No Class</td>
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<tr>
<td>Nov 28</td>
<td>Library Resources &amp; Study Methods</td>
<td>• Cover Letter Assignment Due By 11:59PM</td>
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<td>Dec 5</td>
<td>Applying your skills and polishing for the Profession</td>
<td>• Good Luck on Finals</td>
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<td><strong>Finals Week – No Class</strong></td>
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