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 oneself 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.

HMSC 3300 is a 3-credit hour course. This course will be taught 100% online for 5 weeks utilizing the D2L delivery platform and a 2 hour final exam at the end of week 5. Students will have Discussion Board and Dropbox assignments for each chapter each week, 8 quizzes and a final exam, plus a major research paper. The online course instruction of 8 hours each week will include D2L module lectures, weekly assignments, and test preparation. Students will be expected to spend 2 hours of outside preparation for every 1 hour of instruction.

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:
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.

**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 Assignments, Activities, Instructional Strategies, use of Technology:**

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.

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):
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.

<table>
<thead>
<tr>
<th>Grade Points Average</th>
<th>A  600-540</th>
<th>100-90%</th>
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<tbody>
<tr>
<td>B  539-480</td>
<td>89-80%</td>
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<tr>
<td>C  479-420</td>
<td>79-70%</td>
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<tr>
<td>D  419-360</td>
<td>69-60%</td>
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<tr>
<td>F  359-0</td>
<td>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. Tentative Course Outline/Calendar:
(NOTE: This syllabus is subject to change. All changes will be announced via D2L.)

*Late work will not be accepted!!!*

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignment/Due Date</th>
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<tbody>
<tr>
<td>July 3-9</td>
<td><strong>Introduction Module</strong></td>
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<td>• Who are you discussion</td>
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<td>• Leadership Timeline</td>
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<td>July 10-16</td>
<td><strong>Module 1: Leadership Preferences</strong></td>
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<td>• Myers-Briggs Code discussion</td>
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<td>• Case Study: The Politically Correct Candidate</td>
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<td>• Quiz 1</td>
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<td><strong>Module 2: Foundations of Leadership</strong></td>
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<td>• Everyday Leadership discussion</td>
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<td>• Case Study: New Directions</td>
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<td>• Quiz 2</td>
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<td>July 17-23</td>
<td><strong>Module 3: Leadership Theories</strong></td>
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<td>• Trait Theory discussion</td>
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<td>• Quiz 3</td>
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<td><strong>Module 4: Communication, Change, &amp; Motivation</strong></td>
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<td>• How well do you listen discussion</td>
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<td>• Case Study: Staffing a Planning Committee</td>
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<td></td>
<td>• The Puzzle of Motivation paper</td>
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<td>• Quiz 4</td>
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<td><strong>Midterm Exam: Covers Modules 1-4</strong></td>
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<td>July 24-30</td>
<td><strong>Module 5: Corporate Culture &amp; Ethics</strong></td>
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<td>• Ethics discussion</td>
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<td>• Case Study: Which Side Are You On?</td>
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<td>• Quiz 5</td>
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<td><strong>Module 6: Professionalism &amp; Self-presentation</strong></td>
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<td>• Seven Work Since discussion</td>
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<td>• Quiz 6</td>
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<td>July 31-Aug 4</td>
<td><strong>Module 7: Career Preparation</strong></td>
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<td>• Resume submission</td>
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<td>• Cover Letter submission</td>
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<td>• Quiz 7</td>
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<td><strong>Module 8: Leadership &amp; Final Exam Review</strong></td>
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<td></td>
<td>• Leadership Profile</td>
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<td></td>
<td>• Review open modules for final exam</td>
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<tr>
<td>Aug 4</td>
<td><strong>Final Exam covering Modules 1-7</strong></td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

There is no required textbook for this course. All readings will be provided to the student through the D2L system.

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) 4684357. Please note the D2L technical support is not available on weekends.

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.

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/](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**

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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 Early Alert Program at SFA.

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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
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 behavior.
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.


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.