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 in this course related to professional leadership functions are life skills development, business protocol and etiquette, and professional development.

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

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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 the 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 to prepare competent, successful, caring, and enthusiastic professional dedicated to responsible service, leadership, and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaborative and shared decision-making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

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 Sciences.
- 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:

This course is entirely online and will be coordinated through Brightspace by D2L. It is imperative that you check Brightspace multiple times throughout the week to stay informed with any course updates. Additionally, students should check their grade points in Brightspace 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 later.

If you ever experience technical difficulties, please use the contact information listed here: Brightspace technical support (936) 468-1919; General computer support (936) 468-4357. Please note the Brightspace support is not available on the weekends.

IV. Evaluation and Assessments (Grading):

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 the 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 assignments, quizzes, and exams will have an 11:30 PM deadline on the specified date. You will not have access to complete an assignment, quiz, or exam after that time.

- **Discussions** 50 points
  Throughout the course the student will engage in seven graded online discussions 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 25 points.

- **Case Studies** 50 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 two case studies throughout the semester, and each case study will be worth 25 points.
c. Leadership Profiles  
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 semester, each student will submit a leadership profile 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.

d. Center for Career and Professional Development Assignments  
Each student will submit a document (resume) to be critiqued by the University Center for Career and Professional Development (CCPD) office. Students will provide a sample of this document in the Dropbox, but credit will be given for the submission to CCPD. Each student will also be asked to create a Handshake profile through CCPD. Proof of this profile will need to be submitted to Dropbox to receive credit. Each of these activities is worth 50 points.

e. Puzzle of Motivation  
Each student will watch the YouTube video “Puzzle of Motivation”. They will then develop a minimum of a two-page, double-spaced summary highlighting what their thoughts are relating to the research findings and how they could utilize this ideology within their own leadership practice.

Grading Criteria
There is a total of 350 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</th>
<th>POINTS</th>
<th>AVERAGE</th>
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<tbody>
<tr>
<td>A</td>
<td>350 – 315</td>
<td>100 – 90%</td>
</tr>
<tr>
<td>B</td>
<td>314 – 280</td>
<td>89 – 80%</td>
</tr>
<tr>
<td>C</td>
<td>279 – 245</td>
<td>79 – 70%</td>
</tr>
<tr>
<td>D</td>
<td>244 – 210</td>
<td>69 – 60%</td>
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<tr>
<td>F</td>
<td>209 – below</td>
<td>Below 60%</td>
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V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>MODULE</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Getting Started Module</td>
<td>• Review course syllabus</td>
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<tr>
<td>January 18 – January 21</td>
<td></td>
<td>• Review tentative schedule</td>
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<tr>
<td>WEEKS 2-4</td>
<td>Introduction Module</td>
<td>• Discussion: Who are you? Due 2/11 @ 11:30 pm</td>
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<tr>
<td>January 22 – February 11</td>
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<td>• Leadership Timeline due 2/11 @ 11:30 pm</td>
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<tr>
<td>WEEKS 5-7</td>
<td>Module 1: Foundations of Leadership</td>
<td>• Case Study: New Directions due 3/4 @ 11:30 pm</td>
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<td>February 12 – March 3</td>
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<tr>
<td>WEEKS 8-10</td>
<td>Module 2: Communication, Change &amp; Motivation</td>
<td>• Discussion: Listening Skills due 3/24 @ 11:30 pm</td>
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<tr>
<td>March 4 – March 24</td>
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<td></td>
<td><strong>SPRING BREAK 3/11 – 3/15</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 from the instructor through the D2L system.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for
institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
Withheld Grades Semester Grades Policy (HOP policy 02-206)

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/docs/hops/02-206.pdf.

- **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/.

- **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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)**

**IX: Resources**

**On-campus Resources:**
- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  www.sfasu.edu/deanofstudents
  936.468.7249
dos@sfasu.edu
- **SFASU Counseling Services** • www.sfasu.edu/counselingservices
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
- **SFASU Human Services Counseling Clinic** • www.sfasu.edu/humanservices/139.asp
  Human Services Room 202 • 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
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

X: Other Relevant Course Information:

University Policies and Information---This class will adhere to all applicable university policies. Students should read and be familiar with these policies, found in the course syllabus and on the SFASU website.

Course Participation and Communication---Attendance and logging into Brightspace regularly is critical for success in a face-to-face, hybrid, or online course. Students are expected to come to class to participate in discussions and presentations. Likewise, students are expected to login to Brightspace to receive course announcements and email, retrieve posted documents, and check course grades. All assignments must be submitted as directed in the course syllabus, whether during class (F2F) or in the Brightspace Dropbox. Please do not wait until the last minute to ask questions about assignments that are due…emailing the instructor questions at the last minute could result in questions being unanswered and a missed deadline or poor grade.

My communication with you will likely be done almost entirely via Brightspace. I prefer that all course-related email be sent via the Brightspace Email tool. (Please note that Brightspace mail is NOT your @jacks.sfasu.edu account; Brightspace mail is contained within Brightspace.) My goal is not to let the online delivery medium isolate us from each other; on the contrary, I want it to work for us. Timely replies are essential to that goal. My policy is that an email received between Monday morning and Friday at noon will receive a reply within 24 hours (and often much sooner). Emails sent between Friday at noon and Sunday night will receive replies on the first weekday after they are received (i.e. if you send an email on Friday at 11 p.m., it might be Monday before you get an answer).

When communicating to the class as a whole, I will use the News/Announcements feature in Brightspace. If I need to contact a student individually, I will send a message via Brightspace email. Students are highly encouraged to setup email and announcement notifications to ensure communications are not missed.

Assignments---To receive points for an assignment, it must be submitted as instructed, through the D2L Dropbox or in class. To receive credit, any work must have the student’s name prominently displayed. Any work submitted to the instructor for grading must be neat and professionally done, whether instructed to complete it by hand or digitally. Late work will automatically be penalized 5 points, even if it is only minutes late. It is your responsibility to submit your assignments on time...you are allowed ample time to complete them. Missing work submitted more than one week after its original due date or during dead week will only be eligible for half credit. Absolutely no student work will be accepted after the last scheduled meeting time. In other words, no work may be submitted during finals week.