Instructor: Dr. Gina Fe G. Causin  
Office: 106A HMSN  
Credits: 3 credit hours  
Office Hours: Wednesdays; 11:00 am – 12:00 pm via Zoom (Zoom link available in Getting Started)  
Other Contact Information: (936) 468-4502 (main office)  

Prerequisites: None

I. Course Description: (brief paragraph)
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.

PCOE Vision
The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.

PCOE Mission
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:
- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.

Core Values
In the Perkins College of Education, we value and are committed to:
- academic excellence through critical, reflective and creative thinking
- life-long learning
- collaboration and shared decision-making
• openness to new ideas and innovation and change
• integrity, responsibility, diligence and ethical behavior
• and 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.

Generative AI Tools in Coursework

Open Use Guidelines: Embrace and encourage AI use in assignments, with the requirement that students disclose any AI assistance.
AI Policy: Permitted in this Course with Attribution
In this course, students are encouraged to use Generative AI Tools like ChatGPT to support their work. To maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it, including in-text citations, quotations, and references.
A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment] (https://provost.utk.edu/emergence-of-ai-tools-in-higher-education/suggested-syllabus-statements/).”

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.

a. 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.

b. 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 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 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 100 points
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 50 points
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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>F</td>
<td>209 – below</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

There are enough assignment and exam points to GREATLY impact your grade. The grade you receive is the grade you will have earned. This is a university course and will be graded as such.

NOTE:
Since this is a college-level course, it is assumed that you are to write in the professional manner with correct grammar, sentence usage and spelling. For every paper/project that you submit, points will be deducted for any violations. Tutors are available for assistance through academic Assistance and Resource Center (AARC) located in the Steen Library.

Netiquette: All work, including emails, assignments, and discussion boards must abide by “netiquette” rules. Professional and appropriate language, grammar, spelling and syntax must be used in all communications. Be respectful to your classmates and professor. Do not use “IM-style” writing at ANYTIME. Grades will reflect your level of professionalism.

ALL e-mails must contain grammar, spelling, and sentence structure. No ALL CAPS, run-on sentences, texting-type or IM-type of writing will be accepted. Improper e-mails will be returned, unanswered. This is a university-level course and students must use professional emails in preparation for future management positions.

Guidelines for Evaluating Students in the Hospitality Administration Program

What is an “A” Student?
- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information on own before asking questions of staff
- Contributes meaningfully to the faculty
- ACTS enthusiastic, even if he/she does not feel that way at the time
- Is open to criticism without getting defensive
- Does not like a “know it all”
- Displays maturity
• Is proactive – does not wait to be told to do everything; takes care of things before they become problems.
• Has good verbal and written communication skills
• Is willing to risk failure in order to learn something new
• Displays common sense
• Has strong “people skills”
• Is flexible
• Stays until the job is done – is NOT a “clock watcher”

Every student should not expect an “A”! It is the people who display the above characteristics, AS WELL AS HAVING SOUND TECHNICAL ABILITY AND THE THEORETICAL KNOWLEDGE who receives the “excellent” grade.
A grade of “B” or “C” should not be perceived as failure.
A grade of “B” means “good” and a grade of “C” means “average”. Not everyone is an “outstanding” student.
A grade of “D” or “F” is appropriate when a student does not perform, does not know basic information or display basic skills, or if a student has a “real” attitude problem.

V. Tentative Course Outline/Calendar: (This course schedule is subject to change with the discretion of the professor.)
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Textbook:**
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:

It is a must that students complete the course evaluations as scheduled by the university. Dr. Causin will give 5 bonus points for the student who will complete the course evaluation. 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:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. 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](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**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.
  www.sfasu.edu/thehub | 936.468.4008 | thehub@sfasu.edu
  - 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

- **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