I. Course Description:
Professional leadership functions, life skill development, business protocol and etiquette, and professional development for working in human sciences professions. This course has a PLO assessment.

II. Intended Learning Outcomes/Goals/Objectives:
This course addresses the Unit Mission statement: The Mission of the School of Human Sciences is to prepare high quality professionals to seek and apply knowledge in Human Sciences for the benefit of individuals, families, and communities in a global environment. The course includes information addressed by the Texas Teacher Certification Standard I for Family and Consumer Sciences Teacher Certification.

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.

Program Learning Outcomes:
This course supports the School of Human Sciences Program Learning Outcomes (PLOs) listed below:

1. The student will indicate the professional dispositions relative to the field

Student Learning Outcomes:
After successful completion of this class, the student will be able to:

1. Clarify the distinctions between a leader in professional and service organizations
2. Develop strategies for assuming leadership roles through work, organizations, and community service
3. Analyze communication skills that impact success
4. Review the relationship of business etiquette and protocol success
5. Analyze ethical codes and behaviors that impact leaders in professions and professional organizations
6. Analyze personal leadership styles that promote success in professional life
7. Develop written communication skills by preparing a cover letter, resume, follow-up letter, email messages, facsimiles, memos, and agendas
8. Apply technology to develop professional career advancement materials to use in presentation of a portfolio
9. Identify the corporate culture as it relates to your profession
10. Develop individual professional goals and mission statement and investigate how to grow professionally
11. Describe the role of a professional as a specialist or generalist
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. Assignments (total of 220 pts)
   - Resume Assignment 100 pts
   - Resume (50pts)
   - Letter of Application/Follow-up Letter (50pts)
   - Disposition Survey (PLO in LiveText) 50 pts
   - Interview Activity 50 pts
   - Budgeting Assignment 25 pts
   - Financial Video Summaries (3@10) 30 pts

2. Module Quizzes (total of 100 pts)
   - Professionalism Quiz 25 pts
   - Leadership, Ethics, & Corporate Culture Quiz 25 pts
   - Resume and Interview Quiz 25 pts
   - Public Policy, Financial & Personal Management Quiz 25 pts

3. Final Exam
   - Cumulative 100 pts

Total Possible Points 450 pts

Bonus Points (2 financial video summaries @ 10) 20 pts

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A – F). Final grade will be determined from total required points for the course.

<table>
<thead>
<tr>
<th>Grade Percentage:</th>
<th>Point Spread:</th>
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<tbody>
<tr>
<td>A – 90% and above</td>
<td>A - 405 – 450</td>
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<tr>
<td>B – 89 – 80%</td>
<td>B - 360 – 404</td>
</tr>
<tr>
<td>C – 79 – 70%</td>
<td>C - 315 – 359</td>
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<tr>
<td>D – 69 – 60%</td>
<td>D - 270 – 314</td>
</tr>
<tr>
<td>F – 59% and below</td>
<td>F - 0 – 269</td>
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Students are responsible for all course assignments and notices posted on the homepage and all messages sent to students via D2L mail. **Correct use of spelling and grammar, and 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.**

The Disposition Survey must be submitted to LiveText. **Failure to complete the survey in LiveText will result in a ZERO for the assignment. This assignment is to be completed during the 1st 2 weeks of the semester.**

Performance Evaluation

Completing an assignment does not automatically merit a grade of A. Average work will receive a grade of C. To receive a grade of B or A, student must go above and beyond basic requirements of the assignment.

- **A (Excellent)** Student's work is of exceptional quality, and the solutions show depth of understanding of the project requirements. Project is fully developed and presented well both orally and graphically. The full potential of the problem has been realized and demonstrated. An "A" indicates work that is exceptional, out of the ordinary, and above and beyond what was required for the project. Hard work does not always yield this grade. Several "all-nighters" does not always yield this grade.

- **B (Good)** Student's work shows above average understanding and clear potential. All project requirements are fulfilled or exceeded and clearly and concisely presented. Being in class every day does not always yield this grade.

- **C (Fair)** Student's work meets minimum objectives of course and solves major project requirements. Work shows normal understanding and effort. Quality of project, as well as the development of knowledge and skills is average. A "C" means you have done everything that was expected; you came to class, worked very hard, and generated a response to the problem that was average and acceptable. It does not mean you have failed. Completing a project and working hard does not guarantee satisfactory results.
D (Poor)  Student's work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project or performance as well as development and skills are below average.

F (Failure)  Student's work is unresolved, incomplete, and/or unclear. Minimum course objectives or project requirements are not met, and student's work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. Merely completing a project does not mean it earns at least a passing grade.

Students should check their grade points at least once a week in the D2L course system. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

V. Tentative Course Outline
(This syllabus is subject to change. All changes will be announced on the homepage or through D2L email. It is your responsibility to note them). Assignment due dates are in purple. Do not wait until the deadline to submit your assignment.

All assignments and quizzes have an 11:30 pm deadline on the specified date. Please make sure to look at these dates located in D2L. You will not have access to the dropbox or quizzes after that time.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started &amp; Welcome</td>
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<tr>
<td>Mar 10 – Mar 11</td>
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| Week 2     | *Spring Break*  
Module 1: Professionalism and Life Skills | Disposition Survey (LIVETEXT)  
03/10 – 03/20 |
| Mar 14 – Mar 18 |                                               |                                               |
| Week 3     | Module 1: Professionalism and Life Skills    | Professionalism Quiz  
03/21 – 03/27 |
| Mar 21 – Mar 25 |                                               |                                               |
| Week 4     | Module 2: Leadership, Ethics and Corporate Culture | Leadership, Ethics & Corporate Quiz  
04/04 – 04/10 |
| Mar 28 – Apr 01 |                                               |                                               |
| Week 5     | Module 2: Leadership, Ethics and Corporate Culture | Resume Assignment  
04/11 – 05/01 |
| Apr 04 – Apr 08 |                                               |                                               |
| Week 6     | Module 3: Public Policy and Communication in the Workplace | Public Policy & Interview Quiz  
04/11 – 04/24 |
| Apr 11 – Apr 15 |                                               |                                               |
| Week 7     | Module 3: Public Policy and Communication in the Workplace | Interview Assignment  
04/11 – 04/24 |
| Apr 18 – Apr 22 |                                               |                                               |
| Week 8     | Module 4 – Financial & Personal Management- Mastering the Basics  
Ch. 1 – Savings  
Ch. 2 - Budgets | Ch. 1 - Savings Summary  
04/25 – 05/01  
Ch. 2 – Budget Summary  
04/25 – 05/01 |
| Apr 25 – Apr 29 |                                               |                                               |
| Week 9     | Module 4- Financial & Personal Management  
Ch. 3 – Debt  
Ch. 4 – College Student Essentials  
Ch. 5 – Family, Friends & Philanthropy | Ch. 3 - Debt Summary  
04/25 – 05/08  
Budget Assignment  
04/25 – 05/08  
Financial & Personal Mgmt. Quiz  
04/25 – 05/08 |
| May 02 – May 06 |                                               |                                               |
| May 09 – May 13 | Final Exam | Opens May 09 at 8:00 am  
Closes on May 11 at 11:30 pm |

VI. Readings (required and recommended):
ISBN: 978-1-4380-0147-0

Ramsey, D. Foundations in Personal Finance. College Edition. (do not buy a used copy because the access code to the assigned videos will be invalid)

Required: LiveText account
This course collects assessments for students who are Perkins College of Education majors (undergraduate,
graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

The Disposition Survey assignment is identified as a Planned Learning Outcome (PLO) used for assessment of the School of Human. LiveText is required to receive credit for these assignments. This assignment is to be completed in LiveText if you are a student in the College of Education. Failure to submit/complete the assignment in LiveText will result in a “0” for the assignment.

The survey can be found under the forms tab within LiveText.

VII. Course Evaluations:

Near the conclusion of each semester, students in the James I. Perkins 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;
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 James I. 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 will not be available to the instructor until after final grades are posted.

Students who complete the online evaluation will earn 3 bonus points.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

1. 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 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.

2. 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, 469-3004 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/.

3. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**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; and/or;
- 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; and/or,
- 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).

4. **Withheld Grades: 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.

5. **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 https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

6. **LiveText:**
LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments. The Disposition Survey assignment must be submitted to Livetext. Failure to submit the Disposition Survey into LiveText will result in a **ZERO** for the assignment.
IX. Other Relevant Course Information:

1. Attendance is critical in this course for success. Students are expected to log-in on a regular basis and to participate in discussions. Any student having a PLANNED ABSENCE for an SFA University function MUST NOTIFY the professor IN WRITING (e-mail) prior to the absence. This note may be accompanied by an official, signed SFA memo stating the necessity of the absence. Notes not accompanied by such a memo will be verified on the web page for the Registrar’s Office that documents the absence of students for University-related functions. It is the responsibility of the student to make arrangements for missed time before the absence occurs. Please contact your professor through the email system provided in this course.

All assignments must be submitted through the online course. Assignments must be submitted in Microsoft Word format! You will be notified when grades are posted; if an error occurs in posting your grade you will have one week to notify the instructor. It is your responsibility to monitor your grades.

Class participation: Class participation is extremely important. You must log in on a regular basis and complete the activities prior to the due date. Do not wait until the deadline to submit an assignment. If you do, this action will result in your assignment showing as MISSED and will result in a Zero for the assignment.

Once a module closes it will not be reopened at a later date. For testing purposes, it is suggested that you print or save all documents located in the modules. Please note: modules will not be reopened!

Class Correspondence: It is your responsibility to check your emails on a regular basis. It is highly suggested that you check your emails on a daily basis. If changes in due dates, assignments, or the grading scale occur you will be notified through your D2L email account.

If you have a question regarding an assignment, please email the instructor in a timely fashion. Do not wait until two days before (or after) the due date to ask a question. Any emails sent after 12:00 pm on Friday may not be answered until the following Monday. It is your responsibility to make sure that questions arrive in a timely manner.

2. Students must read and adhere to the policies of the course syllabus. The syllabus states objectives, requirements, supplies, and grading criteria for each course.

3. If you are ever experiencing technical difficulties, please use the contact information listed below:
   - For D2L technical support, contact student support in the Center for Teaching and Learning (CTL) at ctls@sfasu.edu or 936-468-1919. Note that the CTL support staff is not available on weekends. If you call after regular business hours or on a weekend, you may leave a voicemail.
   - For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

Disclaimer: This syllabus represents 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. Your feedback is greatly appreciated to aid in the development of this class for future.

Self-discipline is a requirement for students in an online course. An online course is NOT easier than a face-to-face course and may actually require more time than a traditional classroom experience. Students in an online class are expected to have the maturity and self-discipline to do well. Please contact the professor early if you have any personal issues that affect your participation. Please email through this course only for a faster reply at all times. DO NOT wait until the last minute to do an assignment and then report that you have computer problems. The grade you receive is the grade you earned!
Dispositions are patterns of behavior and attitudes. Becoming a successful student is a process which leads to professionalism in your chosen field. Students pursuing a college degree are expected to acquire dispositions consistent with the characteristics of a professional. The faculty of SFASU’s College of Education has identified six values that lead to successful patterns of behavior and attitudes:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and

### Self Assessment

Please circle the number that most closely evaluates your current disposition.

3 = strongly agree 2 = agree 1 = disagree 0 = don’t know

#### Academic excellence through critical, reflective, and creative thinking

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<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>3 2 1 0</td>
<td>I value critical thinking and self-directed learning as habits of mind.</td>
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<tr>
<td>3 2 1 0</td>
<td>I realize that subject matter knowledge is complex and ever evolving and I try to keep abreast of new ideas and understanding in my field.</td>
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<tr>
<td>3 2 1 0</td>
<td>I participate in professional organizations.</td>
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<tr>
<td>3 2 1 0</td>
<td>I think critically about information and raise relevant questions.</td>
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#### Life-long Learning

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<tr>
<td>3 2 1 0</td>
<td>I demonstrate commitment to continuous learning about subject matter knowledge and knowledge of my field.</td>
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<tr>
<td>3 2 1 0</td>
<td>I seek out professional literature and interactions to support professional development.</td>
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#### Collaboration and shared decision-making

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<td>1</td>
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<tr>
<td>3 2 1 0</td>
<td>I am willing to consult with others in order to learn.</td>
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<tr>
<td>3 2 1 0</td>
<td>I listen and respond to others, and give and receive help from others.</td>
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<tr>
<td>3 2 1 0</td>
<td>I encourage group collaboration, problem-solving, and decision-making while respecting divergent opinions.</td>
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<tr>
<td>3 2 1 0</td>
<td>I recognize the impact of nonverbal communication.</td>
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<tr>
<td>3 2 1 0</td>
<td>I make others feel valued for their potential as people.</td>
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<tr>
<td>3 2 1 0</td>
<td>I share relevant questions and ideas in small and large group discussions on a regular basis without dominating the conversation.</td>
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#### Openness to new ideas, to culturally diverse people, and to innovation and change

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<tr>
<td>3 2 1 0</td>
<td>I tolerate ambiguity and discord when new ideas are initiated.</td>
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<tr>
<td>3 2 1 0</td>
<td>I demonstrate eagerness to try the “new” even if it is difficult.</td>
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<td>3 2 1 0</td>
<td>I appreciate and value human diversity in word and actions toward others (classmates, University agents, teachers and students in field experiences, community members).</td>
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<tr>
<td>3 2 1 0</td>
<td>I respect variety in people (talents, perspectives, backgrounds, cultures, and interests).</td>
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Becoming a professional involves learning the dispositions which lead to success in your discipline, comparing one’s dispositions to expected attitudes and behaviors, practicing the behaviors, and changing behaviors and attitudes in response to self analysis and constructive criticism.*

**THIS IS NOT A GRADED ASSIGNMENT. PLEASE BE VERY HONEST.**

*CONCEPT from the University of Indianapolis, Department of Teacher Education