I. Course Description: 1 Semester hour. Interaction with professionals and industry executives within a structured environment and pertinent leadership information and discussion to provide for transition from the college environment to a professional career in Human Sciences.

2 Critical Assignments: LiveText required

PLO 1 – Dispositions: The student will display the professional dispositions (Academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences. Assessment #2 – Philosophy paper

PLO 2 – Professional Behavior: 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. Assessment #2 – Career Path Paper

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:

1. The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences. (Philosophy Paper) MUST BE SUBMITTED IN LIVETEXT AND D2L!

2. 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 (Leadership in the Career Context Interview Paper). MUST BE SUBMITTED IN LIVETEXT AND D2L!

Student Learning Outcomes:

OBJECTIVES:
Students shall have the opportunity to:
1. Recognize professional issues in the field of Human Sciences.
2. Reflect on important aspects of leadership in the Human Sciences.
3. Discuss leadership and career development in a structured interview with a professional in the chosen field.
4. Apply course material into a personalized philosophy and plan of action.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

METHOD OF INSTRUCTION:
Course Assignments:
1. You will have weekly Discussion assignments reflecting your thoughts of each chapter in “The 21 Indispensable Qualities of a Leader” by John C. Maxwell.
2. You will have to conduct an interview with an industry professional relative to your career choice. This interview will be used to gain information about leadership qualities and expectations related to a job in your specific discipline. You must submit (for a grade) the questions for approval before you conduct the interview.
3. You have 2 critical assignments: Career Path Paper (based on your interview), and your Philosophy Paper. Both of these papers MUST be submitted in D2L AND LiveText. If they are not submitted in LiveText, you will receive a ZERO (0) for your grade.

Use of Technology may include: Desire2Learn (D2L), internet assignments/activities/research, and word processing.

1. HMS 400 is an online course. Information notices will be posted on the course home page. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.
2. Course content is delivered via online class lectures and discussions, assigned readings, assignments, and questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.
3. Students should check their grade points at least once a week. 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.

Assignments that are posted on the D2L Learning Management System are predominately saved in the Word 2007 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 2007 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):
1) D2L Discussions: (PL0 1 and PL0 2)
   - Discussion #1: Personal Introduction and Identifying Current Field Challenges (25 points)
2) Leadership Papers: (PL0 1 and PL0 2)
   - List of Interview Questions (15 points)
   - Leadership in the Career Context Interview Paper (80 points)
3) Final: Philosophy Paper (100 points). (PL0 1 and PL0 2) Please see the attached rubric.
4) D2L Discussion on “The 21 Indispensable Qualities of a Leader”. (210 points total) Personal reflection and insight regarding each chapter within the book.
5) Part of effective leadership also involves being connected and networking. You must create a LinkedIn account and connect to the SFA School of Human Sciences account. From there you can connect with your specific program area. (20 points)
6) HMS Office Survey and Senior Exit Survey completion in LiveText (25 points)

Grading Scale: Total – 475 points
A = 426-475 Points
B = 378-425 Points
C = 331-377 Points
D = 283-330 Points
F = 0-282 Points
V. Tentative Course Outline/Calendar:
(NOTE: This syllabus is subject to change. All changes will be announced via D2L.)

Late work is NEVER accepted!!!
Due Dates are in Red

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Assignment/Due Date</th>
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<tbody>
<tr>
<td>Looking Ahead in the Human Sciences:</td>
<td>1. Discussion Assignment #1: Personal Introduction and Identifying Current Field Challenges</td>
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<tr>
<td>Introduction to the Course</td>
<td>*Initial posts due 3/18, 11:00 p.m. and</td>
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<td>*Response posts due 3/25, 11:00 p.m.</td>
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<tr>
<td>Leadership Qualities</td>
<td>1. Questions for Leadership Interview</td>
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<td>*Due 3/25, 11:00 p.m. (Questions must be</td>
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<td>turned in and approved by the instructor</td>
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<td>before conducting your interview!)</td>
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<tr>
<td>Leadership and Relationships</td>
<td>1. Leadership in the Career Context Interview</td>
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<td></td>
<td>*Paper due 4/15, 11:00 p.m.</td>
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<td>The Philosophy Statement</td>
<td>1. Personal Philosophy Paper:</td>
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<td>*Due 4/29, 11:00 p.m. (Note that this is a</td>
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<td>Friday!!!</td>
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<tr>
<td>The 21 Indispensible Qualities of a Leader</td>
<td>CHARACTER – Due 3/25 by 11:00pm</td>
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<td>CHARISMA – Due 3/25 by 11:00pm</td>
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<td>COMMITMENT – Due 3/25 by 11:00pm</td>
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<td>COMMUNICATION – Due 4/1 by 11:00pm</td>
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<td>COMPETENCE and COURAGE – Due 4/1 by 11:00pm</td>
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<td>DISCERNMENT and FOCUS – Due 4/8 by 11:00pm</td>
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<td>GENEROSITY – Due 4/8 by 11:00pm</td>
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<td>INITIATIVE and LISTENING – Due 4/15 by 11:00pm</td>
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<td>PASSION and POSITIVE ATTITUDE – Due 4/15 by 11:00pm</td>
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<td>PROBLEM SOLVING &amp; RELATIONSHIPS – Due 4/22 by 11</td>
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<td>RESPONSIBILITY and SECURITY – Due 4/22 by 11:00pm</td>
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<td>SELF-DISCIPLINE and SERVANTHOOD – Due 4/29 by 11</td>
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<td></td>
<td>TEACHABILITY and VISION – Due 5/6 by 11:00pm</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. 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 obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to ____@jacks.sfasu.edu.)

Course content is included in the course modules and supplementary articles/web sites identified within the course modules.
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.

You will also complete a survey on the School of Human Sciences office. Details to follow.

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:

Attendance: Due to collaborative and reflective nature of the course and the sequence of activities, students are required to actively participate in a professional manner in classes. This is not a self-paced class. There are deadlines that must be met. NO LATE WORK will be accepted.

In the case of emergencies, the student is responsible for contacting his/her professor in a timely fashion and apprising the professor of the situation. E-mail contact is typically the most efficient and reliable method of contact, however, when an emergency occurs in route, then a phone call is appropriate.

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.

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/.

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).

**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.

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

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
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 TESE exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 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.

The following pages contain the Grading Rubrics which will be used to grade your assignments:
HMS 400 Leadership in the Career Context Interview Paper

PLO #2 – 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.

Assessment #2 – Career Paper instructions and grading rubric.

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>Below Expectations 1 (0-11)or(0-5)</th>
<th>Meets Expectations 2 (12-17)or(6-8)</th>
<th>Exceeds Expectations 3 (18-20)or(8-10)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Professional Image (10)</td>
<td>Papers are not clear and have spelling/grammar issues. Papers are not typed or adequate in length.</td>
<td>Papers are clearly written with very few/limited grammar or spelling errors. Papers are typed, full page length and guidelines are followed with minor errors.</td>
<td>Papers are written clearly, concisely and have no grammar or typing errors. Papers are consistent with professional writing/presentations found in the field. Papers are typed in APA or ADA format with all appropriate citations.</td>
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<tr>
<td>Professional Leader Information (10)</td>
<td>The identifiable and contact information is not included.</td>
<td>The name, position, agency/organization affiliation, and full contact information (phone number and e-mail) of the person interviewed are listed, but are unclear and have some errors.</td>
<td>The name, position, agency/organization affiliation, and full contact information (phone number and e-mail) of the person interviewed are clearly listed.</td>
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<tr>
<td>Discussion of Leadership Qualities (20)</td>
<td>Includes a limited discussion of leadership qualities the professional believes are important in their particular area of work, and a limited discussion of how the qualities mentioned by the professional are similar or different from those mentioned in the text.</td>
<td>Includes an adequate discussion of leadership qualities the professional believes are important in their particular area of work, as well as a discussion of how the qualities mentioned by the professional are similar or different from those mentioned in the text.</td>
<td>Includes a rich discussion of leadership qualities the professional believes are important in their particular area of work, as well as a rich discussion of how the qualities mentioned by the professional are similar or different from those mentioned in the text.</td>
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<tr>
<td>Discussion of Leadership Quality Development (20)</td>
<td>Limited information on how leadership skills and/or qualities can be developed for someone interested in working, or currently working in the field of the professional interviewed.</td>
<td>Includes an adequate discussion of how leadership skills and/or qualities can be developed for someone interested in working, or currently working in the field of the professional interviewed.</td>
<td>Includes a rich discussion of how leadership skills and/or qualities can be developed for someone interested in working or currently working in the field of the professional interviewed.</td>
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<tr>
<td>Discussion of Job Specific Questions (20)</td>
<td>Limited discussion of at least three questions regarding points of personal interest related to the work of the interviewed professional.</td>
<td>Includes an adequate discussion of at least three questions regarding points of personal interest related to the work of the interviewed professional.</td>
<td>Includes a rich discussion of at least three questions regarding points of personal interest related to the work of the interviewed professional.</td>
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</tbody>
</table>
HMS 400 Personal Philosophy Paper

**PLO # 1** - The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.

**Assessment #2** - Philosophy Paper instructions and grading rubric.

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>Below Expectations 1 (0-11)</th>
<th>Meets Expectations 2 (12-17)</th>
<th>Exceeds Expectations 3 (18-20)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student states a philosophical point or quote. All information relates to the philosophy.</td>
<td>No philosophical point mentioned. Limited relevant content.</td>
<td>Explores topic with generalized relevance. Adequate explanation of content.</td>
<td>Explains detailed philosophical point and displays scope, thoroughness, and relevance.</td>
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</tr>
<tr>
<td>The student makes reference to significant family/people/teachers/mentors and previous experiences in his/her life/profession/education that relate to the philosophical point.</td>
<td>Little or no reference of influence and/or experience that relates to philosophy.</td>
<td>Adequate reference of life experiences. Generally connects information to explain the topic.</td>
<td>Significant explanation of individuals and experiences that form a base to personal philosophy.</td>
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<tr>
<td>The student identifies personal characteristics/qualities needed to succeed in profession. The student identifies the significance of observing and utilizing ethical practices in the profession.</td>
<td>Applies little information. Combines few facts or ideas. Needs more development.</td>
<td>Adequate explanation of qualities. Generally connects information to explain the topic.</td>
<td>Significant explanation of personal qualities needed to succeed. Understands the importance of ethical practices.</td>
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<tr>
<td>The student defines important attributes of interpersonal relationships in the profession and service to others.</td>
<td>Little or no reference of professional collaboration and service to others.</td>
<td>Uses perspectives and insights to explain relationships. Reflects real life.</td>
<td>Point of view reveals meaning of topic with insight into its significance. Applies to real life.</td>
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<tr>
<td>The student expresses the value of personal growth and life-long learning through opportunities of ongoing professional development within the profession.</td>
<td>Demonstrates little or no insight into personal growth opportunities or a desire for life-long learning.</td>
<td>Demonstrates adequate reference to personal/professional growth opportunities. Understands how to grow in the profession.</td>
<td>Demonstrates complex insight into personal/professional growth opportunities and has a plan for continuing education. Uses examples from class/research/career interview to support stand.</td>
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</tbody>
</table>