



## HMS 400.501 Professional Lecture Series

**7-week Online Course**

**TCCNS #: HMSC 4100**

**CRN 27614**

**3 Credits**

**Spring 2020: Jan 15-March 4**



**QUESTIONS:** Please first check this syllabus. Then check the *Announcements* and the *Course Questions* in D2L. If you ask a question that can be answered through one of these sources, you will be re-directed to them. If you can't find answers to your questions, then email me via D2L. Thank you! 😊

\* You are responsible for knowing and abiding by all information in this syllabus. The content and dates may be modified at the instructor's discretion. Any changes will be noted via course announcements in D2L.\*

### **Instructor Information:**

**Instructor:** Dr. Flora Farago (she/her/hers)

**College:** James I. Perkins College of Education (PCOE)

**Department:** Human Sciences

**Program:** Human Development and Family Studies (HDFS)

**Office Hours:** W 12:00-3:00 and Th 9:00-11:00 in-person, or, via phone/video-conferencing

**Office Phone:** 936.468.2192

**Office:** EDAN 119C

**E-mail:** Email via D2L (please use this!); alternative if D2L is down: faragof@sfasu.edu

### **Course Description:**

This 7-week class is a senior-level class offered as a required course for the Bachelor of Science in Foods and Nutrition, Bachelor of Science in Fashion Merchandising, and Bachelor of Science in Human Sciences with a concentration in Human Development & Family Studies degrees. The School of Human Sciences and the James I. Perkins College of Education manage these degrees.



**Course Format/Instructional Strategies:** This course is fully delivered online using the D2L course management system.

**Course Information:**

**Times:** There are no specific class times as the course is fully delivered online via D2L, however each “week” starts on Monday at 8:00am and ends on Sunday at 11:59pm. All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

**Prerequisites:** Officially none; Ideally, seniors should take it, however, exceptions can be made.

**Credit Hour Justification (1 credit)**

Students will receive extensive course content information either in-class or via online content modules equivalent to 108 minutes per week for 7 weeks. In addition, students have significant weekly reading assignments from either online resources or the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, interviews with professionals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

**Required Textbooks:**

The 21 Indispensable Qualities of a Leader by John C. Maxwell  
ISBN: 9780785289043 (Hardcover); 9780785267966 (Paperback)

**To be successful in this course you should do the following:**

- Have a positive attitude and begin the course with a desire to learn! 😊
- Be ready on the first day of the session with your textbook, syllabus, and computer/internet ready.
- Read the syllabus and make a note of course policies and due dates; follow all course and assignment directions and deadlines.
- Review the D2L tutorial guides and familiarize yourself with D2L usage: <http://www.sfaonline.info/d2ltutorials>
- Please call the D2L help line at 936-468-1919 for technical assistance, or email them at [d2l@sfasu.edu](mailto:d2l@sfasu.edu). They also have walk-in help available in Steen Library Room 208 M-F 8:00-5:00 by SFA staff. Outside of these hours, you can visit the “Live Chat” support widget in D2L where you may submit your questions to a D2L technician. Technical difficulties will not be valid excuses for missing/not finishing assignments. Avoid waiting until the last moment to submit assignments.



- Check your D2L email, course site, and announcements **daily** for updates in course information, schedule changes, etc.
- Sign up for D2L notifications so you get messages via email, phone, text etc. about due dates, announcements, grades, and more. Log into D2L, click on the arrow by your profile (upper right-hand corner), and click on Notifications to manage these settings.
- Although the D2L Notifications and the Course Calendar within D2L are helpful tools, they do not serve as excuses for missing assignments. All due dates and assignments are listed in the Syllabus and will also be announced weekly via course announcements on the D2L course home page. **Please rely on the Syllabus and Course Announcements, above all else, to meet course expectations.**
- Take responsibility for managing your time throughout the week to complete readings and assignments – leaving assignments to be completed on Sunday will not be an effective strategy for succeeding in the course. Due dates reflect the absolute latest time by which assignments need to be completed – however, I urge you to work on the course readings and assignments DAILY.
- Read assignment instructions **at the beginning of the week** and make sure you ask questions M-F. It is tempting to wait until the weekend to open an assignment – however, this does not give you enough time to ask questions and alert me regarding any issues with accessing an assignment.
- Submit any assignments at least a few hours early and double-check the submission to ensure what you turned is the correct version and in the correct format. If I can't open your assignment, you will not receive credit for it. **Whatever you have turned in by the deadline is what will be graded.**
- Do NOT wait until the last minute to submit your assignments. Stating that your computer time said 11:58 p.m., but the assignment due at 11:59 p.m. had closed, will not be an excuse for submitting a late assignment.
- Take a screenshot of all submitted coursework and save them. The date of submission needs to be on the screenshot.
- Save D2L submission receipts of Dropbox assignments.
- Be a problem-solver when issues arise (call tech support, use your back-up computer etc.)
- Ask questions and assert yourself. If you need assistance with something in the course, PLEASE CONTACT ME and do so right when the issue arises. Students sometimes make the assumption that I should know they are having difficulty because they are doing poorly in the course. Though this is an obvious indicator that a student is not performing well, I cannot make assumptions about why, nor do I intrude into students' personal lives and make inquiries. Getting the most out of this course will involve your effort and assertion. I am very willing to help students if they initiate contact with me!
- Come to office hours or schedule virtual office hours to discuss your performance in the class, career goals, or any other course or professional development related topic. Take advantage of office hours to build professional relationships with your professors. You



never know when you'll need a recommendation letter from them -- it is a lot easier to write a letter for a student who has done well AND we know well 😊

- Take responsibility for your actions pertaining to this course and the consequences that ensue from them. Ask for help early on! I'm rooting for your success.
- **Re-taking this course?** Please reach out to me and let me know if you have tried taking this course before so I can support your success. Also, please note that all work turned in must be new and original for this course (you can't submit an assignment you've submitted the first time you've attempted this course).
- If you add the course late (after 1<sup>st</sup> week of classes), it is your responsibility to reach out about missed assignments **within a week of adding the course**. No make-up work can be completed after this.

### **Communication:**

**Office Hours:** Please visit with me during office hours if you have any questions or just want to chat about career goals, your grade, study tips, or more. My office hours are on **W 12:00-3:00 and Th 9:00-11:00 in-person, or, via phone/video-conferencing**. In the rare case that any office hours need to be rescheduled, this will be announced in-class as well as via D2L.

**NOTE ABOUT EMAIL:** Please message me via D2L mail: Log into D2L, click on the e-mail icon (upper right-hand corner) on the Home Page Toolbar (If D2L is down, use my mySFA email: faragof@sfasu.edu). **Please indicate which class you are emailing about & the issue of concern in the title of your message** (ex: HMS 443: Assignment 4; HMS 236: Observation Hours). Doing this will facilitate the promptness of my response. Emails will be answered within 24-48 hours during the week (M-F). If you email me on Friday afternoon, during weekends, or holidays, you may not receive a response until the next business day. If you email me outside of business hours (8pm-5pm) you may not receive a response until the following business day. If you don't get a response from me within 48-72 hours during regular work days, assume that I did not receive your message and please re-send.

### **Communication guidelines**

- Please keep the content of your emails appropriate for a business/professional environment and be courteous and respectful in the tone and content of your emails. I will not respond to emails that are rude, abusive, haughty, demanding, or threatening. Below are best practices that will help you get started on the right foot in school and employment communication: Before you are familiar with an individual (and unless they tell you otherwise), it is always wise to address them formally and appropriately (Dr., Ms., Mr.). Take time to determine whether someone has a PhD before addressing him/her as Mr. or Ms. – if someone holds a PhD, Dr. is used rather than Mr. or Ms.
- Compose your messages with complete sentences and proper spelling (do NOT use text-messaging language, e.g., "u" for "you"). Always present your best self through writing.



- Make sure the subject line of your email reflects the content of the email. Emails with subject lines such as “hello” will likely remain unopened or deleted. See the note above on how to compose a subject line for emails in this course. Emails without subject lines are often routed to junk mail folders!
- The more detail you can include in your initial email, the more likely it is that I will be able to help you quickly and efficiently! This includes a clear description of the issue or question, what you have done to try to address it already, etc.

### ***Netiquette***

Netiquette refers to “Network Etiquette”. It is the way one should behave when sending email, posting to threaded discussions, or chatting online.

### **Here are some basic rules to help you get the most out of your online learning:**

- ALL CAPS IMPLIES THAT YOU ARE SHOUTING - Please do not do this!
- Watch your “tone” - it’s written, not verbal communication. It can be very easy to misinterpret someone’s meaning online.
- Check your spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never “say” anything that you would not want posted on the wall of a face to face classroom, because it could be!
- Behave as you would in a face-to-face classroom.
- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
- Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face to face classroom).
- Think about what you have written before you submit it.

### **IMPORTANT NOTES ABOUT D2L EMAIL:**

- D2L Email is an internal (closed) system which means that you must log in to D2L to read AND reply to messages, and, you can only send email to other D2L users (email cannot go out to a non-D2L address). Likewise, if you set your D2L email to go out to a forwarding address, you cannot reply from outside the system. To respond to another user who uses D2L to email you, for instance, it’s necessary to respond from inside D2L, rather than from a forwarded copy. Ex: [faragof@d2l.sfasu.edu](mailto:faragof@d2l.sfasu.edu) can only be emailed from **within** D2L; do NOT use this email address to email from outside of D2L (such as a gmail address); it will bounce
- Users have a "forward" option which will forward copies of messages to an external email account such as Gmail, Yahoo, mySFA, and others. HOWEVER, be aware that . . .



- Users may NOT reply to a message from an external account. An example would be that Amy has her D2L Email forwarded to her Gmail account. She reads her messages from her Gmail account, and if she wishes to reply, she MUST enter D2L to reply to the message. If she attempts to reply to the D2L message from inside her Gmail account, the message will fail to send.
- D2L limits attachment size to 15MB, due to server size limitations.
- A big advantage to D2L Email is that you may filter by class. This is a huge time-saver.

### **Important notes about D2L:**

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily.
2. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date.
3. Most assignments that you will upload to D2L should be done using a Word document, PDF, or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox

### **Grade notifications via JackText:**

JackText Grade Notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some anxiety when awaiting grades posting, as you will be notified the moment the grade is rolled into your academic history. Instructions for signing up for JackText can be accessed at <http://www.sfasu.edu/5418.asp>.

### **Course Questions Discussion Forum:**

- This forum is to answer course-based questions throughout the semester
- Please post any general questions about the course, the course content, or learning activities, to this discussion. This forum is a way for us to make sure we are connecting and that we are all understanding important course concepts together.
- You are encouraged to answer other students' questions posted under Course Questions. If everyone is stuck, then your instructor will answer your question
- I also encourage you to post articles, news clips, or current events related to the course material
- If your question is of a more personal nature, or is not necessarily course-related, please email your instructor directly
- You **may not** post questions about tests or test questions on this forum. These questions need to be emailed directly to your instructor



## **Diversity, Inclusion, and Representation**

As part of this course, we will frequently discuss how children's and adults' identities around race, gender, culture, sexual orientation, socio-economic background, immigration status, and other demographic variables shape children's well-being, development, as well as disparities that exist in our world (and what we can do to alleviate these). I will ask you to reflect on your own identity and beliefs around these issues, and you may be asked to share your thoughts with your classmates. While diverse, even opposing opinions, are very welcome, under no circumstances will discrimination or harassment be tolerated on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, or disability.

Furthermore, I intend to foster a learning environment that supports and honors diverse identities (e.g., gender, race, sexual orientation, cultural background, ability), experiences, and viewpoints. To help accomplish this, please do the following:

-Let me know if you have a name/preferred gender pronoun that differs from what's listed on your SFA records.

-Please contact me if you feel like your performance in the course is being impacted by your experiences outside of class.

-Your suggestions about how to improve the value of diversity in this course are appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

-If something was said in class that made you feel uncomfortable, please let me know. You can also submit **anonymous** feedback/comments as part of the Course Evaluation survey at the end of the semester.

-If you experience any form of harassment, discrimination, or unfair treatment by faculty, staff, or students at SFA, you can contact the Dean of Student Affairs, Dr. Adam Peck at [peckae@sfasu.edu](mailto:peckae@sfasu.edu). You can learn specifics about discrimination complaints in this SFA policy: <http://www.sfasu.edu/universityaffairs/391.asp>. Also, Dr. Peck's office maintains a program called, "Ask Jack, Tell Jack." Students can send in any question or concern they have. It is not anonymous, but they do respond to each one. To learn more, visit: <http://www.sfasu.edu/universityaffairs/168.asp>

**James I. Perkins College of Education Diversity Statement:**



The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

## **II. Intended Learning Outcomes:**

This course provides interaction with professionals and industry executives. Satisfies the requirements for TEA Standard 1-1.2K. In this course, senior-level students are introduced to the beginning of their careers as leaders in Human Sciences professions. In addition to readings, discussions, and online presentations on leadership topics, students will develop job search strategies and interview skills. Students will leave the class prepared to transition from the college environment to a professional career in their chosen fields.

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.

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 – Specific to Human Development and Family Studies:**

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 Human Sciences professions.
- 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 Human Sciences professions.

## **Student Learning Outcomes – Specific to this course:**





This course is designed to provide students with the basic knowledge and skills necessary to be an empathic, ethical, and effective leader in a variety of Human Sciences professions. Upon completion of this course, students should be able to:

- Demonstrate the personal and professional aspects of leadership (PLO1) (TEA Standard 1.2S, 1.3S, 1.4S). Assessed by Personal Philosophy & Career Path Papers.
- Develop the skills necessary to be an effective leader (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions, InterviewStream Interview, and Professional Interview.
- Describe how multiculturalism affects leadership and the teamwork process (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions.
- Demonstrate the various components of leadership skills along with when and how to use these components (PLO2) (TEA Standard 1.1S, 1.2S). Assessed by Class Discussions, Resume, Revised Resume, and LinkedIn Profile.

### **III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

Correct use of spelling and grammar, along with the display of professional writing skills are necessary for all course assignments, discussion boards, and emails. Errors in spelling and/or grammar will result in a loss of points. *Turnitin* will be used to monitor writing originality and plagiarism.

**Note:** For specific & detailed assignment instructions please check the D2L Course Site.

#### **1. Getting Started Activities (40 points)**

The first week will require that each student complete the Getting Started module and all activities associated in that module. These activities will assist the student in getting familiar with course, Brightspace, and virtually connect with the peers and instructor. **The activities include a 10 point Syllabus Quiz and a 30 point Getting Started Discussion.**

#### **2. Discussions (200 points)**

Throughout the course the student will engage in four online discussions as a way to critically evaluate and analyze learned material. Each student will post one response to each discussion, in addition to commenting on a minimum of two other classmates' posts. If a student fails to engage in the discussion by commenting on classmates' responses, the student will not earn full credit for the discussion. Each discussion is worth 50 points.

#### **3. Written Reflections (230 points)**

There will be two written reflections throughout the semester. The student will create a Personal Philosophy Paper (125 points) and conduct a Professional Interview (105 points) by interviewing



an industry leader. These written assignments must be properly formatted using APA with correct use of grammar, spelling, and syntax.

#### **4. Career Preparation Assignments (190 points)**

Throughout the semester, the student will work on four assignments designed to prepare them for a career after college. These assignments will include creating and revising a resume, completing a virtual interview through InterviewStream, and creating a LinkedIn Profile.

**Use of Technology for Assignments:** You are required to have access to reliable high-speed internet and a computer to complete this course. You will also need to have speakers/headphones that work to complete the course. You must have a back-up plan in case something should occur with your computer/internet. ***Technical issues that are not system wide events are not valid reasons for a make-up or extension, thus none will be provided.***

#### **POLICIES ABOUT ASSIGNMENT SUBMISSION**

- Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing deadlines will NOT be considered as valid excuses for missing assignments. Make-up work is rarely given and requires proper documentation (e.g., note of hospitalization). It is up to the instructor to determine whether the documentation warrants a make-up work.
- In addition to submitting your coursework correctly by the deadline, it is also important to double-check that your submission was successful, including that the correct version of the assignment (final draft) and correct format (.doc, .docx, .pdf) was turned in (that is, I must be able to download and open the assignment). Whatever you turn in by the deadline is what will be graded. Read ALL assignment instructions about formatting, word limits etc. to avoid losing points.
- You need to double-check immediately after you submit an assignment, exam, or quiz. To document that your coursework was submitted correctly (and that you double-checked it), you are strongly encouraged to take a screenshot of it and **save the screenshot WITH the submission date.**
- When you submit an assignment in Dropbox within D2L, you will receive a submission receipt. The receipt is generated from [D2LConfirm@d2l.sfasu.edu](mailto:D2LConfirm@d2l.sfasu.edu) and verifies exactly when (date and time) you submitted the file, the name of the Dropbox folder, the name of the file, as well as the course name in the receipt. For instance:



Flora Farago this email is to confirm that Assignment 1 has received your file submission. Received: Monday, October 30, 2017 7:56 PM CDT Org Unit: HMS-443-501 - Infant Growth & Development File(s): Draft 4 Thesis.docx

**You need to keep these submission receipts and provide them shall there be any issues or concerns with your submission.**

- Absolutely no hard-copies will be accepted of any assignments. All assignments need to be submitted **within D2L** – emailed copies will not be accepted.

## **DEADLINES AND EXTENSIONS**

### **Time Zone Differences**

All due dates reflect CDT/CST (Texas) time zones, 11:59 pm. Late assignments or extensions will not be considered due to difference in time zones. If you reside outside of Texas or outside of the United States while taking this course, you are responsible for taking into consideration the time-zone differences. No deadline extensions will be given for students who miss a deadline because of time zone differences.

### **Late Work**

Late assignments in general are not accepted. Under extenuating circumstances, with documentation, late work may be accepted (up to instructor's discretion) however will automatically lose 30-50% credit. Late work will not be accepted once an assignment has been graded and returned to classmates. If there are extenuating circumstances or illness preventing you from completing an assignment on time, I highly encourage you to contact me **prior to the assignment due date**.

### **Policy on Missed Deadlines**

Plan ahead to get to an alternate, reliable computer and internet to complete scheduled assignments, discussion forums, and exams, especially if you have a computer or internet that is less than reliable. Last minute internet- and computer-related issues are not valid excuses for a missed assignment. Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing deadlines will NOT be considered as valid excuses for missing assignments or exams.

Should you experience some type of emergency (personal, medical, weather-related) during the week an assessment is due, you will need to provide the instructor documentation **prior** to the deadline in order to be **considered** eligible for an extension. Given that appropriate documentation is provided, any decision for an extension is at the discretion of the instructor. **Absolutely no exceptions will be made AFTER a deadline has passed.** Examples of unacceptable excuses include: traveling, vacations, helping a friend in crisis, break ups, work conflicts, etc. If



you are having emotional issues that are affecting your work, a campus-based resource is SFA Counseling Services: [www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/).

#### **IV. Evaluation and Assessments (Grading):**

Establishment of a grading scale is up to each instructor. Remember, your final grade is up to you - you will receive the grade you earn, not necessarily the one you want. A point system will be used to determine the final grade for this course. Standard rounding rules apply (e.g., 89.5% rounded up to an A, 89.4% rounded down to a B). Due to Extra Credit opportunities offered, if you are 1 point away from a grade that is still 1 point away (since your grade reflects Extra Credit already, whether you took advantage of that or not).

*Breakdown of Points Possible in this Course:*

Assignment	Point Value
Getting Started Activities (Discussion 30 pt and Syllabus Quiz 10 pt)	50
<b>Discussion Boards</b>	<b>200</b>
Discussion #1	25
Discussion #2	25
Discussion #3	25
Discussion #4	25
<b>Written Reflections</b>	<b>230</b>
Personal Philosophy Paper	125
Professional Interview Paper	105
<b>Career Preparation Assignments</b>	<b>180</b>
Resume Draft	50
Resume Final	50
Interview Stream	40
LinkedIn Profile	40
<b>TOTAL:</b>	<b>670</b>

*\*Extra Credit assignments in addition to what's listed may be offered throughout the course at the instructor's discretion. If you are enrolled in more than one of my courses (or other HMS courses), you can only use an extra credit event to earn extra credit for one course at a time (you can choose which one).\**



### Grading Scale:

Grade	Points Needed	Percentage Equivalent
A	600-670	89.5-100%
B	533-599	79.5-89.4%
C	466-532	69.5-79.4%
D	399-465	59.5-69.4%
F	398 or less	Less than 59.4%

**Grade Questions:** If you have any questions about a specific score you received you must contact me *within a week of the grade being posted* to schedule a time to discuss your concerns. I do not allow students to revise/resubmit or retake coursework, but can clarify why you missed points. I recommend that you check your grade points regularly. I will not review grades retroactively at the end of the semester. **I am always happy to discuss ways you can improve your work, even if the one-week limit for a grade change has passed.**

I will do my best to post your grades within a week of submitting an assignment. Thus, if you don't see your grade posted for an assignment within a week of submission, please email me. Waiting until the end of the semester to inquire about a missing grade is not acceptable.

**Re-grading Policy:** I am happy to review and/or re-grade assignments **within a week of the score being posted**. However, please realize that if you request that I review/re-grade something, my grading and the associated revised score will be the final score. My re-grading may result in you earning any of the following: a lower score, the same score, or a higher score. You will be required to agree to this regarding policy via email prior to my regarding of the assignment.

**Attendance Policy:** Although we are not meeting face-to-face in a classroom, "attendance" is nonetheless critical. **Attendance means that you are: logging on to MySFA/D2L daily to check the course Announcements, Grades, and contributing to discussion boards, and completing all assignments on time.** The course is time-released; you will not have access to the entire course at once. Instead, you will have access to each week's coursework Monday through Sunday.

### V. Tentative Course Calendar:



A tentative course schedule is outlined below. It indicates all reading assignments, exam dates, discussion due dates etc. **Please note that this is a *tentative* schedule that may change at any time.** I will notify the class of any changes via D2L. I will not seek out individual students to update their syllabus or initiate reminders.

Each “week” starts on Monday at 8:00am and ends on Sunday at 11:59pm unless otherwise noted (**NOTE: Weeks 1 and 7!**). All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

**Due dates are Sunday 11:59 pm CDT/CST unless noted otherwise.**

Week	Date	Topics/Content	Activities & Assignments
1	Jan 15 <sup>th</sup> - 19 <sup>th</sup>	Getting Started Module	Student Introduction Discussion Syllabus Quiz
2	Jan 20 <sup>th</sup> - 26 <sup>th</sup> <b>Jan 20<sup>th</sup>: MLK Holiday</b>	Module 1	Read Chapters 1, 2 and 4 Discussion #1 1st Resume Submission to CCPD InterviewStream Assignment
3 & 4	Jan 27 <sup>th</sup> -Feb 9 <sup>th</sup>	Module 2	Read Chapters 6, 8, 9, 11, 12, 13 & 14 Professional Interview Paper Discussion #2 LinkedIn Profile
5 & 6	Feb 10 <sup>th</sup> – 23 <sup>rd</sup>	Module 3	Read Chapter 3, 5, 10, 15, 17, 18, 20 Discussion #3 Revised Resume



Week	Date	Topics/Content	Activities & Assignments
7	Feb 24 <sup>th</sup> – March 4 <sup>th</sup>	Module 4	Read Chapters 7, 16, 19 & 21 Personal Philosophy Paper Discussion #4

### **VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction/instructor evaluation purposes (e.g., pay, retention, promotion). As you evaluate this course, please be thoughtful 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 the summary of the evaluations will not be available to the instructor until after final grades are posted.

### **VIII. Student Ethics and Other Policy Information:**

Found at [www.sfasu.edu/policies](http://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. 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, 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/>.

### **3. Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

### **Forms of Academic Misconduct/Dishonesty:**

1. ***Cheating:*** Using unauthorized notes or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in



more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.

2. *Aid of academic dishonesty*: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. *Fabrication*: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.
4. *Plagiarism*: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism. Submitting a work that has been purchased or otherwise obtained from the Internet or another source. Note about **self-plagiarism**: You are expected to turn in original work for each course you are taking. This means that if you have turned in an assignment in another course, you are not allowed to turn in the identical assignment in this course. This applies even if you are re-taking the current course because you dropped/failed it previously. Each time you take a class, original work is expected. **To avoid issues, and to make sure I can support your success, if you are re-taking this course, please email me and let me know.**
5. *Lying*: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission. Inventing information including citations.
6. *Bribery*: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. *Threat*: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

**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 (Incompletes): 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. 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> or call the office at 936-468-2703.

## 6. Additional Information:

### Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at [https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).



2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [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 Martin at 936-468-1740 or [snyderke1@sfasu.edu](mailto:snyderke1@sfasu.edu).**