



A&M-COMMERCE

GSCB 405 – Designing Your Future as an Innovative Leader

COURSE SYLLABUS: Spring II 2024

INSTRUCTOR INFORMATION

Instructor: Jennifer Hudson

Office Location: Online, Remote

Office Hours: Email or Telephone or Virtual by Appointment

Office Phone: 903-246-9020

University Email Address: Jeninfer.Hudson@tamuc.edu

Preferred Form of Communication:

Communication Response Time: 24 Hours or Less

COURSE INFORMATION

Course Description

This course provides an opportunity for students to reflect on what has been learned about life design, career development, the future of work, and leadership in all previous courses in the GSCB program. Students will apply this learning to demonstrate mastery in the program learning outcomes of written/oral communication, career management, integrative learning, critical thinking/problem-solving, and leadership.

Student Learning Outcomes

Completion of this course provides the student with opportunities to:

1. Demonstrate career readiness ranging from resume creation, and mock interviewing and prepare to tell their career story.
2. Learn about emerging issues in the future of work: AI, technology, and the importance of life-long learning.
3. Apply leadership concepts in real-world scenarios.
4. Exhibit career readiness by engaging in a micro-internship related to a field of interest they might be interested in working in the future.

General Studies (Competency-Based) Program

The Bachelor of General Studies – Competency-Based (GSCB) degree is a program that allows students to use their various academic, professional, and personal experiences to explore potential career options. Students will take coursework that explores their strengths and teaches strategies to apply prior learning experiences to new career goals. Students will learn about leadership, problem-solving, and the principles of design thinking, all while career options and ways to prepare for academic and career success.

Course Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class

Students may **elect** to purchase the course book, listed below, that explains course content in greater detail and is referenced over all four GSCB courses.

Burnett, B., & Evans, D. (2016). *Designing your life: How to build a well-lived, joyful life* (Illustrated ed.). Knopf.

<https://www.amazon.com/Designing-Your-Life-Well-Lived-Joyful/dp/1101875321>

Regular and Substantive Course Interaction

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students can demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENTS

Students must complete a variety of assessments for the course. These include reflective academic exercises along with module quizzes and a final project and exam. Required activities must show a mastery score of 80% or higher to complete the course. All required activities are noted in the course gradebook and assignments tab as well as detailed below.

Learning Objective Reflections or Projects

An assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. For this course, this is accomplished through reflective essays (journals) that address a given prompt and are graded against a standard rubric. Essays are submitted to the instructor and do not require comments or “discussion” with other students in the course.

Some modules have additional assignments (explained within the course shell) and are listed below. All identified activities and assignments in this section are required for the course and must earn 80%

or higher to access the course post-test. All assignments and activities below are factored into a student's final grade for the course and are components of the final culminating project. Each module will have a reflective exercise or project.

Content	Description	Value	Notes
Module Activities (4)	4 reflective academic exercises accompany the content for each module. Find them under "Assignments". All 4 must be completed and graded before the posttest is attempted.	25 points each/ 100 total points	A score of 80 (or higher) points must be earned on the total of the reflective exercises before attempting the course post-test or final project. DUE: Last day of week 7, Friday by 11:59 PM CST
Micro-internship log and reflection	Measures a student's participation and learning from participation in a micro-internship. Includes: internship application, supervisor evaluation, and reflection.	100 points total	Required and you must score 80% or higher. You have up to three attempts. DUE: Last day of week 7, Friday by 11:59 PM CST

Culminating Project

The project assesses your knowledge of terms, course themes, and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

Content	Description	Value	Notes
Project	Measures your competency of learning outcomes through the completion of a competency-based project. The final project includes reflection on your internship, career exploration, and interview experience.	100 Points	Required and you must score 80% or higher. You have up to three attempts. DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on both the Culminating Project and Posttest is required to demonstrate competency and receive credit for the course. The following additional items will be used to calculate the final grade in the course.

Item	Value
Module Activities	25 pts each/ 100 total pts
Micro-internship log/reflection	100 points

Culminating Project	100 pts
Total Points	300

*Pre-test grade is not factored into the final course grade.

Grading Scale

A = 270-300 points (90%-100%)

B = 240-269.9 points (80%-89%)

F = 239.9 points or fewer (79% or Below)

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Students may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts the assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs to have a backup

method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. GSCB 405 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Academic Dishonesty Procedure for the College of Innovation and Design

Procedure for Assessing Academic Dishonesty

1. If academic dishonesty is suspected, the instructor will contact the student and meet to discuss the specific situation. The instructor should use this meeting to explain how academic dishonesty could be avoided in the future.
2. If it is determined that the student is responsible for an academic dishonesty violation, the student will receive 0 points for the assignment and a written warning.
3. Once academic dishonesty has been determined, the instructor will notify the Assistant Dean of the incident details and meeting date. The student's name and incident details will be recorded in a CID database of Written Warnings.
4. The Assistant Dean will inform the instructor if a Written Warning has been reported in another CID course.
5. If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
6. If the student has a previous Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty.

Academic Dishonesty Involving Algorithmically Plagiarized Work

- Students who use artificial intelligence tools to develop responses to assignments (unless specifically allowed in the assignment description) will be considered in violation of academic honesty.
- Tools used to assess distinctions between human-written and AI-generated content may be used to assess suspected violations of academic dishonesty. Results showing the writing is possibly or likely written by AI will be considered a violation of academic honesty.
- Academic dishonesty using AI-generated content will follow the Procedure for Assessing Academic Dishonesty

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and online courses, with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

A&M-Commerce Supports Students' Mental Health – Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE

Learning Objectives and Competencies	Materials to Read or Review	Assignments
SLO 1: Demonstrate career readiness ranging from resume creation, and mock interviewing and prepare to tell their career story.	National Association of Colleges and Employers (NACE) 8 Career Competencies	-Big Interview Recording - Future Press Release Artifact
SLO 2: Learn about emerging issues in the future of work: AI, technology, and the importance of life-long learning.	Dik & Duffy (2013) <i>Make Your Job Your Calling</i> (Ch. 2 & 4) <i>The Future of Jobs</i> (2020)	-Meaningful Work Manifesto Reflection Paper -Robot-Ready Analysis Paper
SLO 3: Apply leadership concepts in real-world scenarios.	Sisco et al. (2013) <i>Compass: Your guide for leadership development and coaching</i> (Part 1)	-Future Press Release Assignment & Video -Leadership Reflection
SLO 4: Exhibit career readiness by engaging in a micro-internship related to a field of interest they might be interested in working in the future.	A&M-Commerce Career Development website: Resume prep, career coaching, and	- Internship Application/Acceptance -Internship Reflection Paper -Feedback form from the Site Supervisor