School of Human Sciences  
HMS 100.502 Foundations in Human Sciences  
Fall 2017

**Instructor:** Vicky L. Milstead, M.Ed  
**Course Time & Location:** 100% Online

**Office:** Virtual Instructor only  
**Office Hours:** M, 7pm – 9pm online, or make appointment for a phone consultation or email/text

**Office Phone:** (936) 554-4250  
**Credits:** 1.0

**Other Contact Information:**  
**Email:** milsteadvl@sfasu.edu

**Prerequisites:** none

**I. Course Description:**
Introduction to human sciences professions, knowledge base, concepts in human sciences, and related career opportunities. As a part of the James I. Perkins College of Education accountability and accreditation process it is critical to complete the *Cultural Awareness Assessment* in LiveText.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

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 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, and
- Service that enriches the community
Program Learning Outcomes:

Learning Outcome #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.

Learning Outcome #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.

Learning Outcome #3: The student will demonstrate competence in his/her specific discipline using oral and written forms.

“This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.”

Student Learning Outcomes:

After successful completion of this class, the student will be able to:
1. Comprehend and communicate a knowledge base in Human Sciences.
2. Apply an understanding of concepts related to family and child development, resource management, food, nutrition, and dietetics, fashion merchandising, interior design, hospitality administration, and family and consumer sciences.
3. Identify career opportunities in Human Sciences.
4. Synthesize an understanding of the standards expected for presentations, writing assignments, and class participation in Human Sciences.
5. Evaluate current and future trends that impact work and the near environment.

Course Content:
1. Knowledge concepts and common body of knowledge for careers and professional issues related to and a part of the following areas:
   a. Child and family development
   b. Resource Management
   c. Food, Nutrition, and Dietetics
   d. Fashion Merchandising
   e. Interior Design/Interior Merchandising
   f. Family and Consumer Sciences
   g. Hospitality
2. Integration of the issues and trends impacting all of the professionals and careers in Human Sciences Professions.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Method of Instruction: Lectures, interactive class discussions and activities, visual media (power point, internet, etc.) group and individual assignments. Use of Technology: D2L (myCourses), internet readings and assignments, word processing.

Course content will be delivered via class lectures and discussions, and assigned readings. Assignment instructions will be delivered in class; instructions and rubrics will be posted on the homepage. Neglecting to check the homepage is not a valid excuse for missing an assignment due date.

IV. Evaluation and Assessments (Grading):

Class assignments: (total 300 pts)
Points include in class discussions of assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10 pts</td>
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<tr>
<td>Cultural Awareness</td>
<td>10 pts</td>
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<tr>
<td>Timeline</td>
<td>30 pts</td>
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<tr>
<td>Eco Map Assignment</td>
<td>30 pts</td>
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<tr>
<td>Career/Self Assessment Assignment</td>
<td>60 pts</td>
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<tr>
<td>Body of Knowledge Activities</td>
<td>30 pts</td>
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<tr>
<td>Social Issues Research Assignment</td>
<td>30 pts</td>
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<tr>
<td>Ethics Scenario Activity</td>
<td>30 pts</td>
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<td>Public Policy Assignment</td>
<td>30 pts</td>
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<tr>
<td>Volunteer Activity</td>
<td>30 pts</td>
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<tr>
<td>Making an Impact Assignment</td>
<td>60 pts</td>
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<td><strong>Total</strong></td>
<td><strong>350 pts</strong></td>
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<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>50 pts</td>
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<tr>
<td>Final Exam</td>
<td>100 pts</td>
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**Course total points** **500 pts possible**

A = 500 – 450  
B = 449 – 400  
C = 399 – 350  
D = 349 – 300  
F = 299 and below

**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. Several "all-nighters" does not always yield this.

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.

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, 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.

Extra-credit: Opportunities to earn extra-credit may be given during the semester. These opportunities will be announced in class and cannot be made up if missed.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS/ ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Aug 28 – Sept 1</td>
<td>Framework</td>
<td>Syllabus</td>
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<tr>
<td>WEEK 1</td>
<td>Getting Started</td>
<td>Kato, Chapter 1</td>
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<td></td>
<td>Syllabus/Course timeline</td>
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<tr>
<td>Sept 4-8</td>
<td>LiveText- Cultural Awareness</td>
<td>Cultural Awareness (10- pts)</td>
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<tr>
<td>WEEK 2</td>
<td>History of Human Sciences/AAFCS</td>
<td>Syllabus Quiz (10 pts)</td>
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<td>TIMELINE ASSIGNMENT</td>
<td>Themes Text: Martin, The FCS</td>
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<td></td>
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<td>Profession: A viable Career..... pg 113</td>
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<td></td>
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<td>Lazorchak, Business Protocol and Etiquette, pg 460</td>
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<td>Sept 11-15</td>
<td>Career Services Orientation</td>
<td>Themes text: McGregor, Expanding Our Understanding of Quality of Life, pg 121</td>
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<td>WEEK 3</td>
<td>Self Assessment</td>
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<td></td>
<td>Careers in Human Sciences</td>
<td>Kato, Chapter 15</td>
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<td></td>
<td>CAREERS/SELF ASSESSMENT ASSIGNMENT</td>
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<td>Sept 18-22</td>
<td>Body of Knowledge</td>
<td>BOK: Morrison, Saboe, Cho, Undergraduate</td>
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<td>WEEK 4</td>
<td>SOCIAL ISSUES RESEARCH ASSIGNMENT</td>
<td>Consumer Affairs Program Needs: Employers’ Perspectives; Baugher, Anderson, Green, Nickols, Shane, Jolly &amp; Miles, BOK of FCS,; Anderson &amp; Nickols,Essence of Our Being; The FCS BOK Shaping the Next 100 Years</td>
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<td>Kato, Chapter 2 and 4</td>
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<tr>
<td>Sept 25-29</td>
<td>APA Writing style</td>
<td>BOK: The FCS BOK and the Cultural Kaleidoscope: Research Opportunities and Challenges</td>
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<td>WEEK 5</td>
<td>ECOMAP ASSIGNMENT</td>
<td>Roubanis, Skills, Lens, and Action: A template to Communicate the FCS Profession</td>
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<td></td>
<td>Improving the Quality of Life</td>
<td>Timeline Assignment DUE (30 pts)</td>
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<td>Environmental and Trends</td>
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<td></td>
<td>Body of Knowledge</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Themes text</td>
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<tr>
<td>Oct 2-6</td>
<td>Body of Knowledge Components Career Discussion/ BOK Activity</td>
<td><strong>BOK</strong>: read section 2&lt;br&gt;Hira, Ethics: Personal and Professional Implications, pg. 420&lt;br&gt;Code of Ethics, pg 424&lt;br&gt;Kato, Chapter 3&lt;br&gt;Careers/Self Assessment Assignment DUE (60 pts)</td>
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<tr>
<td>Oct 9-13</td>
<td>Ethics/Academic Integrity <strong>Ethics Scenario Activity (30 pts)</strong>&lt;br&gt;Review for Midterm</td>
<td>Kato, Chapter 3&lt;br&gt;Ecomap Due (30 pts)</td>
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<td>Oct 16-20</td>
<td><strong>Ethics/Academic Integrity</strong>&lt;br&gt;Review for Midterm</td>
<td><strong>Themes text</strong>:&lt;br&gt;Garbarino, Raising Children in a Socially Toxic Environment, pg. 293&lt;br&gt;Social Issue Research Assignment Due (30 pts)</td>
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<td>Oct 23-27</td>
<td>Public Policy-&lt;br&gt;How to use your voice&lt;br&gt;PP ASSIGNMENT&lt;br&gt;National Coalition on Public Policy</td>
<td><strong>Themes text</strong>:&lt;br&gt;Saunders, Shaping Public Policy, g. 390&lt;br&gt;Kato, Chapter 5</td>
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<td>Oct 30-Nov 3</td>
<td><strong>LETTERS TO LEGISLATORS</strong> BEGIN MAKING AN IMPACT ASSIGNMENT</td>
<td><strong>BOK</strong>: Canabal, Winchip, Responding to Change: Applying the FCS BOK</td>
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<td>Nov 6-10</td>
<td>Public Policy continued&lt;br&gt;Etiquette and Protocol&lt;br&gt;Workplace Etiquette</td>
<td><strong>Themes text</strong>:&lt;br&gt;Braun, et al, Managing at the Margin... pg. 286&lt;br&gt;PUBLIC POLICY ASSIGNMENT DUE (30 pts)</td>
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<td>Nov 13-17</td>
<td>Ruby Payne - Can You Survive Poverty&lt;br&gt;Community Engagement&lt;br&gt;Volunteer hours&lt;br&gt;Meet w/business or entity for final project</td>
<td><strong>Themes text</strong>:&lt;br&gt;Sims, Talking About Sexual Abuse.... pg. 269&lt;br&gt;BOK: Goddard, Promoting Well-Being: Getting Beyond Self-Esteem&lt;br&gt;Hall, The Future of FCS and HE: Continuing the Discussion&lt;br&gt;Kato, Chapter 17</td>
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<td>Nov 20-24</td>
<td>Explore Campus Gardens and Campus Food Pantry: Food for Thought&lt;br&gt;<a href="https://www.facebook.com/food4thoughtsf/a/">https://www.facebook.com/food4thoughtsf/a/</a></td>
<td><strong>Themes text</strong>:&lt;br&gt;Cason, Hunger and Food Insecurity, pg. 187</td>
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</table>
Nov 27-Dec 1
WEEK 14 | Making an Impact Assignment PRESENTATIONS | PRESENT Making an Impact Assignment DUE (60 pts)
Dec 4-8
WEEK 15 | Review for Final Calculating grades |
Dec11
WEEK 16 | FINAL EXAM (100 PTS) |

**** (This syllabus is subject to change. All changes will be announced in class and/or posted in D2L. It is your responsibility to note them).

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

This text is available as an E book through Barnes and Noble bookstore on campus. You will purchase a card that gives you a link to the text.

Optional:

Websites, articles and handouts will be available on D2L and in course assignments. Some readings will be provided,

LiveText:
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 jacks 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.

Complete the *My Cultural Awareness Profile* (MCAP) found within their LiveText account under the HMS 100 course found in the forms tab. Students should
complete the MCAP within the first month; if you have previously completed the profile, please provide documentation within the first month of class.

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; and 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.

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

Course Expectations
- Assignments must be turned in on the due date. No credit will be given for late work. (see additional information in the syllabus)
- No make-up assignments or examinations will be allowed except if advance arrangements have been made.
- Participation in all discussions and group activities is required.
- All papers will follow APA, 6th edition format.
- Clear, convincing, and effective writing is expected in this course.
- All sources must be documented. Plagiarism will result in a zero on the assignment and can lead to a failing grade in the course.
- Ask questions if you are not sure of assignments or expectations. The final responsibility for misunderstandings and late work rests with YOU!

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 (including the first 12 day attendance report) 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.

Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)

a. When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
   i. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Shepherd

b. When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

c. If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ...,” “I want you to...,” “Send this to me ....,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

d. Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Shepherd, I am a student enrolled in your on-line HMS 440 course.” Also, I will assume if you do not fill in the 'Subject' line that your communication is not very important. Please send complete emails.

e. Be concise.

f. Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

g. When making an appointment, you can suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on
In conclusion, if you do not use a formal salutation and my name (Vicky Milstead) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

**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, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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).

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course 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 or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education, 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.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

IX. Other Relevant Course Information: