School of Human Sciences
HMS 100.501 Foundations in Human Sciences
Fall 2018

Instructor: Nancy Shepherd, Ph.D., CFCS
Office: HMSS 102A
Office Hours: M 1-2 pm online, T/R 9:00-10:30 am, F 10-11 am online, or by appt.
Email: shepherdn@sfasu.edu
Prerequisites: none

Course Time and Locations: Online
Office Phone: 936-468-4502 or 468-1413
Email course correspondence through D2L

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
HMS 100, like all Human Sciences courses, also aligns with the Family & Consumer Sciences (FCS) Body of Knowledge—the following group of 11 commonalities which unify and provide a foundation for professional practice for all FCS specializations:

1. Human Ecosystems—emphasis on connections between people and their physical, human-built, social/behavior environment

2. Life Course Development—consideration of individuals and families across time (ages, generations, historical periods)

3. Basic Human Needs—focus on meeting people’s needs for food, clothing, shelter, and relationships

4. Individual Well-Being—promotion of physical, emotional, material, social, and spiritual well-being

5. Family Strengths—development of strong families

6. Community Vitality—consideration of the surrounding environment of individuals and families

7. Wellness—promotion of optimal functioning in every dimension of life

8. Appropriate Use of Technology—encouragement of balanced, safe & ethical use of technology to improve quality of life for individuals and families

9. Global Interdependence—consideration of impact of individual actions on well-being of others in the world

10. Resource Development and Sustainability—identification of ways to meet today’s needs without endangering future generations

11. Capacity Building—proactive development of solutions which help individuals and families meet their full potential (encouragement of critical thinking, good communication skills, appreciation for diversity, engagement in public policy)

**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 320 pts)
Points include in class discussions of assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<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 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>Research on Social Issue Assignment</td>
<td>30 pts</td>
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<tr>
<td>Ethics Scenario</td>
<td>30 pts</td>
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<td>Public Policy Assignment</td>
<td>30 pts</td>
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<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>320 pts</strong></td>
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Midterm Exam                                       | 50 pts |
Final Exam                                          | 100 pts |

**Total Exam points**                               | **150 pts** |

Course total points                                 | 470 pts possible |

A = 470 – 423
B = 422 – 376
C = 375 – 329
D = 328 – 282
F = 281 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.
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<tr>
<th>Date</th>
<th>TOPICS</th>
<th>READINGS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>8/27-8/31</td>
<td>Framework&lt;br&gt;Getting Started&lt;br&gt;Syllabus/Course timeline</td>
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<tr>
<td></td>
<td></td>
<td>Syllabus&lt;br&gt;Kato, Chapter 1</td>
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<tr>
<td>WEEK 2</td>
<td>9/3-9/7</td>
<td>Birth of a Discipline.....&lt;br&gt;History of Human Sciences&lt;br&gt;Begin <strong>TIMELINE ASSIGNMENT</strong></td>
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<td>Livetext Cultural Awareness (10- pts)&lt;br&gt;Syllabus Quiz (10 pts) 9/4 11 pm&lt;br&gt;<strong>Themes Text:</strong> Lazorchak, Business Protocol and Etiquette, pg 460 Martin, The FCS Profession: A viable Career..... pg 113</td>
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<td>WEEK 3</td>
<td>9/10-9/14</td>
<td>Improving the Quality of Life Trends&lt;br&gt;APA Writing style</td>
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<td>Kato, Chapter 2 and 4</td>
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<td>WEEK 4</td>
<td>9/17-9/21</td>
<td>Human Sciences Careers&lt;br&gt;Career Services Orientation&lt;br&gt;Begin <strong>CAREERS/SELF ASSESSMENT ASSIGNMENT</strong></td>
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<td><strong>Themes text:</strong> McGregor, Expanding Our Understanding of Quality of Life, pg 121&lt;br&gt;Kato, Chapter 14</td>
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<td>WEEK 5</td>
<td>9/24-9/28</td>
<td>What is the Body of Knowledge?&lt;br&gt;Begin <strong>SOCIAL ISSUES RESEARCH ASSIGNMENT</strong></td>
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<td><strong>Timeline Assignment Due</strong></td>
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<td><strong>BOK:</strong> Morrison, Saboe, Cho, Undergraduate 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&lt;br&gt;Kato, Chapter 3&lt;br&gt;<strong>Timeline Assignment Due – 9/25,11 pm</strong></td>
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<td>WEEK 6</td>
<td>10/1-10/5</td>
<td>Body of Knowledge Components&lt;br&gt;<strong>Begin BOK Tables</strong></td>
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<td><strong>BOK:</strong> The FCS BOK and the Cultural Kaleidoscope: Research Opportunities and Challenges&lt;br&gt;Roubanis, Skills, Lens, and Action: A template to Communicate the FCS Profession</td>
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<td>WEEK 7</td>
<td>10/8-1012</td>
<td>Ethics/Academic Integrity&lt;br&gt;<strong>Careers/Assessment Assignment Due</strong></td>
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<td><strong>BOK:</strong> read section 2&lt;br&gt;<strong>Themes text:</strong> Hira, Ethics: Personal and Professional Implications, pg. 420&lt;br&gt;Code of Ethics, pg 424&lt;br&gt;<strong>Careers/Self-Assessment Assignment DUE (60 pts) 10/9, 11 pm</strong></td>
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<td>WEEK 8</td>
<td>10/15-1019</td>
<td>Ethics/Personal/Professional/Academic Integrity&lt;br&gt;Review for Midterm- <strong>practice exam</strong>&lt;br&gt;<strong>Begin Ethics Scenario (30 pts)</strong></td>
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<td><strong>Themes text:</strong> Cason, Hunger and Food Insecurity, pg. 187, Garbarino, Raising Children in a Socially Toxic Environment, pg. 293&lt;br&gt;<strong>BOK Tables Due- 10/16, 11 pm</strong></td>
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<tr>
<td>WEEK 9</td>
<td>Review for Midterm Social Issues research DUE MIDTERM - 50 Points (3/5 from 8 am until 3/8, 11 pm)</td>
<td>Social Issue Research Assignment Due (30 pts) 10/23, 11 pm</td>
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<td>WEEK 10</td>
<td>Public Policy- How to use your voice National Coalition on Public Policy</td>
<td>Themes text: Saunders, Shaping Public Policy, g. 390 Kato, Chapter 5 Ethics Scenario Due (30 Pts) 10/30, 11 pm</td>
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<td>WEEK 11</td>
<td>LETTERS TO LEGISLATORS BEGIN MAKING AN IMPACT ASSIGNMENT</td>
<td>BOK: Canabal, Winchip, Responding to Change: Applying the FCS BOK</td>
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<td>WEEK 12</td>
<td>Public Policy continued Workplace Etiquette</td>
<td>Themes text: Braun, et al, Managing at the Margin... pg. 286 Public policy assignment Due (30 pts)-11/13,11 pm</td>
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<tr>
<td>WEEK 13</td>
<td>Thanksgiving Holiday NO CLASSES</td>
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| WEEK 14 | Community Engagement Volunteer hours | Themes text: Sims, Talking About Sexual Abuse.... pg. 269 
BOK: Goddard, Promoting Well-Being: Getting Beyond Self-Esteem 
Hall, The Future of FCS and HE: Continuing the Discussion 
Kato, Chapter 17 |
| WEEK 15 | Making an Impact Assignment & Presentations DUE Review for Final | Making an Impact Assignment & Presentations DUE (60 pts) 12/4, 11 pm Volunteer Hours Due 12/1, 11 pm |
| WEEK 16 | Evaluations/Calculating grades FINAL EXAM (100 PTS) | 12/10 8 am through 12/12 at 11 pm |

Readings: BOK- Body of Knowledge Compendium Themes text – readings in D2L 
**** (This syllabus is subject to change. All changes will be 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.*


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:

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!

Attendance:
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.

Attendance is critical to the course, even online; it is the student’s responsibility to participate. Late work will not be accepted. Should illness or other circumstances occur which prevents class participation; a doctor’s excuse should be presented. Three days will be allowed for missed work; make-up work will not be accepted after that date.

Students are allowed three absences of any type. This absence covers any type of need such as illness, weddings, car problems, family emergencies, and personal travel, etc. (excludes planned absences for SFA extracurricular functions). It is the
student’s responsibility to sign in personally. Do not sign the attendance sheet for another student nor ask someone else to sign in for you. Any student having a planned absence for an SFA university function must notify the instructor in writing prior to the absence. It is the responsibility of the student to make arrangements for missed assignments before the absence occurs. Send an email through the D2L system to alert the professor of an expected absence and explain the reason.

**Class participation:**
Class participation promotes a valuable learning environment and is therefore encouraged and expected. Participation includes asking questions (for clarification and better understanding), discussing current or controversial issues related to course content, exploring ideas or concepts, problem solving, and other exchanges of ideas. It is the student’s responsibility to read the material assigned in the class schedule prior to the class period to be able to participate effectively in class discussions and/or activities.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Code of Conduct, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**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 [Monday]; however, I am available…” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Dr. Shepherd) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

Exam Policy:
Exam dates and time are established by the university, and are not to be changed by the faculty. Please do not ask to change the exam dates or time.

Missing an Exam---According to university policy, serious personal illness or death in one’s immediate family are acceptable reasons for an exam to be missed. Zero points will be recorded for an exam when missed for unacceptable reasons. When an acceptable reason arises, to receive points, the student must notify the instructor PRIOR TO THE EXAM and provide written documentation/proof for the reason upon returning to class. Only if these two requirements are met, the grade earned on the final exam will be counted twice to replace the missed exam grade. This procedure applies to missing one exam only. All students must take the final exam at the official university-scheduled final exam time. Any requests for other times for the final exam must be for legitimate reason and must be submitted in writing at least two weeks in advance to allow approval through appropriate university channels. NO MAKE_UP UNIT EXAMS ARE OFFERED. Any extenuating circumstances must be discussed individually with the instructor during office hours or by appointment.

Honors Contracts---Any requests for honors contracts must be presented to the instructor, discussed, approved and submitted to the Honors office before the end of the third week of classes.
Students with Disabilities
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/. 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.

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](http://www.sfasu.edu/policies/academic_integrity.asp).

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, 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.

**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; the completed information form is due __________________________. 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.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.

**IX. Other Relevant Course Information:**

In today's society, informational technologies including communication via e-mail have become routine tools for learning. It is imperative that you learn to use, email,
Internet, and general computing (word-processing, graphics, etc.) as part of your college education. I will be communicating with you via email for delivering assignments and handouts by way of the course homepage; therefore, please check your email regularly. If you have questions, please email me through the course.

**University Policies and Information:**
This class will adhere to all applicable university policies. Students should read and be familiar with policies in the General Bulletin.

**Assignments:**
Assignments must be turned in to the instructor IN CLASS for face-to-face courses and in the dropbox for online courses to prevent loss or misplacement of any student work. To receive credit, any work must have attached the cover page as instructed in class and must be neat and professional (in-class work must be neatly and legibly hand-written; work done outside of class must be typed). All work must have your name typed on the document. It is your responsibility to keep copies of your work should something occur where student work is lost (such as a technology issue). ABSOLUTELY NO STUDENT WORK WILL BE ACCEPTED DURING FINAL EXAM WEEK.

**Dress:**
Modest, comfortable dress is expected for regular classes. For class presentations, professional dress is required. In general, professional dress includes: a jacket or jacket substitute such as a vest or cardigan, modest full-length pant or knee-to-calf length skirt, modest shirt with sleeves, and closed-toe shoes. Hair of shoulder-length or longer should be pulled back. Common professional dress errors to avoid are denim clothing, tennis shoes, flip-flops, sleeveless clothing, underwear that shows, tight-form-fitting clothing, bare midriffs, and low-cut tops with reveal male chest or female cleavage, low-rise pants which reveal navel, abdomen or upper hip.

**Where to Go for Help**
The Division of Academic Affairs offers numerous programs designed to foster student success. These include:

**Academic Advising Center** - this center serves as the principal advising center for students who have not declared an academic major. Full-time advisors are available to assist students with course selection and with materials to help them explore career options. The center also has information and literature on all academic majors offered at SFA. Students who have earned fewer than 45 semester hours, as well as first-semester transfer students who have not yet declared a major, will be advised in the Academic Advising Center. The center also functions as the administrator of the Texas Success Initiative (TSI), formerly TASP. Students who have questions and concerns about TSI should consult with the center's staff.
The Academic Center is located in the Steen library, 2nd floor; phone: 464.5803; email: advising@sfasu.edu, website: www.sfasu.edu

**Academic Assistance & Resource Center (AARC)** - The AARC offers free services for students who want to improve their chances of academic success by providing peer tutoring and supplemental instruction in most of the lower division, core curriculum and high-risk courses. Assistance is offered through one-on-one tutoring and small study groups, as well as through a supplementary leader who has previously taken the course and made an "A". The AARC also provides tutorial assistance for the THEA test preparation and offers assistance service to aid students with disabilities in accessing library resources and materials. AARC in locate on the first floor of the Steen Library. For additional information on how to register for services, stop by the AARC reception desk or call 468.4108 or visit the web page at http://libweb.sfasu.edu/aarc. Students may register for a tutorial appointment online.

**International Student Support Services** - The Office of International Studies and Programs and the Multicultural Center provide international student support services. Services include an SFA orientation, cultural adjustment, assistance with visa issues, banking assistance, social opportunities, resources for assistance, and initial transportation from regional airports to Nacogdoches upon arrival in Texas. In addition, the American English Language Institute is a safety net for students who encounter difficulties with the use of the English language. Also available is a 12-month residence hall, open year-around, which allows uninterrupted living for any student who might be unable to return home during holidays or vacation periods or semester breaks. Call 936.468.6631 for more information.

**Counseling and Career Services** - this service assists students to develop positive self-image, discover career goals, develop a sense of self-direction and prepare for a career in their chosen field. Orientation is provided for transfer students, new freshman and their parents in the summer prior to enrollment. An orientation session for those not attending Summer Orientation is held each semester prior to registration. Counseling Services is confidential assistance by Licensed Professional Counselors to help students deal with personal adjustment and relationship problems as well as educational problems such as time management, study habits, and test anxiety. Other services provided by this office are alcohol services, testing services, career services, and student employment services. For more information call 936.468.3305 or visit them on the 3rd floor of the Rusk Building.

**Student Government Association** - this body serves as the representative voice of the student body to the faculty and administration. Concerns and issues important to
the students can be made known through legislation passed by the SGA. For more information call 936.468.3500.

Student Organizations - getting the most out of one's experience at SFA means getting involved. There are more than 200 student organizations on campus that play a vital role in making campus life more enjoyable and educational. Students can form new organizations if they cannot find a current group that meets their needs. Information about current registered student organizations and help for organization leaders is available through Student Organization Services in the Office of Student Affairs. Information is also available on the Student Affairs website (www.osa.sfasu.edu).

Student Health Services - provide primary health care to the university students. Currently enrolled students are eligible for most clinic services without additional costs, including consultation, diagnosis and treatment provided by the clinic staff. In addition, some optional services are provided at low cost. There are no facilities on campus for X-rays, overnight stays, dental, optometric, or pharmacy services. These may be obtained locally. The clinic hours are 8:00 am - 5:00 pm, Monday through Friday. Appointments can be made by calling 936.468.4008. Walk-in patients are accepted.

Library Hours
Steen Library 936.468.4636
Mon - Thurs 7:00 am - 1:00 am
Friday 7:00 am - 6:00 pm
Saturday 10:00 am - 8:00 pm
Sunday Noon - 1:00 am
*Hours vary during University holidays
Library web address: http://libweb.sfasu.edu

Computer Labs
The Ralph Steen Library provides general student academic computing support, manages a major student computing laboratory and provides electronic access to informational resources both within the and external to the library collections. Students can also use the computers in the Multicultural Center located in the Student Center 936.468.1073.
In addition, there is a small computer lab in HMS available for student use. Please bring you own paper.

General Expectations of Students
A student enrolling in the university assume an obligation to conduct himself/herself in a manner with the university's function as an educational institution. Misconduct for which students and student organizations are subject to discipline falls into several categories that are described in detail in the online Student Handbook at
Two acts which are strictly prohibited and result in specific disciplinary action are hazing and illegal drugs.