The Mission of Stephen F. Austin State University’s School of Human Sciences is to prepare students to be highly qualified professionals in global markets who positively influence individuals, families, and businesses in diverse communities.
I. Course Description and Credit Hour Justification

HMS 100/HMSC 1300 is designed to provide students an Introduction to the human sciences professions, human science 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.

The Foundations in Human Sciences course aligns with the American Association of Family and Consumer Sciences (FCS) Body of Knowledge. The following 11 commonalities unify and provide a foundation for professional practice for all HMS specializations/program areas:

- Basic Human Needs
- Individual Well-Being
- Family Strengths
- Community Vitality
- Human Ecology Systems Theory
- Life Course Development
- Wellness
- Global Interdependence
- Capacity Building
- Appropriate use of Technology
- Resource Development and Sustainability

HMS 100/HMSC 1300 Foundations in Human Sciences is a 3 hour credit course. This course will typically be taught two days a week for 150 minutes for 15 weeks culminating with a final exam week 16. Students complete multiple assignments and/or quizzes, in class and online discussions, oral presentations, a midterm exam, final exam, and a volunteer activity. These activities average at a minimum of 6 hours of work each week to prepare outside of the classroom hours.

HMS 100/1300 is a traditional class, taking place at regularly scheduled times on campus. Students will apply their learning in the classroom. The class does utilize the university’s Learning Management System (LMS), Brightspace, as well as Zoom meetings, to deliver content, assignments, and activities as well as provide assignment dropboxes. Each student is required to have access to a computer with internet capabilities, working audio, and a camera to capture audio in order to access and participate in the Brightspace portion of the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site and to Zoom. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Word format.
Brightspace Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize: 1. That your instructor is not qualified to provide Brightspace support; and 2. That notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy.

In order to obtain proper technical assistance you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468.1919.

There are no Course Fees associated with this course.

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

This course supports the vision, mission, and core values of the James I. Perkins College of Education and the School of Human Sciences. It is one of the foundation courses for the Bachelor of Science in Hospitality Administration degree and aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.

James I Perkins College of Education

The James I. Perkins College of Education (PCOE) includes the Departments of Elementary Education, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs.

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
2. Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
4. Maintain resources and facilities that allow each program to meet its expected outcomes.
5. Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
6. Engage in outreach services.
7. To address specific needs in the broader community.
8. To enhance student learning.
9. To instill commitment to service, and to promote the reputation of the University.
10. To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

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.

Course Goals: Program Learning Outcomes (PLOs)
1. Resource Development: The students will demonstrate the use of appropriate technology and sustainability in the hospitality industry.
2. Professional Behavior: The student will exhibit the professional behaviors (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the fields of Human Sciences and Hospitality.
3. Key Competencies: The student will demonstrate competence in his/her specific discipline using oral and written forms. The student will also demonstrate competence in calculating, interpreting, and understanding ratios, financial statements, and budgets related to the hospitality industry.
4. Service Attitude: The student will demonstrate a positive service attitude.

Course Objectives: Student Learning Outcomes (SLOs)
Upon successful completion of this course, the student will:
1. Comprehend and communicate a knowledge base in Human Sciences utilizing the Body of Knowledge model.
2. Apply an understanding of concepts related to human development and family studies, 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.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology**

**Getting Started:** The ‘Getting Started’ module contains activities to familiarize yourself with the online course assessment tools. Successful completion of ALL activities in the module will allow you to earn points toward your final grade.

**Written Assignments:** Written assignments will take the form of short papers and longer research reports. All written assignments will be checked through the plagiarism software, Turnitin. This software will compare the paper with past papers from this class as well as online sources. Copying work from existing sources, including the examples in the course, without giving proper credit is considered academic dishonesty. Consequences of academic dishonesty may include, but are not limited to, zero credit for the assignment in question or a failing grade in the course for the semester.

**Discussions:** Discussions are ways to explore your thoughts on a specific topics. Discussions will occur in class as well as on the Brightspace discussion board. The online discussion assignments can be accessed through each associated learning module. The Main Forum of the discussion board will be visible for all students throughout the semester.

In an online class discussion, you must post your own response to the prompt. "I agree" is not a response that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to pose oppositional points of view, but always speak respectfully.

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings but on your active participation and the content of your messages. Note that while you may not fully understand each module’s content, these journal discussions can be a good way to help yourself make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

**Online Student Conduct Policy:** 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 Netiquette rules to help you get the most out of online learning:

- **ALL CAPS IMPLIES THAT YOU ARE SHOUTING** - Please do not do this (unless you are capping specific words, nicely, for emphasis!)
- **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.

Presentations: Students will create and deliver individual and team presentations with visual aids. Detailed instructions for the presentation assignments will be provided on Brightspace by D2L.

Quizzes/Exams: Quizzes and exams will be administered on Brightspace by D2L. These assessments are designed to be completed individually; assistance with quizzes, human, text, or technological, is unacceptable.

Students will take a midterm exam and a final exam (cumulative). These exams will have specific dates, times, and locations where students are required to attend to take the exam. NOTE: Students arriving more than 15 minutes late, or after the first student has left the class, will not be admitted to the midterm and/or final exam.

Service Learning: In order to prepare competent professionals for a global society the School of Human Sciences has implemented a service learning component across multiple courses. Students in HMS 100/HMSD 1300 are required to complete six (6) hours of APPROVED events outside of class time to fulfill this component. Hours will be documented by both the student and the approved site supervisor. This is an “all or nothing” assignment worth 50 points; failure to complete six (6) hours of service learning will result in 0 point.

Event information will be posted on Brightspace by D2L. Students must register for specific event times and dates. A verification form will also be posted on D2L, and must be signed by an event supervisor at the conclusion of the event. When questions about the validity of a verification form arises, grades may be withheld at the instructor’s discretion. As an example, verification forms that are partially completed and/or verification that is not submitted on the correct form may not be accepted.

Please refer to the Course Timeline on D2L (NOT the Brightspace Calendar tool) for documentation due dates and times.

Cultural Awareness Assessment: This is a critical assessment that must be submitted through LiveText. Failure to complete this assessment correctly, by the due date and time, will result in a grade of ‘ ’ for the assessment and a 5% reduction of the overall grade.

Technology in the Classroom: Ample research (Hembrooke & Gay, 2003; Fried, 2008) has found that students who use computing devices during class have significant decrements in their memory performance. Further, students who use these devices are a distraction to students who do not use them (Sana, Weston, & Cepeda, 2013). Therefore, laptops, tablets, phones, and other electronic devices are not allowed in this class unless the teacher indicates they are
needed for an assignment – this will be done prior to the class date so students can be prepared. However, students are allowed to petition for an exemption. The exemption requires students to read and critique the three above papers, giving dedicated attention to why they think their situation is different from the students in the study. Students who successfully defend their petition to use technology may be given an exemption. Please Note: Writing a paper critique does NOT necessarily mean that you will be given an exemption; this decision is made solely by the instructor. Students with disabilities (and their assigned note takers) will be given special consideration.

The use of video recording devices is strictly prohibited in this class. The instructor requests that the student obtain permission prior to audio recording at the beginning of each class. Lecture audio recordings are for personal student use only. The student will not reproduce, nor rebroadcast the recorded audio lecture unless the student has specifically been authorized in writing by the instructor and all class members present, as this would distract from the learning environment.

**Snapchat:** Snapchat is used in this class to remind, congratulate, and pose questions. Your instructor has created a Snapchat account just for this class, and you are invited to follow the account. You are welcome to send content to your instructor via this account if it falls within this simple guideline: Be kind and respectful to other to the classroom Snapchat environment; be thoughtful about what you Snap, and don’t send anything you (or your mother) wouldn’t want to receive.

Do not send:

- sexually explicit content
- content that may harass or bully an individual or group
- threats
- spam
- anything that may promote illegal activity
- hate speech, and/or false or unverified information

Students who violate the posting guidelines will be reported to the university and to Snapchat.

Add HMS 100 on Snapchat: docfickes100
**Speakers:** You will have opportunity to listen to learn from guests in the classroom. There are several steps expected in your preparation for, and experience of, these classroom guests. First, students are expected to research the speaker, the company, and the field or job description of the speaker’s experience. Next, students will turn in an index card at the start of class with three (3) questions related to the company, industry, and/or speaker. Finally, while the speaker is in the classroom students are expected to exhibit professionalism and proper etiquette at all times: all electronics are put away, interactions are polite, side conversations are non-existent.

**Student Involvement:** It is the student’s responsibility to read the corresponding chapters from the textbook as well as any supplemental materials provided on Brightspace by D2L PRIOR to the classroom meetings. The chapters that will be covered each week can be found within the online course modules.

Students are expected to attend class regularly. Daily attendance will be taken. Absences will be considered when students are on the cusp of a grade. A student will be considered absent after the first 5 minutes of class has passed. Students who are absent on an in-class activity day, excused or unexcused, will not have the opportunity to make-up the missed points.

Students are expected to actively participate in the classroom. Examples of participation do’s are: being engaged with the lecture or group; speaking up in class with questions; demonstrating knowledge of material in response to questions; participating appropriately in class discussions and group activities. Examples of participation don’ts are: not speaking up in class, ever; dominating class discussions during class; having side conversations during class; using technology inappropriately in class; texting or paying attention in any way to your phone.

### IV. Evaluation and Assessments (Grading)

Students have the opportunity to earn 600 points in this course. Grades are determined from a variety of assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Activities</td>
<td>10pt</td>
</tr>
<tr>
<td>6 Class Reflections</td>
<td>5 points ea./30 points total</td>
</tr>
<tr>
<td>4 Discussions</td>
<td>20 points ea./80 points total</td>
</tr>
<tr>
<td>2 Individual Written Assignments</td>
<td>20 points ea./40 points total</td>
</tr>
<tr>
<td>2 Individual Presentation Assignments</td>
<td>30 points ea./60 points total</td>
</tr>
<tr>
<td>Library Research</td>
<td>30 points total</td>
</tr>
<tr>
<td>Team Written Assignment &amp; Presentation</td>
<td>50 points total</td>
</tr>
<tr>
<td>Exams</td>
<td>50 points midterm, 100 points final/150 points total</td>
</tr>
<tr>
<td>Service Learning</td>
<td>50 points total</td>
</tr>
<tr>
<td>Certification (Final) Exam</td>
<td>100 points total</td>
</tr>
<tr>
<td>Cultural Awareness Assessment (LiveText)</td>
<td>100 points total</td>
</tr>
</tbody>
</table>

**TOTAL COURSE POINTS** 600 POINTS

SCALE: A=500-540pts(90%); B=539-480pts(80%); C=479-420pts(70%); D=419-360pts (60%)
Guidelines for Evaluating Students in Human Sciences degree programs:

What is an ‘A’ Student?

- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information before asking questions
- Contributes meaningfully to the class
- Acts enthusiastic, even when he/she does not feel that way
- Is open to criticism without getting defensive
- Does not act like a “know it all”
- Displays maturity
- Is proactive – does not wait to be told to do everything; takes care of things before they become problems
- Displays common sense
- Is flexible

Every student is capable of an ‘A’! To achieve this, the student must display the above characteristics, as well as sound technical ability and theoretical knowledge. The result is an “excellent” grade.

A grade of ‘B’ should not be perceived as failure. A grade of ‘B’ means you have done “good” or “above average” work. A grade of ‘C’ means “average”. Both are acceptable grades. If you feel you are trending toward a grade of less than ‘C’ contact your instructor immediately; help him/her help you!

If a student wishes to contest a grade, this must be done prior to the semester’s Dead Week.

Deadlines Policy: In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Timeline and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Timeline and will not be accepted late (think of failing to complete an activity as missing an entire week of class.) Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late.

Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module and/or class. If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please contact your instructor 2-3 business days ahead of time to discuss alternate arrangements.

Extra Credit Policy: There is no extra credit in this course.

Make-Up Policy: Make-up work is not allowed without a university-approved, documented excuse. For the purpose of this class, only the following will be considered an excused absence. Other absences may be excused at the discretion of the instructor. NOTE: Alerts from the Office of Student Rights and Responsibilities alone do not fulfill the requirements below.
Excused Absences | Make-Up Requirement
---|---
University-related event (i.e. athletic event) with letter of proof provided to the instructor, by the student, at least seven (7) days in advance. | All graded content submitted within seven (7) days of approved absence. 

Observance of Religious Holy Day (a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.) with letter provided to the instructor, by the student, at least seven (7) days in advance. | All graded content submitted within seven (7) days of approved absence. 

Attendance Policy: This course takes place in a physical classroom, with supplemental information provided on Brightspace by D2L. Regular class attendance is critical to student success, and frequent absences, late arrivals, and/or leaving early may impact your final grade. Likewise, there are firm deadlines for the course outlined on the Course Timeline (NOT the Brightspace Calendar tool). You are strongly encouraged to log into the Brightspace course site at least every other day.

This course spans 15 weeks. The course contains extensive content that is delivered face-to-face during the three (3) hours of class per week. Additional content is delivered through the Brightspace class site. In addition to the in-class materials, students have required academic components and deliverables that must be completed outside of classroom time: written assignments, discussions, and career preparation assignments. For every hour a student spends engaging with the classroom and online content, he/she should spend at least three (3) hours completing associated activities and assessments.

Medical Emergency: There may be an instance of medical emergency that arises. Examples of medical emergency include, but may not be limited to, car accident, broken limbs, or extended hospitalization. Please make every effort to contact your instructor immediately in this instance. If you are unable to do so, please have a trusted friend or family member do so. Your instructor will provide further information at that time to assist you in contacting other instructors.
V. Tentative Course Outline/Calendar

The calendar here is a tentative outline of the course. Your instructor reserves the right to change/modify this calendar as the course progresses.

Please see the official Course Timeline on the HMS 100 Brightspace homepage (this is NOT the Brightspace Calendar tool) for a complete schedule of all due dates and times.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16-1/21</td>
<td>Getting Started</td>
<td>Online Dues Dates/ Times are Sundays, Wednesdays, or Fridays by 11:59pm CST</td>
</tr>
<tr>
<td></td>
<td>Course Intro</td>
<td>Getting Started Discussion: Due January 22 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td></td>
<td>Human Sciences Framework</td>
<td></td>
</tr>
<tr>
<td>1/23-1/28</td>
<td>Birth of a Discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of Human Sciences</td>
<td></td>
</tr>
<tr>
<td>1/30-2/4</td>
<td>Human Sciences Careers</td>
<td>Online Discussion #1: Due January 29 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td></td>
<td>Career Services Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin VIABLE CAREERS PRESENTATION (30 pts)</td>
<td></td>
</tr>
<tr>
<td>2/6-2/11</td>
<td>What is the Body of Knowledge?</td>
<td>Online Discussion #2: Due February 4 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td></td>
<td>Body of Knowledge Components</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA Writing Style</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin TEAM RESEARCH ASSIGNMENT</td>
<td></td>
</tr>
<tr>
<td>2/13-2/18</td>
<td>LIBRARY RESEARCH WEEK</td>
<td></td>
</tr>
<tr>
<td>2/20-2/25</td>
<td>Ethics/ Academic Integrity</td>
<td>In-class presentations February 25 (Viable Career Presentation)</td>
</tr>
<tr>
<td></td>
<td>Presentation Guidelines</td>
<td></td>
</tr>
<tr>
<td>2/27-3/5</td>
<td>CAREER PRESENTATIONS</td>
<td>In-class presentations February 27 (Viable Career Presentation)</td>
</tr>
<tr>
<td></td>
<td>TEAM PRESENTATIONS</td>
<td>In-class presentations March 3 (Viable Career Presentation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3/10-3/12</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/17-3/19</td>
<td>Midterm Review</td>
<td>Midterm Exam 3/19 – class will meet in Steen Library to take exam via D2L</td>
</tr>
<tr>
<td>3/24-3/26</td>
<td>Ethics/Personal/Professional/Academic Integrity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin PERSONAL CODE OF ETHICS (20pts)</td>
<td></td>
</tr>
<tr>
<td>3/31-4/2</td>
<td>Improving the Quality of Life</td>
<td>Personal Code of Ethics: Due 4/5 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td>4/7</td>
<td>Public Policy-How to use your voice</td>
<td>Online Discussion #3: Due 4/8 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td></td>
<td>National Coalition on Public Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin IMPACT STATEMENT (20 pts)</td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>EASTER BREAK</td>
<td></td>
</tr>
<tr>
<td>4/14-4/16</td>
<td>Trends &amp; Social Issues</td>
<td>Impact Statement: Due 4/15 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td>4/21-4/23</td>
<td>Sustainability</td>
<td>Online Discussion #4: Due 4/22 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td></td>
<td>Begin ECO MAPS (30 pts)</td>
<td></td>
</tr>
<tr>
<td>4/28-4/30</td>
<td>Eco Map Presentations</td>
<td>In-class presentations 4/28 (Eco Maps)</td>
</tr>
<tr>
<td></td>
<td>Final Exam Review</td>
<td>In-class Final Exam review 4/30</td>
</tr>
<tr>
<td></td>
<td>Individual Student Meetings (as needed)</td>
<td>Service Learning Logs: Due 5/3 on D2L by 11:59pm CST</td>
</tr>
<tr>
<td>5/5</td>
<td>FINAL EXAM</td>
<td>Final Exam 5.5 from 10:45am to 1:15pm – class will meet in Steen Library to take exam via D2L</td>
</tr>
</tbody>
</table>

*In-class discussions and reflections are not represented in this calendar. The dates of these activities will be determined by the instructor.*
VI. Readings


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.


This text is also 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. Some chapters are also provided online D2L.

Additional websites, articles and handouts will be available on D2L and in course assignments.

LiveText Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations

Course Survey: Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. 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.

The course evaluation process 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.

As you evaluate this course, please be thoughtful, thorough, 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!
VIII. Student Ethics and Other Policy Information

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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 SFASU Disability Services. For additional information, go to SFASU Disability Services Homepage

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 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;
- 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, resubmission of work, make-up exam, failure of course, and/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: Policy 6.3.*

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record, and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave the 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 assignments/exams may be referred to the iCare.: Early Alert Program at SFA (936-468-2703).

**IX. Other Relevant Course Information**

**Resolving Student Grievances**

1. Should a student encounter an issue in this, or any, HMS course, the following chain of authority should be followed and not circumvented:
2. Contact the instructor and attempt to resolve the issue.
3. If the student is uncomfortable discussing the issue with the instructor, the student should contact their program director and/or the Director of the School of Human Sciences, Dr. Lynda Martin.
4. At this point, if the issue remains unresolved, the student should contact the Interim Associate Dean for Student and Faculty Services in the College of Education, Dr. Stacy Hendricks.
5. If the problem has to do with being a student at Stephen F. Austin State University the student may visit the Dean of Student Affairs in room 3.105 of the Baker Patillo Student Center.

**The Instructor’s Role in this Course:** The Instructor’s role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows everyone to bring their own interests and expertise to the class. The Instructor will provide materials, experiences, and expertise that will encourage the students to interact and engage with the readings and other course materials. As someone conscious that there are many learning styles,
the Instructor will make every attempt to present material in a variety of ways to better help facilitate learning and comprehension. Respectful exchanges and differing opinions are encouraged in the hope that this may help everyone learn from each other – including those who support stated opinions/viewpoints as well as those who present stated opinions/viewpoints that differ from our own.

Crisis Management

How to “Manage” Unexpected Emergencies
Unexpected emergencies happen. To better prepare, please follow these guidelines:

Evacuation:
1. Calmly and quietly walk to the nearest exit.
2. Do not use elevators.
3. Follow instructions of emergency personnel, i.e. policemen or firemen.

Fire:
1. If it is safe to do so, activate the closest fire alarm.
2. Evacuate to the designated evacuation area.
3. Call 9-911 and report the location and nature of the fire.

Flood:
1. Do not enter any flooded area. i.e., basement, first floor, vaulted area, etc.
2. Minor Flooding: Call the Physical Plant and report the location and nature of the leak.

Medical Emergencies:
1. Dial 9-911 and report the nature of the illness or injury and the location of the emergency.
2. Stay with the victim until help arrives if there is no immediate danger to yourself.

Tornado or Other Weather Threat Alarms:
1. Take cover at the lowest level of the building. If an underground shelter is not available, move to an interior room or hallway on the lowest floor and get under a sturdy piece of furniture. Avoid places with wide-span roofs such as auditoriums, cafeterias or large hallways.
2. Stay away from windows.
3. If outdoors take cover, if possible, inside a building. If shelter is not available or there is no time to get indoors, lie in a ditch or low lying area or crouch near a strong building.
4. After the tornado passes, remain alert for signs of additional tornados and or flash/flooding.

Violence on Campus
1. Report any suspicious behavior or threats of any sort to your supervisor or instructor as soon as possible.
2. Do not attempt to resolve violent outbursts or outrageous acts of behavior yourself. Report such incidents to your supervisor or instructor as soon as possible. If violent activities are occurring immediately call 9-911 and report them to emergency personnel.
3. At the scene of any violent incident, attempt to move to a secure area as soon as possible and follow the instructions of the emergency personnel who respond to the incident.

How to “Manage” Your Mental Health
Research has shown that one-fourth (1 in 4) of today’s college students will experience a Mental Health issue at some point of their college career. Unfortunately, many of these students will not seek help, often because they do not know where to look. This leads to larger problems that affect not just school, but also work, relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.

IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255).

Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

You are not alone! The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.