I. Course Description

Introduction to human sciences professions, knowledge base, concepts in human sciences, and related career opportunities — fully online course with no prerequisites required. 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
- Family Strengths
- Human Ecology Systems Theory
- Wellness
- Capacity Building
- Resource Development and Sustainability
- Individual Well-Being
- Community Vitality
- Life Course Development
- Global Interdependence
- Appropriate use of Technology

Intended Learning

Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

The objectives of this course support the university mission to be a “comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through
the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.”

The objectives of this course also support the James I. Perkins College of Education mission 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.” 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.

Program Learning Outcomes

The design of this course supports the School of Human Sciences Program Learning Outcomes (PLOs). The student will:

- display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity and service) relative to the field of human sciences
- exhibit the professional behavior (strong communication skills, a professional image, good work ethic, and adequate preparation for employment) expected in the field of human sciences
- and demonstrate competence in his/her field 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

Upon successful completion of this course, the student will:

- demonstrate competence in his/her specific discipline using oral and written forms
- assess human sciences delivery systems and their appropriateness for use with various target audiences
- research standards for professional oral and written communication as related to human sciences content and delivery systems
- apply knowledge gained through academic specialization areas to professional presentations
- demonstrate knowledge of tools, equipment, and supplies used in human sciences and related occupations
- evaluate professional presentations by identified standard techniques

For additional information on meaningful and measurable learning outcomes, review the assessment resource page.

Course Assignments, Activities, Instructional Strategies, use of Technology

This online course is delivered via Brightspace D2L, and provides course content in the modules. There is no required textbook for this course.
It is imperative that you check Brightspace by D2L multiple times throughout the week to stay informed with any course updates. Additionally, students should check their grade points in D2L and any discrepancies in points must be resolved within one week after the assignment grades have been posted. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.

If you ever experience technical difficulties, use the contact information listed here:
Brightspace by D2L technical support (936) 468-1919.
General computer support (936) 468-4357.
Please note that Brightspace by D2L technical support is not available on weekends.

**Evaluation and Assessments (Grading)**

Assignments are due at the determined time and are listed in the course syllabus on the calendar.

Evaluation and assessment will include assignments listed below. Each student should strive to earn as many points as possible out of the total 500 points. The semester grade is based on a percentage of points earned.

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

All assignments must be submitted through the online course in a Microsoft Word format. Additionally, all assignments, quizzes and exams will have an 11:30 p.m. deadline on the specified date. You will not have access to complete an assignment, quiz or exam after that time.

If you have a question regarding an assignment, please email the instructor in a timely fashion. It is your responsibility to make sure that questions arrive in a timely manner. Any emails sent after 5 p.m. on Friday may not be answered until the following Monday.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINT VALUE</th>
</tr>
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<tbody>
<tr>
<td>Introduction Module: Student Introduction Discussion Post and Quiz</td>
<td>10 points each</td>
</tr>
<tr>
<td>Module 1 Discussion Post and Quiz</td>
<td>10 points each</td>
</tr>
<tr>
<td>Module 2 Discussion Post and Quiz</td>
<td>10 points each</td>
</tr>
<tr>
<td>Module 3 Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Module 3 Developing an Abstract: Research Assignment</td>
<td>20 points</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
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<tr>
<td>Module 4 Discussion Post and Quiz</td>
<td>10 points each</td>
</tr>
<tr>
<td><strong>Midterm</strong> – Modules 1 through 4</td>
<td>100 points</td>
</tr>
<tr>
<td>Module 5 Discussion Post and Quiz</td>
<td>10 points each</td>
</tr>
<tr>
<td>Module 5 Career Research Assignment</td>
<td>60 points</td>
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<tr>
<td>Module 6 Quiz</td>
<td>10 points</td>
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<tr>
<td>Module 6 Ecomap Assignment</td>
<td>20 points</td>
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<tr>
<td>Module 7 Discussion Post and Quiz</td>
<td>10 points each</td>
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<tr>
<td>Module 7 Social Media Assignment</td>
<td>20 points</td>
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<tr>
<td>Module 8 Discussion and Quiz</td>
<td>10 points each</td>
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<tr>
<td>Module 8 Making an Impact Assignment</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Exam – Comprehensive</td>
<td>100 points</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>500 possible points</td>
</tr>
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### GRADE PRECENTAGE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Modules/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
<td>500-450</td>
</tr>
<tr>
<td>B</td>
<td>89 to 80%</td>
<td>449-400</td>
</tr>
<tr>
<td>C</td>
<td>79 to 70%</td>
<td>399-350</td>
</tr>
<tr>
<td>D</td>
<td>69 to 60%</td>
<td>349-300</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>299 and below</td>
</tr>
</tbody>
</table>

### V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 23-29</td>
<td>• Read the course syllabus and module content.</td>
</tr>
<tr>
<td>Introduction Module</td>
<td>• Complete the Introduction discussion and quiz.</td>
</tr>
<tr>
<td>Module 1: History and Current State of Human Sciences</td>
<td>• Read all module content.</td>
</tr>
<tr>
<td></td>
<td>• Complete Module 1 discussion and quiz.</td>
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<tr>
<td>Oct. 30 through Nov. 5</td>
<td>• Read all module content.</td>
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</tbody>
</table>
| Module 2: Body of Knowledge | • Complete Module 2 discussion and quiz.  
| Module 3: Research in Human Sciences | • Read all module content.  
| | • Complete Module 3 quiz.  
| | • Submit Developing an Abstract: Research assignment.  
| Nov. 6-12 |  
| Module 4: Connecting Academic, Professional and Personal Integrity in Human Sciences | • Read all module content.  
| | • Complete Module 4 discussion and quiz.  
| Nov. 13-19 |  
| Midterm Exam | Cover Modules 1-4  
| Nov. 27-Dec. 3 |  
| Module 5: Careers in Human Sciences | • Read all module content.  
| | • Complete Module 5 discussion and quiz.  
| | • Submit Career Research assignment.  
| Module 6: Human Ecology and Generational Differences | • Read all module content.  
| | • Complete Module 6 quiz.  
| | • Submit Eco-Map assignment.  
| Dec. 4-10 |  
| Module 7: Social Issues in Human Sciences | • Read all module content.  
| | • Complete Module 7 discussion and quiz.  
| | • Submit Social Media assignment.  
| Module 8: Public Policy in Human Sciences | • Read all module content.  
| | • Complete Module 8 discussion and quiz.  
| | • Submit Making an Impact assignment.  
| Dec. 9-Dec. 15 |  
| Final Exam | Comprehensive  

**Readings**

There is no required textbook for this course. All readings will be provided to the student via D2L.

**Course Evaluations**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

- course and program improvement, planning, and accreditation
- instruction evaluation purposes
- and 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
Class Attendance and Excused Absences: 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.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, using ChatGPT or AI, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

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 coursework 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. 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 to compute the grade point average. For additional information, go to sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to sfasu.edu/disabilityservices/

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office**
Rusk Building, 3rd floor lobby  
sfasu.edu/deanofstudents  
(936) 468-7249  
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line: 1-800-392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

To show you have read this syllabus, send me a funny meme via D2L message for 10 extra credit points.