Syllabus

HMSC-1300.501

Foundations In Human Sciences

Summer II 2024

08 July – 11 August

Instructor: Chef Kevin Hill, M.Ed.

Course Time & Location: HMSC-1300.502 is a three (3) credit hour class delivered 100% on line through Brightspace/D2L.

Office: HMS-North Room 106C

Office Hours: Wednesdays: 11:00 am – 12:00 am via Zoom (link is in the “Getting Started” Module

Office Phone: (936) 468-2130

Email: All course related matters will be emailed using Brightspace/D2L. Alternate, if Brightspace/D2L is unavailable, can be sent to kevin.hill@sfasu.edu.

Prerequisites/Corequisites: There are no prerequisites.

Course Fees: There are no course fees.

NOTE: Syllabus may change at the instructor’s discretion. Notification of changes will be through Brightspace/D2L.

I: Course Description and credit hour justification

Introduction to human sciences professions, knowledge base, concepts in human sciences, and related career opportunities. The foundations in Human Sciences course aligns with the American Association of Family and Consumer Science (FCS) Body of Knowledge.
HMSC-1300.502 “Foundations in Human Science” is a three (3) credit hour course. This course will be taught 100% online in 5 weeks utilizing the Brightspace/D2L delivery platform.

The following 11 commonalities unify and provide a foundation for professional practice for all HMS specializations/program areas:

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

II: Intended Learning Outcome/Goals/Objectives (Program/Student Learning outcomes)

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 Sciences, Secondary Education and Educational Leadership, and the School of Human Sciences. Each program offers a study in educator certification as well as in various non-teaching programs.

Vision

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

Mission

The mission of the James I. 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:
Provide programs at both the undergraduate and graduate levels based on sound pedagogical and clinical practice.

Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.

Provide a variety of teaching venues incorporating the latest technologies to a rage of diverse student interests, backgrounds, and aspirations.

Maintain resources and facilities that allow each program to meet its expected outcomes.

Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.

Engage in outreach services

To address specific needs in the broader community

To enhance student learning

To instill commitment to service and to promote the reputation of the University.

To conduct research to advance knowledge and to contribute to the common good

**Course Goals: Program Learning outcome (PLOs)**

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.

**Course Objectives: Student Learning Outcomes (SLO)**

Upon successful completion of this course, the student will:
• Comprehend and communicate a knowledge base in Human Sciences

• Apply an understanding of concepts related to aviation sciences, construction management, dietetics and nutritional sciences, food and nutrition, hospitality administration, family sciences, and interior design.

• Identify career opportunities in Human Sciences

• Synthesize an understanding of the standards expected for presentations, writing assignments, and on-line class participation in Human Sciences

• Evaluate current and future trends that impact work and the near environment

• Research a topic and create a poster depicting how Foundations in Human Sciences effects their chosen career path.

III: Course Assignments, Activities, Instructional Strategies, use of Technology Assignments and Activities

Instructional Strategies:

HMSC-1300 uses the online learning platform of Desire2Learn (D2L) for all course material, assignments and exams. Each student is required to have access to a computer with internet capabilities in order to access the Brightspace/D2L course components. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

Use of Technology:

As a student of Stephen F. Austin State University, you have free access to this course. Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed.

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

IV: Evaluation and Assessments (Grading)

Grading Breakdown:

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

- 7 Discussions * 10 pts each 70 pts
- 9 Quizzes 10 pts each 90 pts
- 2 Exams 100 pts each 200 pts
- 5 Assignments 28 pts each 140 pts
- Career Field Poster 100 pts each 100 pts

Grading Scale: A (90-100%) 540-600 pts; B (80-89.9%) 480-539 pts; C (70-79.9%) 420-479 pts; D (60-69.9%) 360-419 pts; F (0-59.9%) 0-359 pts.

Discussions – Each student will post their discussion and will respond to at least 2 of their peers’ initial posts. 5 pts will be earned for the post and 2.5 pts for each response to your peers up to 5 pts.

V. Course Timeline

All assignments are available in the Discussion and Dropbox tabs in D2L.

For due dates, times, and the course outline/calendar, see “Course Calendar” in the “Getting Started” module in Brightspace/D2L.

Make-up Policy: Make-up work is not allowed without a university-approved, documented excuse (Excused Absence).
**Excused Absences:** An excused absence does not waive the submission of any required work missed during the absence. Make-up work is due seven (7) days from original due date.

- 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.

- Observance of Religious Holy Day (a holy day is 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.

- 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.

*COVID-19 falls under the category of medical emergency. If you are diagnosed with COVID-19, please follow the university’s policies and procedures for reporting your diagnosis. Please contact your instructor, as well, to make course accommodations. Your instructor will require official notice of a COVID-19 diagnosis to accommodate you during your illness.*

**VI: Readings**

There is no required text book for this class. All information required for successful completion of this course will be available through D2L.

**VII: Course Evaluations**

Course Survey: Near the conclusion of each semester, students in the College of Education 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 Policy Information

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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, 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

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 https://www.sfasu.edu/docs/hops/02-206.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 http://www.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.

**Other important course-related policies:**

**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 constructive 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 a problem
- Displays common sense
- Is flexible
- Reacts with critical thinking when met with unplanned obstacles
- Respects and assists other classmates

Every student is capable of an ‘A’! IF the student displays the above characteristics, as well as sound technical ability and theoretical knowledge, they will receive the “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”.

If you feel you are tending toward a final grade below a ‘C’ contact your instructor immediately; help them help you.
If a student wishes to contest a grade, this must be done prior to week 5.

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFASU Counseling Services • www.sfasu.edu/counselingservices

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp

Human Services Room 202 • 936-468-1041

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
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343
X: Additional Information Specific to Educator Preparation

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
You enrolled or planning to enroll in an educator preparation program or, you are planning to take a certification exam for initial educator certification, and you have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Provide one of the following primary ID documents:

- Passport
- Driver’s license, state or providence ID cards
- A national ID card, or military ID card to take the TExES exams

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.

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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**XI: Other Relevant Course Information:**

**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.

**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 (Disaster Planning):** 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.

**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).**

You are not alone! 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.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. 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. 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. A Counseling Clinic is also available in Room 202 of PCOE’s Human Services Building (936-468-1041). Other Mental Health Providers are also available to help in and around the Nacogdoches area.