

afternoon
Wed
after

Martin

Coordinators Meeting

August 21 3:00 pm

1. Semester Meeting Times
2. Class Size and Overload – Tony Estudillo
3. AAFCS – Olle (Standard 1, Sept; Standard 2, October; Standard 3, November)
 - i. TRAC DAT needs to reflect the unit as a whole
4. Fundraising for Internship/Student Travel (Raffle for dorm remodel; Fashion show; Use 426....get monies built up for next 3-4 years to fund faculty and students); indicated with Development officer
5. Trips (What is your program's decision?)
6. HMS 440 – content? Nancy
7. Workstudy
 - a. CDFL 231 hours
 - b. FCS 26 hours
 - c. FM 90 hours
 - d. FND 86 hours
 - e. HADM 171 hours
 - f. ID/IM 59 hours
8. Need written recruitment plan on how to improve enrollments
9. Advisory Board Minutes. Please submit to me for last year and we will get on web under minutes
10. We need to track alumni, employers, retention of freshmen and senior satisfaction survey – EXTERNAL INPUT needed
11. Lab Fees (any not fully used?) Oct. 15th
12. Webpages (Leisha suggested we all put credentials...where students are employed, etc. etc.)
 - a. CRITICAL to our marketing image
 - b. KEEP THEM CURRENT.....put on calendar every semester to update
13. Salary Supplement?? Ideas that could be consistent across the college????

* Cooking
Class
(Nutrition)

- ✓ 14. Goals → Read Mission & discuss if it meets our needs
15. Basketball Game — Nov. 18th → 8AM
16. Ambassadors — Focus on Freshmen.
17. Wish List

Coordinators Meeting

Lynda Martin

To: Coordinators
Cc: Human Sciences Faculty and Staff
Subject: Study Abroad - Coordinators meeting August 21st 3pm

Sometime ago we discussed *as a team* offering a study abroad opportunity every other year AND a domestic study abroad opportunity every other year with faculty taking turns so that new faculty would have the opportunity to lead. We have had historically low enrollment numbers and that was the rationale behind all programs supporting each other, but, our main goal is to make this travel happen!!!

Entering students are excited to know that they will have an opportunity during their sophomore, junior or senior year to go both on a domestic study trip AND an international study trip while they are majoring in Human Sciences at SFA. We initially decided to throw our support behind these trips so the most students possible can partake of these opportunities. It is very important that our students get the chance to travel and experience their discipline first hand in other environments.

Having said all of this, the Hospitality Program has a very successful domestic trip that they would like to offer every year to the NRA Show and the ID Program has a very successful domestic trip that they would like to offer to their majors regularly and we want to keep this momentum going.

I currently also have a proposal request on my desk from Hospitality to take students to Sweden in Summer, 2015 in order to reciprocate with a group of students who will be visiting US from Sweden this fall, and have had a request from ID to do an Italy trip again during Summer, 2015. Both are excellent opportunities for our students

Coordinators, please meet with your program areas this summer and discuss the pros and cons of 1) letting each program area decide and recruit on their own which trips they would like to do or 2) maintaining a "group" approach and having HMS work as a whole on these trips (with faculty taking turns on who leads so that everyone who is interested in leading a trip gets a chance) or 3) some other plan/suggestion that might be effective and ensure the greatest number of students get to travel and experience other cultures and environments.

Please keep in mind the success that some programs are having (we do not want to diminish that momentum), but we also want to be as effective as possible so that the most faculty and the most students possible are encouraged to travel.

Coordinators will meet at 3pm on Thursday August 21st to again visit this issue so please everyone communicate with your program coordinator. Thanks in advance for your support and work in providing our students with these experiential opportunities.

Lynda Martin, Director and Professor
School of Human Sciences
Stephen F. Austin State University
Box 13014, Nacogdoches, Texas 75962

The views and opinions expressed in this message are my own and do not ne



School of Human Sciences

PO Box 13014, SFA Station • Nacogdoches, TX 75962
936.468.4502 Office • 936.468.2140 Fax

STEPHEN F. AUSTIN STATE UNIVERSITY

MEMO

To: Dr. Lynda Martin
From: Dr. Chay Runnels
Date: July 15, 2014
Subject: Sweden Study Abroad

The attached proposal is one that Dr. Hans Williams developed for a 2015 joint study abroad with Forestry. Approximately 8 Hospitality students from Sweden will visit in February 2015 as part of a larger group of students from Alvdalen. This proposed study abroad trip incorporates study in Alvdalen at the Hospitality School as well as opportunities in Stockholm.

We can discuss this at the retreat in August, as the final proposal is not due until September 1. However, Dr. Williams asked that I get your preliminary approval along with Dr. Abbott and submit this document to Heather Catton prior to September 1.

My thought would be that I would not necessarily have to lead this group from Hospitality, and that if we did not have 10 students that we could still run the trip as an independent study. That is what Forestry did in May 2014, as they only had 6 students take the trip.

My desire in wanting Hospitality to have a presence on the 2015 trip is simply to reciprocate the Alvdalen institution's willingness to send their hospitality students here.

I will be meeting with my team in August to discuss what opportunities the Alvdalen students might have when they visit us in February.

Faculty-Led Study Abroad - Planning Proposal

Proposals for both new and existing faculty-led study abroad programs must be submitted using this format. The Planning Proposal is not meant to be a comprehensive document but rather an outline of the program that you will present in more detail (budget, detailed itinerary, etc.) in the Final Proposal. This proposal is designed to help you think of all the items you will need to plan a safe and successful program and to allow OIP to assist you as needed.

Instructions for proposing a faculty-led study abroad program:

1. The first step in developing a program is dialogue. As soon as you have an idea, begin talking with your dean and department chair. Another critical first step is to check the U.S. State Department website (http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) since SFA cannot allow travel to countries with State Department warnings. Faculty should consider carefully who the intended student audience is and how to structure the curriculum to be attractive. Courses with a minimum of prerequisites and suitable to students from a variety of majors can be helpful in recruiting a class.
2. Review the SFA Faculty Handbook and consult with Inés Maxit (maxitie@sfasu.edu) if you have any questions.
3. Complete and submit the Planning Proposal (with signatures) to OIP. This proposal consists of:
 - I. General Information
 - II. Program Information
 - III. Academic Information
 - IV. Approval Signatures
4. OIP will help you gather the resources you need to submit with your Final Proposal.

The *Planning Proposal* is due by May 1st

The *Final Proposal* is due by September 1st

Please keep in mind that OIP will estimate the number and dollar amount of Study Abroad Scholarships based on information from the planning proposals received by May 1st. OIP may not have scholarship funds available for programs whose Planning Proposals or Final Proposals are submitted after the due dates.

I. GENERAL INFORMATION

Program Title:	Forestry, Recreation and Tourism in Sweden
Program Leader:	Name: Hans Williams Dept: Forestry Phone: 468-2313 Email: hwilliams@sfasu.edu
Program Leader:	Name: Chay Runnels Dept: Human Sciences Phone: 468-2060 Email: runnelsc@sfasu.edu
Program Leader:	Name: Theresa Coble/Brian Oswald/Matthew McBroom Dept: Forestry Phone: 468-1354/468-2275/468-2469 Email: tcoble@sfasu.edu/boswald@sfasu.edu/mcbroommatth@sfasu.edu
Student Enrollment:	Target student group size: min: 10 max: 20
Program Location(s):	Alvdalen, Sweden; Stockholm, Sweden
Program Term(s):	Maymester Course
Program Dates (start and finish of all on-campus and off-campus commitments)	from: 3/23/2015 to: 6/1/2015
Overseas Course Component (span from start to finish and total number of days):	from: 5/18/2015 to: 6/1/2015 Number of Days: 14 days

II. PROGRAM INFORMATION

Purpose and Need (Briefly describe the program's purpose and learning objectives.)

Students will be exposed to unique forest management, recreational and hospitality experiences found in Sweden

Utilizing the Location (Provide a general itinerary of the program and describe how course(s) will utilize academic, cultural, or physical resources not reasonably available in Texas)

The program will be based at Alvdalen Educational Center, a Post-Secondary College located in Alvdalen, Sweden. Alvdalen is located in the center of Sweden's timber and forest recreation industry. The college supports highly advanced technical programs in forestry, recreation and hospitality. Students will have an opportunity to gain hands-on experience with high-end technology unavailable at SFASU. They will also be exposed to the ecology, history and culture of Sweden by visiting forest, recreation and hospitality resources.

Published Advertisement (Provide a brief program summary that can be used for advertising/publicity on the study abroad website and in program brochures. This summary should provide students with a clear and concise understanding of your program.)

A tour of Sweden focusing on the forestry, recreation and hospitality industries. Students will gain hand-on experience with highly advanced technology as well as experience the ecology, history and culture of Sweden.

Eligibility Requirements/Prerequisites (Include any admissions/course prerequisites (min GPA, language proficiency, etc.) as well as any physical demands that students must be able to accommodate.)

Junior, Senior, or Graduate Status

Target Population/Marketing Strategy (Identify the student population(s) you are trying to reach with your program and your strategy for marketing this program specifically to them.)

Open to All Majors

Program Support (Will you need the assistance/support from a third party provider?)

Travel Security (List any travel-related concerns specific to your site. Go to: http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html)

III. ACADEMIC INFORMATION

Course Information

1. List the anticipated courses that will be taught through your study abroad program:

Prefix	Course #	Course Title (and equivalency if using existing course)	Credit hrs
FOR	464	Forestry, Recreation, and Tourism in Sweden	3
HMS	426	Field Practicum in Human Sciences	3

2. Are there a fixed number of credit hours that all students must take? Yes

If yes, how many? 3

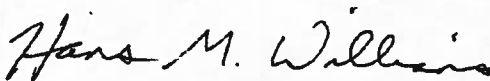
(Minimum of 3 credits within a term is necessary for students to be eligible for financial aid).

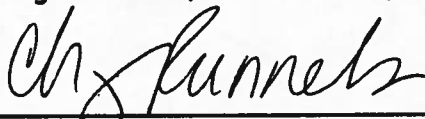
The ultimate goal of faculty-led programs is to promote student learning and development. When developing your Study Abroad course and preparing your syllabus for the Final Proposal, please consider the following objectives, derived from The Forum on Education Abroad (www.forumea.org/documents/ForumEAStandardsShortTermProg.pdf).

1. **Student Development:** How will the program provide opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity, and growth in cultural awareness)?
2. **Learning Outcomes:** How will the program foster discipline-specific and/or interdisciplinary learning outcomes appropriate to the curriculum, site, and program goals?
3. **Language and Intercultural Development:** How will your program provide language and intercultural development opportunities appropriate to its mission?
4. **Intrapersonal Development:** How will the program include opportunities for reflection during and after the experience?
5. **Assessment:** How will student learning outcomes and overall student experience be assessed at the program's conclusion so that subsequent programs are improved based on this assessment?

IV. LEADER AGREEMENT & SIGNATURES

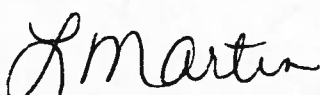
As indicated by my signature below, I have read, understand, and agree to the expectations and responsibilities outlined in the *SFA Faculty Study Abroad Handbook*; if my program is approved I understand that I must submit a *Final Proposal* in order to implement my program.

Program Leader 	Date June 4, 2014
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Program Leader (if more than one) 	Date 7-15-2014
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Program Leader (if more than two)	Date
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This program has the support/approval of the sponsoring Department and College as indicated by the signatures below:

Department Chair 	Date 8/22/14
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Academic Dean	Date
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International Programs	Date
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From: Lynda Martin

Sent: Monday, June 02, 2014 3:41 PM

To: Judy Abbott

Cc: Chay Runnels; 'Darla'; Leisha Bridwell; Marie Saracino; Nancy Shepherd; Rebecca Greer

Subject: Development Wish List

The following items were submitted for Human Sciences WISH LIST:

Food Truck \$150,000

Office Furniture \$32,500 (Studio Furniture/raised tables for drafting and computer usage)

Walk in Cooler for Floral usage \$20,000

Student Scholarships

International and Domestic Travel Scholarships for Faculty and Students

Scholarships for Faculty Professional Development

Scholarships for Advisory Board Meetings

Thanks

Lynda Martin, Director and Professor

School of Human Sciences

Stephen F. Austin State University

Box 13014, Nacogdoches, Texas 75962

The views and opinions expressed in this message are my own and do not necessarily reflect the views and opinions of SFA, the BOR or the state of Texas.

Lynda Martin

From: Antonio G. Estudillo
Sent: Thursday, August 14, 2014 1:33 PM
To: Lynda Martin
Cc: Nelda Frederick; Stephanie Milford
Subject: RE: Retreat in August

I was interested in hearing how the individual programs within HMS deal with the following (which is why I had noted Everyone):

Class size capacity/determination

--potential relation to quality of course

--potential relation to student course evaluations

--since no TAs (graduate assistants) are applicable, any eligibility for more than a single student worker for a given program

Overloads determination

--solely for graduate courses or applies to undergraduate courses as well

--amount of pay involved

-Tony

From: Lynda Martin
Sent: Thursday, August 14, 2014 12:25 PM
To: Antonio G. Estudillo
Cc: Nelda Frederick; Stephanie Milford
Subject: RE: Retreat in August

Tony

Can you tell me specifically what you would like to discuss for this agenda?

*Lynda Martin, Director and Professor
School of Human Sciences
Stephen F. Austin State University
Box 13014, Nacogdoches, Texas 75962*

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From: Lynda Martin
Sent: Wednesday, August 13, 2014 5:04 PM
To: Antonio G. Estudillo
Subject: RE: Retreat in August

Yes
thanks

*Lynda Martin, Director and Professor
School of Human Sciences
Stephen F. Austin State University*

FOUR STANDARDS FOR OUR AAFCS ACCREDITATION REPORT.

Standard1)

The Unit has clearly developed mission and goal statements that reflect the mission and philosophy of the profession and are consistent with the mission and goals of the institution.

Interpretation: The mission statement of the Unit identifies a distinct purpose for the Unit within the host institution and reflects the mission and philosophy of the profession, projects societal needs relevant to the profession, and is consistent with the mission and goals of the institution.

Standard2)

All family and consumer sciences students are expected to understand and comprehend the family and consumer sciences body of knowledge. This body of knowledge consists of core concepts, integrative elements, and cross-cutting themes.

Interpretation: The body of knowledge of family and consumer sciences includes unique concepts that integrate the study of individuals, families, and communities through human ecosystems theory and life course development. Family and consumer sciences professionals address adequate provision of basic human needs from holistic and synergistic perspectives. Comprehension of the complexity of the reciprocal relationships (interrelationships and interdependence) among individuals, families, communities, and the many environments in which they function throughout their life spans is critical to a full appreciation of the family and consumer sciences knowledge base. An understanding of individual, family, and community needs, ecosystems, and life course development undergirds the dynamic, holistic, and integrative nature of family and consumer sciences. Using knowledge of the core concepts and integrative elements, family and consumer sciences professionals address critical, pervasive, and emerging societal issues related to the interrelationships of individuals, families, communities, and the environments in which they function. The body of knowledge encompasses three critical components: core concepts, integrative elements, and cross-cutting themes.

Standard3)

DISCOVERY AND INTEGRATION OF KNOWLEDGE - Family and consumer sciences faculty members contribute to the knowledge base of the profession by generating new knowledge, providing meaning to isolated facts, creating new applications for existing work, bringing new insights to bear on research findings, and discovering patterns that connect. The discovery and integration of knowledge is guided by the mission and goals of the Unit and complements the teaching and learning objectives of the Unit's instructional programs, which reflect current scholarly knowledge and creative or best practices in the field.

Interpretation: Scholarly, scientific, and creative activities are consistent with the Unit's stated mission and goals and should be complementary of the teaching and learning objectives of the Unit's instructional programs. The Unit supports an environment conducive to research, scholarly inquiry, and creative endeavor by all faculty members. Activities such as writing grants, publishing manuscripts, creating sketches and designs, presenting scholarly papers at professional conferences, and developing innovative pedagogical techniques or programs are aimed at improving the knowledge base and the practice of family and consumer sciences. Because of the integrative and holistic nature of the field, family and consumer sciences faculty members frequently engage in scholarly and creative activities in areas that extend beyond traditional boundaries of the field. Interdisciplinary research and collaboration with colleagues in fields outside of family and consumer sciences offer opportunities for critical analysis and interpretation of research findings with outcomes that can be applied to solving the critical issues of individuals, families, and communities. As appropriate, Unit faculty members often involve students to expand their understanding of research, scholarly, scientific, and creative expression.

Standard4)

FACULTY QUALIFICATIONS - Faculty members have the educational preparation and professional experiences appropriate for the Unit's mission, goals, and curricula.

Interpretation: Full-time faculty members in the Unit have the educational preparation, professional and practical experience, research and teaching competence, scholarly activity, professional development, and leadership experience sufficient to provide the depth and breadth of learning appropriate for the Unit's mission, goals, and curricula. Educational preparation and professional expertise of each faculty member are appropriate for their assigned positions and responsibilities. All faculty members in the Unit meet the requirements for faculty appointments at the institution. Part-time and adjunct faculty members, including qualified practicing professionals, and/or persons with special competencies, have educational and professional expertise pertinent to the Unit.

Human Sciences – AAFCS Body of Knowledge

Color code by program area

	Basic Human Needs – material, bodily and social well-being; security; freedom of choice	Individual Well-being – meeting basic human needs	Family Strengths – relationships and human development across the life course.	Community Vitality - environment for individual and family well-being.	Life Course Development –development across time	Human Ecosystem – physical, human-built, social/behavioral environment	Capacity Building - building on assets and strengths, respecting diversity, and responding effectively to change	Global Interdependence – worlds effect of one’s actions	Resource Development and Sustainability – managing resources wisely	Appropriate use of Technology – how advances in science and technology are shaped, manipulated, used to affect quality of life for individuals	Wellness – health and well-being
	HMS 100 HMS 131 HMS 137 HMS 146 HMS 220 HMS 230 HMS 236 HMS 239 HMS 241 HMS 302 HMS 314 HMS 380 HMS 412 HMS 419 HMS 443 HMS 459	HMS 100 HMS 137 HMS 138 HMS 146 HMS 201 HMS 230 HMS 236 HMS 239 HMS 241 HMS 242 HMS 241 HMS 241 HMS 241 HMS 300 HMS 302 HMS 314 HMS 323 HMS 407 HMS 414 HMS 420	HMS 100 HMS 146 HMS 201 HMS 230 HMS 239 HMS 241 HMS 242 HMS 323 HMS 340 HMS 349 HMS 441 HMS 443 HMS 459	HMS 100 HMS 102 HMS 137 HMS 146 HMS 220 HMS 239 HMS 241 HMS 253 HMS 340 HMS 409 HMS 420 HMS 441	HMS 100 HMS 102 HMS 146 HMS 203 HMS 220 HMS 230 HMS 236 HMS 239 HMS 241 HMS 241 HMS 241 HMS 300 HMS 305 HMS 336 HMS 340 HMS 349 HMS 355 HMS 400 HMS 586	HMS 100 HMS 115 HMS 146 HMS 203 HMS 230 HMS 239 HMS 241 HMS 300 HMS 340 HMS 390 HMS 405 HMS 412 HMS 414	HMS 100 HMS 102 HMS 119 HMS 146 HMS 239 HMS 241 HMS 300 HMS 314 HMS 342 HMS 390 HMS 400 HMS 403 HMS 407 HMS 426 HMS 441 HMS 459 HMS 480 HMS 485	HMS 100 HMS 102 HMS 119 HMS 230 HMS 239 HMS 241 HMS 300 HMS 333 HMS 363 HMS 390 HMS 400 HMS 403 HMS 414 HMS 463	HMS 100 HMS 102 HMS 115 HMS 137 HMS 146 HMS 220 HMS 239 HMS 241 HMS 241 HMS 305 HMS 311 HMS 314 HMS 363 HMS 404 HMS 405 HMS 412 HMS 419 HMS 420 HMS 426 HMS 480	HMS 100 HMS 102 HMS 146 HMS 239 HMS 241 HMS 250 HMS 300 HMS 305 HMS 363 HMS 390 HMS 404 HMS 405 HMS 409 HMS 414 HMS 420 HMS 426 HMS 459	HMS 100 HMS 131 HMS 137 HMS 138 HMS 139 HMS 146 HMS 236 HMS 239 HMS 241 HMS 253 HMS 300 HMS 336 HMS 340 HMS 355 HMS 443

Nelda Frederick

From: Lynda Martin
Sent: Wednesday, July 09, 2014 1:42 PM
To: Nancy M. Shepherd
Cc: Nelda Frederick
Subject: Re: FYI

Let's all sit down as coordinators and discuss

Nelda, please print this email and put in my box to remind me

Also Nancy, please work on the Nutrition certification degree plan do we have 336 mandatory on it for students to take Perhaps we can get it through curriculum this fall???

On Jul 9, 2014, at 11:02 AM, "Nancy M. Shepherd" <shepherdn@sfasu.edu> wrote:

Hi Lynda,

I hope you are getting a break and somehow working in some time to rest with the grandkids too.

I just wanted to let you know about a conversation I had with Sheila today regarding 440. She said some of their students don't understand why they have to take the course and she feels it needs to be more specific to family dynamics. She indicated that their accreditation body was not crazy about the course and so perhaps it needs to be reworked.

I will analyze the course in terms of the AAFCS standards, but she says it needs to meet the CDFL standards also. Somehow we will need to find a balance. Oh the joys of specializations and generalizations!! I believe the consumer problems is a course all of the program majors should be taking --- perhaps the 440 class needs to become a family studies specific course and 300 and 400 should be reworked to accommodate our needs???

We already touch on some finance related items in 300.

Let me know your thoughts.

Thanks, Nancy

Nancy Shepherd, PhD
Assistant Professor
Program Coordinator Family and Consumer Sciences
Director of The Economic Education Center
School of Human Sciences
Stephen F. Austin State University
Box 13014
936-468-1413
shepherdn@sfasu.edu