School of Human Sciences
Practicum
HUSC 5175.501 – Online
Fall 2020

Instructor: Rachel Jumper, Ph.D.   **Course Time & Location**: Online
Office Phone: (936) 468-2209   **Office:** EDAN 129
Email: jumperr@sfasu.edu or through D2L   **Credits:** 1
Zoom Office Hours: Monday 9-11am, Tuesday 10am-   **Prerequisites**: None
12pm, Thursday 9am-10am, & by appointment

I.   **Course Description:**
      This is a one-hour course reviewing ethics in the field of human sciences. Course requires the student o research, read, and reflect on the code of ethics for human development and family studies.

      Pre-requisites: None

      Course Justification: Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a major final project. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

II.   **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**
      The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

      Additional information about the College of Education vision, mission, and core values can be found at http://coe.sfasu.edu/about-us.

      This course relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

      Program Learning Outcomes

- Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
- Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
- Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

Student Learning Outcomes

- Advanced knowledge of ethical standards related to Human Development & Family Studies
- Understanding of ethical decision making processes
- Evaluation of ethical dilemmas
- Improved knowledge of ethical standards in higher education

III.   **Course Assignments, Activities, Instructional Strategies, Use of Technology:**

1. **Ethical Reflection Papers:** Four reflection papers over the course readings and materials will be assigned. Each paper will be a minimum of 5 pages and will include relevant academic research cited in the paper. Each paper is worth 100 points.

2. **APA Reference List:** An APA reference list will be required for the course. This reference list will consist of articles searched for and pulled by the student. The student will have to use APA formatting correctly to pass this assignment. Assignment will be returned and corrected until all citations are correct. Each time the assignment is returned for corrections 10 points will be deducted from the overall grade.

3. **Ethics Case Study:** Student will complete the case study process outlined in the course reading for two of the scenarios provided in the text. In addition, a paper explaining the process and feelings surrounding the process will be required.

General notes on assignments:

- HUSC 5175 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send mail.
- Course content is delivered via class online content modules, Dropbox assignments, and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments.
- Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.
- **Late assignments will not be accepted** e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

Use of Technology:
Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course.

You will use D2L to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access is an essential part of the course.

Important notes about D2L:
1. Course notices will be posted on the course homepage and it is the responsibility of each student to <u>review D2L daily</u> as you will be responsible for any information disseminated through D2L. <u>You log-on to D2L on a daily basis to check for notices</u>. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always willing to discuss ways you can improve your future work, even if the one-week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

<u>Re-taking the Course:</u> If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a "0" for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

IV.   **Evaluation & Assessments (Grading):**

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

A = 89.5% -100%

B = 79.5% - 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight
Ethics Reflection Papers			
	#1: Ethics in the field	100	15%
	#2: Code of ethics for professionals	100	15%
	#3: Ethics in Higher Education	100	15%
	#4: Ethics in HDFS	100	15%
Ethics Case Study			
	Ethics Case Study	100	30%
APA Reference List			
	APA Reference List	100	10%
TOTAL			**100%**

Note: All categories are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your *weighted* grade for you throughout the semester.

V. **Tentative Course Outline**
NOTE: All submissions, unless otherwise noted, are to be uploaded to D2L Dropbox <u>by 5:00 PM (CST) on the day they are due!!!</u>

Week	Date	Course Module & Readings	Assignments Due
1	Aug 24-30	Module 1 Reading #4	
2	Aug 31-Sep 6	Module 1	Reflection Paper #1 Ethics in the Field
3	Sep 7-13	Module 2 Reading #3	
4	Sep 14-20	Module 2	Reflection Paper #2 Code of Ethics Reflection
5	Sep 21-27	Module 3 Reading #1	
6	Sep 28-Oct 4	Module 3 Reading #1	
7	Oct 5-11	Module 4 Reading #1	
8	Oct 12-18	Module 4 Reading #1	
9	Oct 19-25	Module 5	Ethics Case Study
10	Oct 26-Nov 1	Module 5	Ethics Case Study Cont.
11	Nov 2-8	Module 6 Reading #2	
12	Nov 9-15	Module 6	Reflection Paper #3 Ethics in Higher Education
13	Nov 16-22	Module 7	Article Search
		Thanksgiving Holiday November 23-29	
14	Nov 30-Dec 6	Module 7	APA Reference List
15	Dec 7-9	**Module 8**	**Reflection Paper #4 Ethics in HDFS**

VI. **Course Readings (Required, must be purchased):**
   1. NCFR (2018). *Tools for Ethical Thinking & Practice in Family Life Education* (4th Ed.).

   Course Readings (Required, do not need to purchase):

2. Couch, S. & Dodd, S. (2005). Doing the right thing: Ethical issues in higher education. *Journal of Family and Consumer Sciences, 97*(3), 20-26.
3. National Council on Family Relations (2018). Certified Family Life Educator (CFLE) Code of Professional Ethics. Retrieved from https://www.ncfr.org/sites/default/files/2018-06/CFLE-Code-of-Ethics.pdf
4. National Council on Family Relations. National Council on Family Relations (NCFR) Ethical Principles & Guidelines for Family Scientists. Retrieved from https://www.ncfr.org/sites/default/files/2020-06/NCFR%20Ethical%20Guidelines.pdf

VII.   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:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the 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.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

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 (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 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
http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;

- falsifying or inventing of any information, including citations, on an assignment;

- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;

- submitting a work that has been purchased or otherwise obtained from the Internet or another source;

- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

X.   Other Relevant Course Information:

Acceptable Student Behavior
In a face-to-face course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable. When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.

Zoom Office Hours
I conduct my office hours (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You'll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don't worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.