I. Course Description:
HUSC 5300 employs a historical, theoretical and philosophical investigation of the field of study. In this course, students will be introduced to the human sciences graduate program. This will include information on the past, present, and future direction of human sciences fields. Additionally, students will develop an understanding of graduate school requirements, expectations, and appropriate writing styles.

Course Justification: Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the semester and includes a major final paper. Students in the course will engage in a variety of assignments which 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 3 hours completing associated activities and assessments.

Course Delivery Modality: This course uses online asynchronous course delivery.

The accrediting body of the field of human sciences is the American Association of Family and Consumer Sciences. They state, “The AAFCS celebrates, embraces, and respects the value of every person. We denounce all expressions of hate, racism, injustice, and discrimination. Our commitment to diversity, equity, inclusion, and social justice is demonstrated through our work to improve the well-being and quality of life for individuals, families, and communities.” (https://www.aafcs.org/about/about-us).

In this course, we will all learn together about how we can channel our passion for individuals and families and make the world a better place through the study of human sciences and in our lives as human sciences professionals in a variety of careers.
II. Learning Outcomes:

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).

Program Learning Outcomes

1. Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
2. Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
3. 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

This course provides students with a basic understanding of the human sciences graduate program and human sciences professions. In this course, we will cover the following knowledge and skills so that you will:

1. Be able to use the appropriate style guide for your field (APA).
2. Be able to understand procedures for the program and university.
3. Apply principles of human sciences to your future career goals and daily life.
4. Identify leaders and researchers in the field.
5. Identify the importance of research and the rules of research in the profession.
6. Understand and explain the differences in quantitative and qualitative research and be able to identify how both types of research are used in the field of human sciences.
7. Analyze philosophical changes which have occurred in the profession.
8. Understand graduate school culture and work expectations at the graduate level.

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

1. HUSC 5300 Agreement (5%)

At the beginning of the semester, students will complete a low stakes agreement quiz stating that they understand and agree to the requirements for the course. This assignment is designed to familiarize you with the important pieces of the course and the syllabus so that we are all on the same page as we begin the course. Do note that faculty are required to report if you have attended class or not in the first 12 days of classes. I use this assignment, along with your completion of all the material in the first module to determine if you have attended and participated in the course. If you have not completed this assignment by the due date may result in your financial aid being withdrawn and/or you being dropped from the course.

2. Discussions (25%)

There will be ten discussions in which you will participate. These discussions will require you to think about information discussed in the class and respond to your peers. These discussions allow you to
express your thoughts and ideas about a variety of prompts, videos, and readings. Interacting with your peers provides you an opportunity to see how others react to the information and engage with your classmates. These discussions may require you to log-in and participate several times throughout the week, so carefully read the directions for each discussion. Discussions will be graded on the quality of the postings as well as the length of the posting. When you post, you should move the conversation forward and may even pose additional questions for other people in your group to answer. Based on student feedback from previous semesters, there will be two dates for posting. Your initial post is due each week by Sunday and the final post by Wednesday. Failure to post initially by Sunday will result in a zero for that Discussion.

3. **Article Reaction Papers (10% each)**
   Students will write a total of two (2) individual reaction papers. These papers will be 4-5 page double-spaced reaction papers written in response to the course textbook. These papers should be constructed in APA format and include additional readings as required/needed. The reaction papers are based on your reading of the textbook for the course and provide you with prompts so that you can choose to focus on the areas of the book that are the most important, relevant, or interesting to you as you read.

4. **APA Activities (10% each)**
   An important part of graduate level writing in the field of Human Sciences is the ability to accurately use APA writing style. During this course you will read the APA manual and practice using it to complete three assignments that will help build your knowledge and expertise in using APA formatting. The ability to write to the standards of the field is essential for you as a graduate student. You will be asked to write papers and produce work that relies on academic support in all your classes. As a professional, giving credit where credit is due is very important and knowing the writing standards of the field help you do this correctly. We learn by practicing and these assignments give you a chance to practice your skills!

5. **Human Sciences Specialization Research Paper (20%)**
   Your culminating project for the course is a research paper that focuses on the field of human sciences and how your field/profession fits within the human sciences framework. The paper will require you to apply the knowledge from the course on human sciences and one of the focus areas within the field. You will be expected to use proper APA formatting (7th edition) both in the text and on your reference list. You will choose a social issue that is relevant to the emphasis area and discuss the issue in detail by explaining the issue and how it is relevant to the field of human sciences. You will find current academic articles to support your arguments about the importance of the issue and will be expected to analyze the articles in detail by addressing the key empirical findings and methodologies used in the articles. This is the fun part of the class – the opportunity for you to express your ideas about your field and professional goals!

   The paper will be a minimum of seven (7) pages, not including the cover page or references. The student should use a minimum of five (5) academic journal references to write the paper.

6. **Class Zoom Meeting(s)**
   During one or two weeks of the course, we will have guest speakers who attend a Zoom presentation and discuss topics of interest for students. Topics may include comprehensive exams, student advice, faculty introductions & information, librarians to help you research, etc. See the course schedule for Zoom dates and times. These Zoom meetings are not graded, but each will be part of the course content and the more of you who attend, the better the question-and-answer sessions will be!

**General notes on assignments:**
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:
In this class, we meet 100% online. Because of that, it is important to have access to a working computer that has a reliable internet connection. We will also watch a variety of videos and listen to podcasts so speakers/headphones are also essential. You will use Brightspace (D2L) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. In order to get the most out of the course, internet access, access to Brightspace, and an SFA email account that you check often are essential.

Artificial Intelligence (AI): The use of AI writing tools (i.e., ChatGPT, QuillBot, etc.) beyond the scope of basic editing and grammar correction is prohibited in this course. Turnitin provides a score for the likelihood that you used AI to write your assignments and papers, if your AI score is higher than 50%, you will be asked to meet with your professor. If you do not meet with the professor within five working days of the request, you will be reported through the SFASU academic integrity system. If you meet with the professor, the content of that meeting will determine if you are reported in the SFASU academic integrity system. If you are reported and found guilty of using AI, you will receive a grade of “0” for the assignment for which you used AI.

Required Technology:
- Working computer
- Reliable internet
- Camera & speakers
- Brightspace access
- SFA email

Technical Support – if at any point during the course you experience technical difficulties in Brightspace, please:
1. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
2. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

General notes on Brightspace:
- HUSC 5300 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 (or download the app and set it to send you notifications).

- 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.
- Most assignments that you will upload to Brightspace 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.
- The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

**Re-taking the Course:** 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
<th>PLO/SLO addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>HUSC 5300 Interactive Syllabus Quiz</td>
<td>100</td>
<td>5%</td>
<td>SLO #8</td>
</tr>
<tr>
<td>Course Discussion/Videos</td>
<td>Introductory Discussion</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goals Discussion</td>
<td>10</td>
<td></td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td></td>
<td>Procedures Discussion</td>
<td>10</td>
<td></td>
<td>SLO #2, 8</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking Discussion</td>
<td>10</td>
<td></td>
<td>SLO #5</td>
</tr>
<tr>
<td></td>
<td>Writing &amp; Style Discussion</td>
<td>10</td>
<td></td>
<td>SLO #1, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Citations Discussion</td>
<td>10</td>
<td></td>
<td>SLO #1, 5</td>
</tr>
<tr>
<td></td>
<td>Human Sciences Discussion</td>
<td>10</td>
<td></td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td></td>
<td>Research Discussion</td>
<td>10</td>
<td></td>
<td>SLO #1, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Professional Discussion</td>
<td>10</td>
<td></td>
<td>SLO #3</td>
</tr>
<tr>
<td></td>
<td>Final Thoughts Discussion – SHHE</td>
<td>10</td>
<td></td>
<td>SLO #7</td>
</tr>
<tr>
<td></td>
<td>Course Discussion TOTAL</td>
<td>100</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>APA Activities</td>
<td>APA Activity #1: Writing Research</td>
<td>100</td>
<td>10%</td>
<td>SLO #1, 5</td>
</tr>
<tr>
<td></td>
<td>APA Activity #2: Citations</td>
<td>100</td>
<td>10%</td>
<td>SLO #1, 5</td>
</tr>
<tr>
<td></td>
<td>APA Activity #3: Annotated Bibliography</td>
<td>100</td>
<td>10%</td>
<td>SLO #1</td>
</tr>
<tr>
<td>Article Reaction Papers</td>
<td>Reaction Paper #1: Chs 1-9 SHHE</td>
<td>100</td>
<td>10%</td>
<td>SLO #4, 7</td>
</tr>
<tr>
<td></td>
<td>Reaction Paper #2: Chs 10-15 SHHE</td>
<td>100</td>
<td>10%</td>
<td>SLO #4, 7</td>
</tr>
<tr>
<td>Specialization Paper</td>
<td>Human Sciences Research Paper</td>
<td>100</td>
<td>20%</td>
<td>SLO #1, 3, 4, 6, 7</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
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</tbody>
</table>

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. If you have questions about your grade at any time, please reach out to me, I never want your grade to be a mystery! Brightspace 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/submitted to the Brightspace Dropbox/Discussions tab by 11:00 PM (CST) on the day they are due. Course outline is tentative because it is the best plan of action for the course. At the discretion of the instructor, assignments, due dates, and readings may change. Note: your text titled, *The Secret History of Home Economics*, is abbreviated as SHHE in the readings column below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quicklinks &amp; Getting Started</td>
<td>Jan 18 - 24</td>
<td>Introduction to the course</td>
<td>Module Content Reading #1 SHHE Chs 1-3</td>
<td>Introductory Discussion HUSC 5300 Agreement Quiz January 24 by 11 PM</td>
</tr>
<tr>
<td>Module 1</td>
<td>Jan 18 - 24</td>
<td>Student Goals &amp; Graduate School Procedures</td>
<td>Module Content Readings #2, #3 SHHE Chs 4-6</td>
<td>Goals Discussion Procedures Discussion January 24 by 11 PM</td>
</tr>
<tr>
<td>Module 2</td>
<td>Jan 25 - 31</td>
<td>Critical Thinking</td>
<td>Module Content Reading #4 &amp; #5 SHHE Chs 7-9</td>
<td>Critical Thinking Discussion Reaction Paper #1 January 31 by 11 PM Zoom Meeting Monday, January 29 at 5:30PM CST Zoom link will be sent out</td>
</tr>
<tr>
<td>Module 3</td>
<td>Feb 1 - 7</td>
<td>Scholarly Writing Principles &amp; Mechanics of Style</td>
<td>Module Content APA Manual Chapters 1, 2, 4, 6</td>
<td>Writing &amp; Style Discussion APA Activity #1 February 7 by 11 PM</td>
</tr>
<tr>
<td>Module 4</td>
<td>Feb 1 - 7</td>
<td>References &amp; Citations</td>
<td>Module Content APA Manual Chapters 8 &amp; 9 SHHE Chs 10-12</td>
<td>Citations Discussion APA Activity #2 February 7 by 11 PM</td>
</tr>
<tr>
<td>Module 5</td>
<td>Feb 8 - 14</td>
<td>Introduction to Human Sciences</td>
<td>Module Content Readings #6 - #11 SHHE Chs 13-15 &amp; conclusion</td>
<td>Human Sciences Discussion Article Reaction Paper #2 February 14 by 11 PM</td>
</tr>
<tr>
<td>Module 6</td>
<td>Feb 15 - 21</td>
<td>Research in the Field of Human Sciences</td>
<td>Module Content</td>
<td>Research Discussion APA Activity #3 February 21 by 11 PM</td>
</tr>
<tr>
<td>Module</td>
<td>Date</td>
<td>Topics/Content</td>
<td>Readings</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>------------</td>
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<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Module 7</td>
<td>Feb 22 - 28</td>
<td>Career Objectives &amp; Professional Specializations</td>
<td>Module Content</td>
<td>Human Sciences Specialization Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional Discussion February 28 by 11 PM</td>
</tr>
<tr>
<td>Module 8</td>
<td>Feb 9 – March 6</td>
<td>Final Thoughts</td>
<td>SHHE Conclusion</td>
<td>Final Thoughts Discussion March 6 by 11 pm</td>
</tr>
</tbody>
</table>

VI. **Course Readings**: There are a variety of course readings in the course in a variety of formats. Each reading is designed to align with the course objectives and help you connect your graduate studies with your career goals and understanding of the field of human sciences.

**APA manual** (Purchase Required) *Please note that the APA manual required for this course should be kept for the duration of your academic career.*:
Publication Manual of the American Psychological Association (7th edition)
Author: American Psychological Association
ISBN: 978-1-4338-3217-8

**Textbook** (Purchase Required)

[Read more about Danielle Dreilinger here](https://greatergood.berkeley.edu/profile/danielle_dreilinger)

**Course Readings (Do not purchase):**

Reading #1

Reading #2

Reading #3

Reading #4
Reading #5

Reading #6

Reading #7

Reading #8

Reading #9

Reading #10

Reading #11

**QClassroom Statement:**
This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

**VII. Course Evaluations:**
“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy Information:

Found at https://www.sfasu.edu/policies

Institutional Absences (HOP 04-110)

- 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.

- Class attendance and participation are crucial for successful completion of HDFS 3353. Students are responsible for checking the course homepage on a regular basis; recommendation is at least once a day to stay current with all class work and information. All coursework must be completed and submitted by the due date/time for credit. Missed assignments cannot be made up and no extra credit assignments will be given at the end of the semester after the final exam date.

- I also do not give extra credit to individual students. At this time, the only extra credit planned is the 5 pts for those that submit the course evaluation by the due date on the course timeline.

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, 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:
  ***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

For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
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)
- Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

Acceptable Student Behavior
In an online 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.

E-mailing:

i. When e-mailing me, please include the Course Number (HMS 2302) in the Subject Line and a “hint” of what you are asking!

ii. Also, if you have a solution to your issue, please include that in your e-mail.

No late assignments are accepted (this includes exams/quizzes)
All grade discrepancies must be addressed within 3 days of the grade being posted. Waiting until the end of the semester to address grade issues will result in the original grade being firm and the professor will not revisit the grade issue.

A polite, courteous attitude is expected and greatly appreciated

Office Hours
I conduct my office hours via Zoom, if you would like to attend office hours in person, please notify me that you will be coming by the office. When using Zoom, I try to 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. What that means for you on Zoom is that when you follow the link for office hours from the course 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 and no student in my physical office, 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. Additional times to meet with the instructor are available, please e-mail me to make an appointment.