Syllabus
HMS 322.501/HAMG 2337
Facility Planning Management/Hospitality Facility Management
Fall 2019

Instructor: Donna J. Fickes, Ph.D.
Course Time & Location: HMS 322.501/HAMG 2337 is delivered entirely online through Brightspace; Classes begin August 26, 2019 and end December 6, 2019; Finals are administered December 9 - 13, 2019.
The Final Exam for this class is a proctored, pencil and paper exam requiring a course-specific scantron. There are two time options for the exam: Monday, December 9, 2019 from 6:30pm CST or Friday, December 13, 2019 from 1:00pm – 3:00pm CST. The exam will be administered in HMS-North (Room TBD). If you are a distance student (living 60 miles or more outside of Nacogdoches), you will take the exam at one of the aforementioned times utilizing ProctorU services.

Office: Human Sciences North 106C
Office Hours (tentative - please check D2L for accuracy): Mondays 9:00am – 11:00am (virtual), Tuesdays 11:00am – 12:00pm, Wednesdays 12:00pm – 1:00pm & 5:30pm – 6:30pm

If you are a distance student and would like to meet via Skype or Zoom meetings, please email at least 24 hours in advance (72 if you would like to meet on Mondays) to make arrangements.

Office Phone: (936) 468-2130
Email: fickesdj@sfasu.edu

Preferably, use Brightspace to send emails related to the course. If Brightspace is unavailable, send email to fickesdj@sfasu.edu and include “HMS 322” somewhere in the subject line.

Credits: 3 Credit Hours

This class is offered as a required course for Hospitality Administration students pursuing the Bachelor of Science in Human Sciences degree. This degree is managed by the School of Human Sciences and the James I. Perkins College of Education.

Prerequisites: None

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

*The Mission of Stephen F. Austin State University’s School of Human Sciences is to prepare students to be highly qualified professionals in global markets who positively influence individuals, families, and businesses in diverse communities.*
I. Course Description and Credit Hour Justification

Three semester credit hours (lecture). Overview of elements of design, building systems, construction techniques, and space utilization in relation to safety and efficiency of service. Site location, energy conservation, fire protection, maintenance, and upkeep as factors influencing retail, dining service, and lodging accommodations.

This course will be taught entirely online for 15 weeks utilizing the Brightspace by D2L delivery platform, with a proctored, 2-hour cumulative final exam in week 16. Students will have 6 hours extensive assignments and chapter tests in the delivery platform each week for 15 weeks. The Brightspace by D2L module lectures, textbook chapter readings, discussion boards, assignments, and test preparation will average 6 hours per week.

HMS 322 will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s 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. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Word format.

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.

There are no Course Fees associated with this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course supports the vision, mission, and core values of the James I. Perkins College of Education and the School of Human Sciences. It is one of the core courses for Hospitality Administration students pursuing the Bachelor of Science in Human Sciences degree and aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.
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 Science, and Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs.

Vision

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

Mission

The mission of the 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:

1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
2. Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
4. Maintain resources and facilities that allow each program to meet its expected outcomes.
5. Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
6. Engage in outreach services.
7. To address specific needs in the broader community.
8. To enhance student learning.
9. To instill commitment to service, and to promote the reputation of the University.
10. To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community
Course Goals: Program Learning Outcomes (PLOs)
1. Resource Development: The students will demonstrate the use of appropriate technology and sustainability in the hospitality industry.
2. Professional Behavior: The student will exhibit the professional behaviors (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the fields of Human Sciences and Hospitality.
3. Key Competencies: The student will demonstrate competence in his/her specific discipline using oral and written forms. The student will also demonstrate competence in calculating, interpreting, and understanding ratios, financial statements, and budgets related to the hospitality industry.
4. Service Attitude: The student will demonstrate a positive service attitude.

Course Objectives: Student Learning Outcomes (SLOs)
This course is designed to provide students with a basic understanding of facilities management within the hospitality. Upon completion of this course, students should be able to:
1. Explain what facilities management encompasses. Assessed by module assignments, quizzes, and case study analysis.
2. Explain the concepts of Preventive, Predictive, Reactive, and Deferred Maintenance Management. Assessed by module assignments.
4. Identify important concepts and trends in facilities management. Assessed by module assignments, quizzes, and case study analysis.
5. Understand ethical issues relating to facilities management. Assessed by module assignments and case study analysis.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Getting Started: The ‘Getting Started’ materials will be available in Brightspace by D2L during the first week of classes. Successful completion of ALL activities will allow you to earn points toward your final grade.

Journals: Journaling activities provide the opportunity for communication between the student and the instructor.

Online Participation: PowerPoint lectures and other important materials will be posted in Brightspace by D2L. Students are responsible for viewing the lectures and reading all materials prior to completing quizzes. The instructor will utilize course-generated reports to determine each students’ activity online and assign grades accordingly.

Quizzes: Quizzes will be administered in Brightspace by D2L. Quizzes are designed to be completed individually. Any assistance with quizzes, human, text, or technological, is unacceptable.
Certification Exam: The AHLEI Facilities Manager Certification Exam will be administered as the final exam. This is a proctored exam utilizing the AHLEI scantron provided with your textbook. Specific information regarding the administration of the exam will be available in the course. Please refer to the Course Timeline (this is NOT the Brightspace Calendar Tool) for the exam date and time.

It is imperative that all students access the test in the same way, utilizing the AHLEI scantron. Failure to acquire the correct testing voucher will result in a failing grade for the final exam and a five (5) percent drop in your overall course grade.

Team Activities: Team activities are to be completed by pre-assigned teams of students. These assignments may include discussions, case study analysis, papers and/or presentations, and peer evaluations. A detailed description of each assignment is provided in Brightspace by D2L. Teams and team activities are a core component of this class, so read and follow directions carefully.

Class and Team Discussions: Discussion forums are used to generate discussion between you and your fellow classmates and/or teammates.

In a discussion, you must post your own response to the prompt. "I agree" is not a response that will merit points; this may be how you feel, but it doesn’t require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to pose oppositional points of view, but always speak respectfully.

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings but on your active participation and the content of your messages. Note that while you may not fully understand each module’s content, these journal discussions can be a good way to help yourself make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

Online Student Conduct Policy: Netiquette refers to “Network Etiquette”. It is the way one should behave when sending email, posting to threaded discussions, or chatting online.

Here are some basic Netiquette rules to help you get the most out of online learning:

- ALL CAPS IMPLIES THAT YOU ARE SHOUTING - Please do not do this (unless you are capping specific words, nicely, for emphasis)!
- Watch your “tone” - it’s written, not verbal communication. It can be very easy to misinterpret someone’s meaning online.
- Check your spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never “say” anything that you would not want posted on the wall of a face to face classroom, because it could be!
- Behave as you would in a face-to-face classroom.
- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face to face classroom).

Think about what you have written before you submit it.

**Case Study Analysis:** You will work on case study analysis, both individually and as a team, throughout the semester. The term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. This tab focuses on the latter--how to design and organize a research paper in the social sciences that analyzes a specific case.

A case study research paper examines a person, place, event, phenomenon, or other type of subject of analysis in order to extrapolate key themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice, and/or provide a means for understanding an important research problem with greater clarity. A case study paper usually examines a single subject of analysis, but case study papers can also be designed as a comparative investigation that shows relationships between two or among more than two subjects. The methods used to study a case can rest within a quantitative, qualitative, or mixed-method investigative paradigm. Details, including writing style and presentation, will be provided in Brightspace by D2L.

In addition to the written case study report, the case study and your resultant solution will be presented through a PowerPoint presentation, complete with audio. All team members will also conduct a Peer Evaluation of their fellow team members and themselves.

**Service Learning:** In order to prepare competent professionals for a global society the faculty of the hospitality program has implemented a service learning component across multiple courses. Since this course is offered exclusively online, the service learning component of the class is not required. However, if students wish to complete service learning hours, the instructor will accept these hours as an extra credit opportunity.

Students who elect to fulfill service learning hours as an extra credit opportunity for this class are required to sign up and execute six (6) hours of APPROVED event participation outside of class time. Hours must be documented by both the student and the approved site supervisor.

Event information will be posted in Brightspace by D2L. Students must sign up for specific event times and dates. A verification form will also be posted on D2L, and must be signed by an event supervisor at the conclusion of the event. Please refer to the Course Timeline for documentation due dates and times. **NOTE: due dates and times are non-negotiable.**

**IV. Evaluation and Assessments (Grading)**

Students have the opportunity to earn 750 points in this course (not including the Service Learning extra credit opportunity). Grades are determined from a variety of assignments:
Getting Started Activities 20 points total
12 Individual Journal Activities 15 points ea./ 180 points total
Online Participation 100 points total
4 Class Discussions 20 points ea./ 80 points total
4 Case Studies 20 points ea./ 80 points total
10 Quizzes 10 points ea./ 100 points total
Certification Exam 100 points total
2 Team Discussions 20 points ea./ 40 points total
5 Team Assignments 20 points ea./ 100 points total
5 Team Evaluations 10 points ea./ 50 points total
1 Team Case Study Analysis 150 points total

TOTAL COURSE POINTS 1000 POINTS

GRADING SCALE: A=1000-900pts. (90%) B=899-800pts. (80%) C=799-700pts. (70%) D=699-600pts. (60%)

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 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 problems
- Displays common sense
- Is flexible

Every student should not expect an ‘A’! It is the student who displays the above characteristics, as well as sound technical ability and theoretical knowledge, who receives 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”. Be extremely careful of the number of ‘C’ grades you earn as graduate students are expected to perform at above average levels. If you feel you are tending toward a final grade of ‘C’ contact your instructor; help him/her help you.

If a student wishes to contest a grade, this must be done prior to the semester’s Dead Week.
**Online Participation:** The Online Participation grade is generated from student involvement in the online environment. Important information, including lectures and links, will be posted in Brightspace. Students are responsible for viewing the information provided prior to completing assignments and activities. The due dates and times for all assignments and activities can be found on the Course Timeline (available on Brightspace).

The instructor will utilize course-generated reports to determine each students’ activity on Brightspace and assign grades accordingly.

**Deadlines Policy:** In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Timeline and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Timeline and will not be accepted late (think of failing to complete an activity as missing an entire week of class.) Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late.

If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please contact your instructor 2-3 business days ahead of time to discuss alternate arrangements.

**Make-Up Policy:** Make-up work is not allowed without a university-approved, documented excuse. For the purpose of this class, only the following will be considered an excused absence. Other absences may be excused at the discretion of the instructor. NOTE: Alerts from the Office of Student Rights and Responsibilities alone do not fulfill the requirements below.

<table>
<thead>
<tr>
<th>Excused Absences</th>
<th>Make-Up Requirement</th>
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<tr>
<td>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.</td>
<td>All graded content submitted within seven (7) days of approved absence.</td>
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<td>Observance of Religious Holy Day (a holy day 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.</td>
<td>All graded content submitted within seven (7) days of approved absence.</td>
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**Attendance Policy:** As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. There are firm deadlines for the course outlined on the Course Timeline. You are strongly encouraged to log into the course every day.

This course spans 15 weeks in the long semester, 5 weeks in summer semesters. The course contains extensive written content that includes the same information that would be presented in a face-to-face lecture course, requiring students to engage the online modules for a minimum of three (3) hours per long week, 15 hours per summer week. In addition to the “lecture” materials, students have required academic components and deliverables: discussions, written assignments, and a final exam. For every hour a student spends engaging with the online content, he/she should spend at least two (2) hours completing associated activities and assessments.
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.

V. Tentative Course Outline/Calendar

The calendar here is a tentative outline of the course. Your instructor reserves the right to change/modify this calendar as the course progresses.

Please see the official Course Timeline on the HMS 322 Brightspace homepage (this is not the Brightspace Calendar Tool) for a complete schedule of all due dates and times.

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<tr>
<th>WEEK</th>
<th>MODULE/READING</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>8/27-9/3</td>
<td>Getting Started</td>
<td>Getting Started Activities</td>
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<td>9/4-9/10</td>
<td>Module 1</td>
<td>Module 1 Quiz</td>
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<td>Module 1 Stakeholder Claims</td>
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<td>9/11-9/17</td>
<td>Module 2</td>
<td>Module 2 Quiz</td>
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<td>Module 2 Stakeholder Claims</td>
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<td>9/18-9/24</td>
<td>Module 3</td>
<td>Module 3 Quiz</td>
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<td>Module 3 Stakeholder Claims</td>
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<td>Project Team Discussion</td>
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<td>9/25-10/1</td>
<td>Module 4</td>
<td>Module 4 Quiz</td>
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<td>Module 4 Stakeholder Claims</td>
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<td>Project Team Discussion/ Assignment</td>
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<td>10/2-10/8</td>
<td>Module 5</td>
<td>Module 5 Quiz</td>
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<td>Module 5 Stakeholder Claims</td>
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<td>Individual Case Study</td>
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<td>Project Team Assignment/ Evaluation</td>
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<td>Date</td>
<td>Module</td>
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<td>10/9-10/15</td>
<td>Module 6</td>
<td>Module 6 Quiz</td>
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<td>Module 6 Stakeholder Claims</td>
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<td>Individual Case Study</td>
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<td>10/16-10/22</td>
<td>Module 7</td>
<td>Module 7 Quiz</td>
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<td>Module 7 Stakeholder Claims</td>
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<td>Project Team Discussion</td>
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<td>10/23-10/29</td>
<td>Module 8</td>
<td>Module 8 Quiz</td>
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<td>Module 8 Stakeholder Claims</td>
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<td>Project Team Evaluation</td>
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<td>10/30-11/5</td>
<td>Module 9</td>
<td>Module 9 Quiz</td>
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<td>Individual Case Study</td>
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<td>Project Team Discussion</td>
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<td>11/6-11/12</td>
<td>Module 10</td>
<td>Module 10 Quiz</td>
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<td>Project Team Evaluation</td>
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<td>11/13-11/19</td>
<td>Module 11</td>
<td>Module 11 Quiz</td>
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<td>Project Team Discussion/ Evaluation</td>
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<td>11/20-11/22</td>
<td>Team Project</td>
<td>In-class Discussion #4</td>
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<td>Project Team Case Study</td>
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<td>Peer Evaluation</td>
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<td>11/23-12/1</td>
<td>THANKSGIVING BREAK</td>
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<td>12/2-12/6</td>
<td>DEAD WEEK</td>
<td>Final Stakeholder Claims</td>
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<td></td>
<td>Wrapping Up!</td>
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<tr>
<td>12/9-12/13</td>
<td>FINALS WEEK</td>
<td>Certification Exam</td>
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*There is no definitive final exam schedule for online classes. Final exam dates are determined by course instructors. For more information on your final examination date and time, please see the official Course Timeline on the HMS 322 Brightspace homepage.*
VI. Readings

Required Text: *Hospitality Facilities Management and Design*, 4th edition (with AHLEI Scantron)
Author: David M. Stipanuk, American Hotel and Lodging Educational Institute (AHLEI)
ISBN: 9780866124768

This book is available at Barnes and Noble in the Baker Patillo Student Center or Jackbackers. You may also purchase the book online. Please be sure to purchase ONLY the text with the ISBN number listed above. This number lets you verify that you’re getting exactly the right version or edition of the book.

Since the online testing voucher is REQUIRED for the certification exam, you MUST purchase the book new.

VII. Course Evaluations

Course Survey: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

VIII. Student Ethics and Other Policy Information

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 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 SFASU Disability Services.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 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; and/or;
- 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;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- 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, resubmission of work, make-up exam, failure of course, and/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: Policy 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 within 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., Active Military Service (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

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave the class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 assignments/exams may be referred to the iCare: Early Alert Program at SFA (936-468-2703).

IX. Other Relevant Course Information

Resolving Student Grievances

1. Should a student encounter an issue in this, or any, HMS course, the following chain of authority should be followed and not circumvented:
2. Contact the instructor and attempt to resolve the issue.
3. If the student is uncomfortable discussing the issue with the instructor, the student should contact their program director and/or the Director of the School of Human Sciences, Dr. Lynda Martin.
4. At this point, if the issue remains unresolved, the student should contact the Interim Associate Dean for Student and Faculty Services in the College of Education, Dr. Stacy Hendricks.
5. If the problem has to do with being a student at Stephen F. Austin State University the student may visit the Dean of Student Affairs in room 3.105 of the Baker Patillo Student Center.

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” an Online Class: A key issue for online learners is time management. Below are several strategies that can help online learners, like you, manage time in order to successfully complete your course:

1. Make the course a priority.
   For the duration of the course (or online program), make the course your professional priority. You are expected to complete every reading, every assignment, every discussion and every activity. Can’t do that? Consider taking the course another time when you can devote more time to the effort.
2. **Take the course with a friend or colleague.**
   Online learning has been described as “a lonely experience.” Make it less lonely- and increase your chances of both completing the course and managing time well- by seeing if a friend will take the course with you. Online learners are more likely to complete a course of study when they have actual colleagues.

3. **Set aside a minimum of one hour a day to work on the course.**
   Think of the hour per day as your class time. Can’t spare a whole hour? How about 15 minutes four times a day? Make the coursework the very first thing you do when you open up your computer in the morning. Then it’s over and done with for that day!

4. **Make a study plan.**
   Set fixed times during the week to work on the course. If you have a learning partner, decide what days you will meet to go through course readings and participate in the online discussions.

5. **Make your own calendar or schedule.**
   Some weeks will be easier than others for getting all your work done, so look ahead and make a schedule. Determine what weeks look very busy and plan how you’ll get your coursework done ahead of time to compensate for your lack of time in busy weeks.

6. **Get rid of distractors.**
   That may mean closing the door to keep family members away, going to a café, turning off your cell phone, not opening your email or social media, or turning off the TV. Figure out what distracts you from your online course and eliminate it as you work on your course.

7. **Set goals and incentives.**
   Give yourself, or have someone give you, incentives for completing a module or assignment within a certain time period. Set personal learning and time goals. Give yourself a treat when you’ve finished a module or a discussion (but don’t reward yourself when you haven’t!).

8. **Explore ways to multitask that don’t contribute to cognitive overload.**
   Can you access the course on your tablet and do the readings at the gym? In multitasking, it’s important to avoid cognitive conflict (e.g., reading while watching TV doesn’t really help) or cognitive overload (reading while on a Skype call, for example).

9. **Ask for help.**
   Communicate. Your Instructor cannot help or advocate for you if he/she doesn’t know what is going on. Schedule a meeting to discuss your needs, and how you can succeed in class.

How to “Manage” Your Mental Health (Disaster Planning): 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.

**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).**

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. 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. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

You are not alone! 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.