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). This course provides a study of the cost control aspects of hospitality operations including budgeting, forecasting, financial analysis, food and labor costs, beverage control, and inventory control for hospitality business operations.

The final exam, a ManageFirst™ Certification exam, serves as a critical assessment for accountability and accreditation.

Per SFA policy 5.4, your schedule should reflect that there is (1) an amount of student work per credit hour that reasonably approximates not less than three hours per week of class or direct instruction and out-of-class student work per week for fifteen weeks over a long semester. A 3 credit hour course in the fall or spring term should approximate a minimum 150 minutes of classroom time or direct instruction and at least 6 hours of additional student work per week for fifteen weeks, totaling 127.5 hours of work. A student in HMS 305 who fully participates and successfully completes all activities and assignments can expect to spend approximately 152 hours interacting with the class and content. As an online class, HMS 305 incorporates a course orientation (45 minutes, or .75 hours, total), 15 weeks of online lecture content including PowerPoint presentations and instructional videos (150 minutes, or 2.5 hours each week, 37.55 hours total), 5 math application exercises (30 minutes per exercise, 2.5 hours total) with assignment feedback from the instructor (15 minutes each assignment, 1.25 hours total), 10 individual journal assignments (30 minutes each assignment, 6 hours total) with assignment feedback from instructor (15 minutes per assignment, 2.5 hours total), 10 quizzes (60 minutes pre-quiz study time per quiz, 10 hours total; 30 minutes per quiz, 5 hours total), and a final, 2 hour certification exam in week 16 (180 minutes, or 3 hours, study time). In addition, students are expected to read their 276 page textbook as assigned (15 minutes per page, 69 hours total), utilizing any math problems (approximately 25 at 15 minutes per problem, 6.25 hours total) and practice quiz questions (200 at 3 minutes per question, 10 hours total) provided in the text.

HMS 305 will be delivered through the university’s Learning Management System (LMS), Brightspace by D2L. 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 by D2L site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through D2L, 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 by D2L Technical Support

If at any point during the course you experience technical difficulties in Brightspace by D2L, please let your instructor know immediately. Please realize: 1.) That your instructor is not qualified to provide Brightspace by D2L 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 by D2L 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

Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global 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 an understanding of cost control activities in the hospitality industry. Upon course completion, students will be able to:

1. Identify cost control as an important operational function for hospitality operations. Assessed by assignments, quizzes, and the certification exam (PLO1, PLO2).
2. Explain the ethics of the cost control process. Assessed by journal reflections and assignments (PLO1, PLO2).
3. Demonstrate ethical cost control practices for the hospitality industry. Assessed by journal reflections and assignments (PLO1, PLO2).
4. Calculate cost of sales, food cost percentage, and buffet costs; determine menu costs based on pricing formulas. Assessed by assignments, quizzes, and the certification exam (PLO1, PLO3).
5. Describe sustainable cost control practices in the hospitality industry. Assessed by journal reflections (PLO1, PLO4).
III. Course Assignments, Activities, Instructional Strategies, use of Technology

**Getting Started:** The ‘Getting Started’ module contains activities to familiarize yourself with the course assessment tools. Successful completion of ALL activities in the module will allow you to earn points toward your final grade.

**Journal Assignments:** Journal assignments are individual communications between you and your instructor. These assignments occur on the D2L discussion board and can be accessed through each associated learning module. The Main Forum of the discussion board will be visible for all students throughout the semester.

In a journal 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.

**Quizzes:** Quizzes will be administered in the associated learning module. Quizzes are available at specific dates/times and can only be accessed after visiting the appropriate module content.

Quizzes are designed to be completed individually. Any assistance with quizzes, human, text, or technological, is unacceptable.

**Final Exam:** The ManageFirst™ Purchasing Manager Certification will be administered as the final exam. This is a proctored exam which must be completed according to strict guidelines established by ManageFirst™. Please note that you must have the National Restaurant Association ManageFirst™ online testing voucher to take the certification exam.

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.

**Service Learning:** As an online class, there is no required service learning component.

IV. Evaluation and Assessments (Grading)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Getting Started Activities</td>
<td>10</td>
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<tr>
<td>10 Individual Journal Assignments</td>
<td>20 ea.</td>
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<tr>
<td>10 Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Certification (Final) Exam</td>
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</tbody>
</table>

*Total points for Getting Started Activities = 100 points.*
*Getting Started activities are required to be completed in order to move on to Module 1 in the course. The points earned will be used as bonus points.

**TOTAL COURSE POINTS**

600 POINTS

SCALE: A=600-540pts.(90%); B=539-480pts.(80%); C=479-420pts.(70%); D=419-360pts (60%)

If a student wishes to contest a grade, this must be done prior to the semester's Dead Week.

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 is capable of earning an ‘A’ by displaying the above characteristics, as well as sound technical ability and theoretical knowledge.

A grade of ‘B’ should not be perceived as failure. A grade of ‘B’ means you have done “good” or “above average” work. A grade of ‘C’ means “average. If you feel you are tending toward a final grade below a ‘C’ contact your instructor immediately; help him/her help you.

**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.

**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 D2L Course Calendar 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 Calendar 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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</thead>
<tbody>
<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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<tr>
<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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</tbody>
</table>

**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 D2L Course Calendar. 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 Calendar on the HMS 305 homepage (this IS the D2L Calendar Tool) for a complete schedule of all due dates and times.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE/READING</th>
<th>ASSIGNMENT</th>
<th>(Due Dates Friday, Sunday, or Wednesday by 11:59pm CST)</th>
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<tbody>
<tr>
<td>1/15-1/22</td>
<td>Getting Started</td>
<td>Getting Started Activities</td>
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<tr>
<td>1/22-1/29</td>
<td>Module 1/ Chapter 1</td>
<td>Chapter 1 Quiz/ Manager’s Red Book Chapter 1</td>
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<tr>
<td>1/29-2/12</td>
<td>Module 2/ Chapters 3 and 4</td>
<td>Chapter 3 Quiz/ Manager’s Red Book Chapter 3</td>
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<td>Chapter 4 Quiz/ Manager’s Red Book Chapter 4</td>
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<tr>
<td>2/12-2/19</td>
<td>Module 3/ Chapter 2</td>
<td>Chapter 2 Application Exercise</td>
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<td></td>
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<td>Chapter 2 Quiz/ Manager’s Red Book Chapter 2</td>
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<tr>
<td>2/19-3/6</td>
<td>Module 4/ Chapters 5 and 6</td>
<td>Chapter 5 Application Exercise</td>
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<td>Chapter 6 Application Exercise</td>
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<td>Manager’s Red Book Chapter 5</td>
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<td>Manager’s Red Book Chapter 6</td>
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<td>Chapter 5/6 Quiz</td>
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<tr>
<td>3/7-3/15</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/16-3/29</td>
<td>Module 4/ Chapter 7</td>
<td>Chapter 7 Application Exercise</td>
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<td>Chapter 7 Quiz/ Manager’s Red Book Chapter 7</td>
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<tr>
<td>Date</td>
<td>Module/Chapter</td>
<td>Event</td>
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<tr>
<td>3/29-4/5</td>
<td>Module 5/Chapter 8</td>
<td>Chapter 8 Application Exercise</td>
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<td>Chapter 8 Quiz / Manager’s Red Book Chapter 8</td>
<td></td>
</tr>
<tr>
<td>4/6-4/19</td>
<td>Module 5/Chapter 9</td>
<td>Chapter 9 Quiz / Manager’s Red Book Chapter 9</td>
<td></td>
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<tr>
<td>4/9-4/12</td>
<td></td>
<td>EASTER BREAK</td>
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<tr>
<td>4/19-4/26</td>
<td>Module 6/Chapter 10</td>
<td>Chapter 10 Quiz / Manager’s Red Book Chapter 10</td>
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<tr>
<td>4/26-5/1</td>
<td></td>
<td>Certification Exam Review</td>
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<tr>
<td>5/4-5/8</td>
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<td>FINALS WEEK</td>
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<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 Calendar on the HMS 305 D2L homepage.

**VI. Readings**

*Required Text:* Controlling Foodservice Costs, 2nd edition  
Author: ManageFirst™ National Restaurant Association  
ISBN: 9780132724845

This is a ManageFirst™ textbook with an online certification exam testing voucher included. This book is available at Barnes and Noble in the Baker Patillo Student Center. Since the online testing voucher is **REQUIRED** for the final 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.