Syllabus

HMS 400.001/HMSC 4100
Professional Lecture Series/ Professional Leadership in Human Sciences
Spring 2020

Instructor: Donna J. Fickes, Ph.D.
Course Time & Location: Mondays from 11:00am – 11:50am in COE Annex (EDAN) 121; Classes begin January 15, 2020 and end May 1, 2020; Final exams occur May 4-8, 2020.

Office: Human Sciences North 106C
Office Hours (tentative - please check D2L for accuracy): Mondays 9:30am-10:30am and 12pm-2pm, Tuesdays 9:30am-10:30am and 12:30pm-1:30pm, other days and hours available by appointment.

If you would prefer meeting 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 400” somewhere in the subject line.

Credits: 1 Credit Hour

This class is offered as a required course for the Hospitality Administration students working toward 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: Hospitality Administration students ONLY. Students graduating in May or August should take this course in the fall or spring semester prior to graduation. Students graduating in December should take this course in the spring semester prior to graduation or the semester of graduation.

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

HMS 400/HMSC 4100 “Professional Leadership” is a 1-credit hour course. This course will typically meet one time per week for 50-minutes for 15 weeks culminating with a 2-hour final examination in week 16. Students in the course will have weekly readings from the content modules and will participate in a variety of activities which may include: discussions, assignments, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments. For every hour a student spends engaging with the content, he/she/ze should expect to spend a minimum of two hours completing associated activities and assessments (30 hours per semester). A 2-hour final exam is given in the 16th week.

HMS 400/HMSC 4100 will be delivered in a face-to-face format, though some content, assignments, and activities 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 Brightspace course components. 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. Specifically, this course satisfies the requirements for TEA Standard 1-1.2K.
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. The student will display the professional dispositions; academic excellence, life-long learning, collaboration, openness, integrity, and service, relative to Human Sciences professions.
2. The student will exhibit the professional behavior; strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline, expected in Human Sciences professions.

Course Objectives: Student Learning Outcomes (SLOs)
This course is designed to provide students with the basic knowledge and skills necessary to be an empathic, ethical, and effective leader in a variety of Human Sciences professions. Upon completion of this course, students should be able to:
1. Demonstrate the personal and professional aspects of leadership (PLO1) (TEA Standard 1.2S, 1.3S, 1.4S). Assessed by Personal Philosophy & Career Path Papers.
2. Develop the skills necessary to be an effective leader (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions, InterviewStream Interview, and Professional Interview.
3. Describe how multiculturalism affects leadership and the teamwork process (PLO1, PLO2) (TEA Standard 1.2S). Assessed by Class Discussions.
Demonstrate the various components of leadership skills along with when and how to use these components (PLO2) (TEA Standard 1.1S, 1.2S). Assessed by Class Discussions, Resume, Revised Resume, and LinkedIn Profile.

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.

Class Discussions: Discussions will take place online and in class at various intervals throughout the course. Online discussions can be accessed in the associated learning module on Brightspace by D2L. The Main Forum of the discussion board will be visible for all students throughout the semester.

In an online discussion, you must post your own response to the prompt, respond to other students, and reply to those students who respond to you. "I agree" is not a response to another student 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 reply to other students’ postings with 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, discussions can be a good way to help yourself and your fellow students to 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.**

**Participation & Professionalism:** The Participation & Professionalism grade is generated from adherence to the rules of the class (please see “Technology in the Classroom” and “Speakers” below) and student involvement (see below) in the classroom environment (50%) as well as proper completion and submission of Career Strategy assignments, including Resume and Revised Resume, Professional Interview (CCPD), InterviewStream Interview, and LinkedIn Profile (50%).

**Technology in the Classroom:** Ample research (Hembrooke & Gay, 2003; Fried, 2008) has found that students who use computing devices during class have significant decrements in their memory performance. Further, students who use these devices are a distraction to students who do not use them (Sana, Weston, & Cepeda, 2013). Therefore, laptops, tablets, phones, and other electronic devices are not allowed in this class unless the teacher indicates they are needed for an assignment – this will be done prior to the class date so students can be prepared. However, students are allowed to petition for an exemption. The exemption requires students to read and critique the three above papers, giving dedicated attention to why they think their situation is different from the students in the study. Students who successfully defend their petition to use technology may be given an exemption. Please Note: Writing a paper critique does NOT necessarily mean that you will be given an exemption; this decision is made solely by the instructor. Students with disabilities (and their assigned note takers) will be given special consideration.

The use of video recording devices is strictly prohibited in this class. The instructor requests that the student obtain permission prior to audio recording at the beginning of each class. Lecture audio recordings are for personal student use only. The student will not reproduce, nor rebroadcast the recorded audio lecture unless the student has specifically
been authorized in writing by the instructor and all class members present, as this would
distract from the learning environment.

**Speakers:** You will have opportunity to listen and learn from guests in the classroom.
There are several steps expected in your preparation for, and experience of, these
classroom guests. First, students are expected to research the speaker, the company, and
the field or job description of the speaker's experience. Next, students will turn in an
index card at the start of class with three (3) questions related to the company, industry,
and/or speaker. Finally, while the speaker is in the classroom students are expected to
exhibit professionalism and proper etiquette at all times: all electronics are put away,
interactions are polite, side conversations are non-existent.

**Student Involvement:** It is the student's responsibility to read the corresponding chapters
from the textbook PRIOR to the weekly lecture. The Course Timeline outlines the chapters
that will be covered each week.

Students are expected to attend class regularly. Daily attendance will be taken.
Absences will directly affect the Participation & Professionalism grade. A student will be
considered absent after the first 5 minutes of class has passed. Students who are absent
on an activity day, excused or unexcused, will not have the opportunity to make-up the
missed points. Likewise, students who are consistently late to class and/or leave class
early without asking beforehand may lose attendance points.

Students are expected to actively participate in the classroom. Examples of participation
do's are: being engaged with the lecture or group; speaking up in class with questions;
demonstrating knowledge of material in response to questions; participating
appropriately in class discussions and group activities. Examples of participation don'ts
are: not speaking up in class, ever; dominating class discussions during class; having side
conversations during class; using technology inappropriately in class; texting or paying
attention in any way to your phone.

**Personality Profile:** Students will have the opportunity in-class to complete a Personality Profile
assessment. This assessment is designed for personal use and career growth opportunity.
Students will discuss the results of their assessment in small groups in the classroom. The date for
this assessment is not set on the Course Timeline. Students who are absent from class the day the
assessment is given will not have the opportunity to make-up the assessment (counts as discussion
grade).

**Career Strategies:** Throughout the semester, you will work on several assignments designed to
prepare you for your career after college. These assignments include Resume & Revised Resume
(reviewed by SFAs Center for Center for Career and Professional Development), InterviewStream
Interview, LinkedIn Profile, and a Professional Interview (conducted by SFAs Center for Career
and Professional Development). These assignments must be properly formatted, as indicated by
the assignment instructions on Brightspace by D2L. Proper grammar, spelling, and syntax are also
expected. You will also attend the Spring Career and Internship Expo. Additional information
about the Career Expo will be available on Brightspace by D2L and in class.

The Resume & Revised Resume, InterviewStream Interview, LinkedIn Profile, Professional Interview,
and Career Expo are deemed critical to your career success. Students who fail to properly
complete and submit these assignments will receive a failing grade for the assignment and will
also lose up to 80 Participation & Professionalism points, 10-20 per assignment.
**Final Exam:** The final exam is a course survey delivered through Brightspace.

**Course Timeline and Due Dates:** Please see the Course Timeline on the Brightspace homepage (this is NOT the Brightspace Calendar) for a schedule of all due dates and times.

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

Students have the opportunity to earn 1000 points in this course. As a senior-level class, students are expected to be able to adhere to higher performance standards. Therefore, overall grade scale percentages are higher (please see below). Grades are determined from a variety of assignments:

- **Getting Started Activities**
  - 25 points total
- **12 Discussions (includes Personality profile)**
  - 25 points ea./ 300 points total
- **Participation & Professionalism**
  - 150 points total
- **Resume & Revised Resume (CCPD)**
  - 75, 50 points ea./ 125 points total
- **Professional Interview (CCPD)**
  - 125 points total
- **LinkedIn Profile**
  - 75 points total
- **InterviewStream Interview**
  - 75 points total
- **Career Expo Participation**
  - 125 points total
- **Final Exam/Survey**
  - BONUS

**TOTAL COURSE POINTS**

1000 POINTS

**SCALE:**

- **A=920+pts. (92%); B=830-919pts. (83%); C=740-829pts. (74%); D=650-739pts. (65%)**

**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 an ‘A’! To achieve this, the student must display the above characteristics, as well as sound technical ability and theoretical knowledge. The result is an “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”. Both are acceptable grades.

**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. **Additionally, your final grade will drop 5 percent for each activity you do not complete beyond three** (that is, if you do not complete six activities, not only will you receive a zero for all six activities, your final grade will also drop 15% because you missed three activities beyond three.) Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module.

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.

**Extra Credit Policy**: There is no extra credit in this course.

**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>
</tr>
</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>
</tr>
<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>
</tr>
</tbody>
</table>

**Attendance Policy**: This course takes place in a physical classroom, with supplemental information provided on Brightspace. Regular class attendance is critical to student success, and frequent absences of late arrivals may impact your final grade. Likewise, there are firm deadlines for the course outlined on the Course Timeline. You are strongly encouraged to log into the Brightspace course site at least every other day.

This course spans 15 weeks. The course contains extensive content that is delivered face-to-face during one (1) hour of class per week. Additional content is delivered through the Brightspace class site. In addition to the in-class materials, students have required academic components and deliverables that must be completed outside of classroom time: written assignments, discussions, and career preparation assignments. For every hour a student spends engaging with the
classroom and online content, he/she should spend at least three (3) 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 400 Brightspace homepage (this is not the Brightspace Calendar) for a complete schedule of all due dates and times.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT/READING</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| 1/15-1/22| Getting Started (D2L) | Getting Started Activities  
Begin CCPD Assignment Registration |
| 1/22-1/29| Career Module       | CCPD Assignment Registration  
Complete  
Continue completing CCPD and Career Assignments |
| 1/29-2/3 | Class Overview      | Online Discussion #1 |
| 2/3-2/10 | Interviewing        | Online Discussion #2  
Resume Critique due on D2L  
InterviewStream Interview complete |
| 2/10-2/17| Networking          | Online Discussion #3  
Revised Resume Critique due  
Professional Interview Feedback due |
| 2/17-2/24| Networking          | Attend Career Expo 2/19 between 1pm and 4pm |
VI. Readings

Required Text: The 21 Indispensable Qualities of a Leader
Author: John C. Maxwell
ISBN: 9780785289043 (Hardcover); 9780785267966 (Paperback)

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.

Crisis Management

How to “Manage” Unexpected Emergencies
Unexpected emergencies happen. To better prepare, please follow these guidelines:

Evacuation:
1. Calmly and quietly walk to the nearest exit.
2. Do not use elevators.
3. Follow instructions of emergency personnel, i.e. policemen or firemen.

Fire:
1. If it is safe to do so, activate the closest fire alarm.
2. Evacuate to the designated evacuation area.
3. Call 9-911 and report the location and nature of the fire.

Flood:
1. Do not enter any flooded area. i.e., basement, first floor, vaulted area, etc.
2. Minor Flooding: Call the Physical Plant and report the location and nature of the leak.

Medical Emergencies:
1. Dial 9-911 and report the nature of the illness or injury and the location of the emergency.
2. Stay with the victim until help arrives if there is no immediate danger to yourself.

Tornado or Other Weather Threat Alarms:
1. Take cover at the lowest level of the building. If an underground shelter is not available, move to an interior room or hallway on the lowest floor and get under a sturdy piece of furniture. Avoid places with wide-span roofs such as auditoriums, cafeterias or large hallways.
2. Stay away from windows.
3. If outdoors take cover, if possible, inside a building. If shelter is not available or there is no time to get indoors, lie in a ditch or low lying area or crouch near a strong building.
4. After the tornado passes, remain alert for signs of additional tornados and or flash/flooding.
Violence on Campus
1. Report any suspicious behavior or threats of any sort to your supervisor or instructor as soon as possible.
2. Do not attempt to resolve violent outbursts or outrageous acts of behavior yourself. Report such incidents to your supervisor or instructor as soon as possible. If violent activities are occurring immediately call 9-911 and report them to emergency personnel.
3. At the scene of any violent incident, attempt to move to a secure area as soon as possible and follow the instructions of the emergency personnel who respond to the incident.

How to “Manage” Your Mental Health
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.

© Donna J. Fickes, Ph.D., January 2020