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

One semester credit hour (lab). Students in this course will obtain knowledge in the application of research and data analysis techniques to investigate the physical and chemical factors influencing the quality of food. Areas covered include consideration of ingredients, proportions, procedures and additives in food preparation.

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 1 credit hour laboratory course in the fall or spring term should approximate a minimum 100 minutes of classroom time or direct instruction. A student in HMSC 4375.501 who fully participates and successfully completes all activities and assignments can expect to spend approximately 25 hours in direct contact with the instructor in the laboratory environment and/or completing laboratory-based assignments including at-home cooking, testing, and report writing outside of class.

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 elective focus area course for students studying Hospitality Administration and a core program course for students studying Dietetics and Nutritional Sciences. The course aligns with ACEND accreditation standards, specifically KRDN 1.1, 1.3, 2.1, and CRDN 1.4, 1.5, 1.6, 2.3, 2.7, 2.8, 3.10, 4.8, as well as the standards of AAFCS, the accrediting body of the School of Human Sciences.

- **KRDN 1.1** Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- **KRDN 1.3** Apply critical thinking skills.
- **KRDN 2.1** Demonstrate effective and professional oral and written communication and documentation.

- **CRDN 1.4** Evaluate emerging research for application in nutrition and dietetics practice.
- **CRDN 1.5** Conduct projects using appropriate research methods, ethical procedures and data analysis.
- **CRDN 2.3** Demonstrate active participation, teamwork and contributions in group settings.
- **CRDN 2.7** Apply leadership skills to achieve desired outcomes.
- **CRDN 2.8** Demonstrate negotiation skills.
- **CRDN 3.10** Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
- **CRDN 4.8** Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

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 food service 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 Science, Hospitality, and Nutrition.
3. Key Ratios: The student will calculate, interpret, and understand key 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 purchasing activities within the hospitality industry. Upon completion of this course, students should be able to:

Upon successful completion of this course, students will be able to:
1. Hypothesize the contributing factors involved in food changes that occur during preparation (Exams, Quizzes) (PLO3, PLO4) (KRDN 1.3; CRDN 1.4, 1.6, 3.10).
2. Evaluate food quality using subjective methods (Journals, Project) (PLO3, PLO4) (KRDN 1.3; CRDN 1.6, 2.3, 2.7, 2.8, 3.10).
3. Change ingredients and procedures in a recipe and predict the probable outcome (Exams, Quizzes, Written Assignments, Project) (PLO3, PLO4) (KRDN 1.3, 2.1; CRDN 1.6, 2.3, 2.7, 2.8, 3.10).
4. Critically evaluate and interpret textbook and journal writings (Journals, Project) (PLO2, PLO4) (KRDN 1.1, 1.3; CRDN 1.4, 1.6, 2.3, 2.7, 2.8, 3.10).
5. Plan and conduct an original research project (Written Assignments, Project) (PLO1, PLO4) (KRDN 2.1; CRDN 1.6, 2.3, 2.7, 2.8, 3.10, 4.8).
6. Evaluate data and write an academic paper using scientific procedures (Project) (PLO1, PLO2, PLO3, PLO4) (KRDN 1.1, 2.1; CRDN 1.4, 1.5, 1.6, 2.3, 2.7, 2.8).

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

Assignments and Activities

Lab Activities: Students will conduct at-home labs and share outcomes during class livestreams. These livestream sessions are critical, and attendance and participation (posing and answering questions) will be used for grading (SLO1, SLO2, SLO5).

Lab Reports: Written lab reports allow students to demonstrate the knowledge gained in the course. The lab reports are 1-2 pages in length. A presentation of the final lab will be recorded for a final exam grade. Detailed instructions are available in the course (SLO3, SLO4, SLO6).

Instructional Strategies: HMSC 4375.501 will be delivered online. Asynchronous online 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 and recording (camera and microphone included) capabilities in order to access the Brightspace course components as well as complete specific assignments as instructed. Each student is also required to have a working, university (jacks.sfasu.edu) email account.
Use of Technology: 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. Some assignments require audio and video recording capabilities.

Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio and video files. Students must have a working video capture and computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with video and audio are submitted as PowerPoint files or mp4 videos 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.

IV. Evaluation and Assessments (Grading)

Students have the opportunity to earn 400 points in this course. Grades are earned from a variety of assignments:

- Lab Reports (6) 50 points ea./ 300 points total
- Final Poster/Presentation (1) 50, 50 pts/ 100 points total

TOTAL COURSE POINTS 400 POINTS

GRADING SCALE: A=360-400pts. (90%) B=320-359pts. (80%) C=280-319pts. (70%) D=240-279pts. (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 is capable of an ‘A’! IF the student displays the above characteristics, as well as sound technical ability and theoretical knowledge, he/she/ze will receive 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”. If you feel you are tending toward a final grade below a ‘C’ contact your instructor immediately; help him/her help you.

If a student wishes to contest a grade, this must be done within seven days of the grade posting to D2l.

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 CHEF 3231 Brightspace by D2L homepage (this IS NOT the Brightspace Calendar tool) for a complete schedule of all due dates and times.

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>LAB MODULE (D2L)</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction</td>
<td>Due Mondays by 11:30pm CDT/CST</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Lab 1</td>
<td>Lab Report 1</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Lab 2</td>
<td>Lab Report 2</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Lab 3</td>
<td>Lab Report 3</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Lab 4</td>
<td>Lab Report 4</td>
</tr>
<tr>
<td>Sept 27</td>
<td>Lab 5</td>
<td>Lab Report 5</td>
</tr>
<tr>
<td>Oct 4</td>
<td>Lab 6</td>
<td>Lab Report 6</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Final Exam*</td>
<td>Poster Presentations</td>
</tr>
</tbody>
</table>

*There is no definitive final exam schedule for online/8-week 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 HMSC 4375.501 D2L homepage.

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 (this IS NOT the Brightspace Calendar tool) 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 Community Standards 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:** 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 Brightspace by D2L Course Timeline (this IS NOT the Brightspace Calendar tool). You are strongly encouraged to log into the course every day.

This course spans 8 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 six (6) 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.

*COVID-19 falls under the category of medical emergency. If you are diagnosed with COVID-19, please follow the university’s policies and procedures for reporting your diagnosis. Please contact your instructor, as well, to make course accommodations. Your instructor will require official notice of a COVID-19 diagnosis in order to accommodate you during your illness.*
VI. Readings

There is NO required text for this course. All reading is provided on Brightspace by D2L.

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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; 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. Disruptive Behavior--Interference or disruption of students, faculty,
administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited.

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, Human Sciences 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 Interim Director of the School of Human Sciences, Dr. Chay Runnels.
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, Dr. Adam Peck, 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” 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.

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**Crisis Management**

**How to “Manage” COVID-19**
The latest research has shown there are four critical actions you should take to limit the spread of COVID-19:

- Monitor for symptoms of COVID-19 and report to a medical professional if you have a fever (100 F or higher) or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea/vomiting, or diarrhea. If you exhibit any of these symptoms, or know you have had close contact (been within 6 feet for 15 minutes or more) with a person who has tested positive or who you believe may have COVID-19, DO NOT attend classes, meetings or events; go to work; or visit businesses and services within the Nacogdoches community. Contact the SFA Health Clinic at (936) 468-4008.

- Wash your hands regularly to prevent exposure to the virus from surfaces. We have placed hand sanitizing stations throughout public buildings. When you see one, let it be a reminder that it’s a good time to wash your hands. We would also recommend that you...
carry a personal bottle of hand sanitizer with you at all times. When possible, avoid touching surfaces that are frequently touched like doors, handrails or elevator buttons. Though we'll be cleaning those more frequently, they still present a risk. If you do touch them, sanitize immediately after. We'll also refill your hand sanitizer for free at the front desks of both the Baker Pattillo Student Center and the Student Recreation Center.

- Ensure you are never less than 6 feet away (a distance of two axe handles) for 15 minutes or more with any individual who is not in your household. Roommates and suitemates are considered members of your household.
- Always wear a mask or other approved face covering when you are not in a private space such as a residence hall room. Students can obtain a free, disposable face mask from the front desk of the Baker Pattillo Student Center. If a student cannot afford a reusable cloth face mask, he or she can obtain one from the Office of the Dean of Student Affairs on the third floor of the student center. Students who refuse to wear a mask may face conduct charges.

If you are experiencing symptoms, contact the SFA Health Clinic. The staff there will help students arrange for testing and will conduct internal contact tracing. This tracing is designed to focus strictly on contacts that may have occurred on campus.

The SFA Health Clinic will coordinate the university’s efforts to support students who become sick. If those students live on campus, they will be provided a space to isolate until they are well again. Residence Life staff members will bring meals to these students, check in with them to see how they are doing and help connect them to services they may need.

The Office of the Dean of Student Affairs will regularly contact ill students living off campus to see how they are doing and will help them connect to necessary services as well.

A student who has tested positive for COVID-19 may only return to the classroom or on-campus activities when all three of the following criteria are confirmed met:

1) At least 24 hours have passed since recovery (resolution of fever without the use of fever-reducing medications); and
2) The individual has significant improvement in symptoms; and
3) At least 10 days have passed since symptoms first appeared.

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.

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