School of Human Sciences

Syllabus
RSTO 4331.501
Food Service Management and Organization
Fall 2021

Instructor: Donna J. Fickes, Ph.D.  Pronouns: She/Her/Hers
Course Time & Location: RSTO 4331 is delivered entirely online through Brightspace; Class begins August 23, 2021 and ends December 3, 2021; Final Exams will be administered December 6-10, 2021.

There are no clear final exam dates for online classes. Please review the Course Timeline in Brightspace by D2L for information on final exam dates and times for this course.

Office: HMS-North 106C & Online via Zoom
Office Hours: Tuesdays, 11am-12pm or 2pm-3pm In Person/Zoom; Wednesdays, 8am-9am In Person* or 5pm-6pm Zoom ONLY; Thursdays, 11am-12pm Zoom ONLY

*Wednesday IN-PERSON hours will be in the Culinary Cafe/EDAN 121

Email: When sending emails related to the course, please use Brightspace. If Brightspace is unavailable, send email to fickesdj@sfasu.edu and include “RSTO 4331” somewhere in the subject line. (NOTE: there is another Fickes, so please be sure you are emailing correctly.)

Credits: 3 Credit Hours

This class is offered as a focus-area course for Hospitality Administration students and as a required course for Dietetics and Nutritional Sciences and Food and Nutrition students pursuing the Bachelor of Science degree. This degree is managed by the School of Human Sciences and the James I. Perkins College of Education.

Prerequisites: None

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

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

Students will learn principles of management as applied to food service systems, including restaurants and institutions.

Food Service Organization and Management is a 3-credit hour course. This course is taught 100% online for 15 weeks utilizing the Brightspace by D2L Learning Management System with an additional two hours of work for the final exam in week 16. Students will have Discussion Board and Article Review assignments requiring research. The online module lectures, required textbook chapter readings, weekly assignments, and test preparation will average a minimum of 9 hours per week.

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 elective focus area course for students studying Hospitality Administration and a core program course for students studying Dietetics and Nutritional Sciences and Food, Nutrition and Dietetics. The course aligns with ACEND accreditation standards, specifically KRDN 3.4, 4.1, 4.4, and 4.5, as well as the standards of AAFCS, the accrediting body of the School of Human Sciences.

- **KRDN 3.4** Explain the processes involved in delivering quality nutrition and food services.
- **KRDN 4.1** Apply management theories to development of programs or services.
- **KRDN 4.4** Apply the principles of human resource management to different situations.
- **KRDN 4.5** Describe safety principles related to food, personnel, and consumers.

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 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)
Upon completion of this course, students should be able to:
1. Identify trends impacting management of food operations.
2. Identify the characteristics of the major types of foodservice systems.
3. Identify management functions necessary for effective operation of food system.
4. Apply the management functions necessary for effective operation of a foodservice system.
5. Evaluate managerial styles appropriate for a culturally diverse workforce in foodservice operations.
6. Identify the principles of equipment and facility maintenance.
7. Identify current work productivity trends in foodservice facilities to assure the smooth, efficient workflow throughout the foodservice system.
8. Identify the role of marketing in foodservice and nutritional care systems.
9. Identify and interpret laws, standards, and regulations that govern the foodservice systems.
10. Identify total quality management programs appropriate for use in foodservice and nutritional care.
11. Identify the basic components of financial reporting.
12. Understand the systems approach to foodservice organization.
13. Understand the ethical issues for a foodservice operation.

For additional information on meaningful and measurable learning outcomes see SFAs Assessment Resource Page

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

Assignments and Activities

Assignment Points: D2L Assignments MUST be completed and/or submitted in D2L. These include class discussions using the D2L Discussion Board tool and short, written assignments submitted using the D2L Dropbox tool. The module assignments are provided to help you synthesize the material you are learning. Assignments due dates and times are located on the Course Timeline (this is NOT the Brightspace Calendar Tool).

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

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

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

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

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

**Exams:** Exams will cover material from the textbook and the course content pages. Exams will be available on D2L on the days and times indicated on the Course Timeline. Exams are timed.

**Instructional Strategies**

RSTO 4331 will be delivered through the university’s Learning Management System (LMS), Brightspace.

**Use of Technology**

Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Word format.
**Brightspace Technical Support**

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize: 1.) That your instructor is not qualified to provide Brightspace support; and 2.) That notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy. In order to obtain proper technical assistance you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468.1919.

Brightspace by D2L will be used to deliver course content, post grades, post notes and assignments and to make announcements. The student’s success in this course will depend upon their ability to check D2L at least once a day for any updates or announcements.

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

Students have the opportunity to earn 360 points in this course. Grades are determined from a variety of assignments:

- **Getting Started Assignment** 10 points total
- **1 Discussions** 25 points total
- **3 Written Assignments** 25 points ea./ 75 points total
- **6 Exams** 25 points ea./ 150 points total
- **Midterm Exam/Final Exam** 50 points ea./ 100 points

**TOTAL COURSE POINTS**

360 POINTS

**GRADING SCALE:** A=324-360pts. (90%) B=288-323pts. (80%) C=252-287pts. (70%) D=216-251pts. (60%)

**Guidelines for Evaluating Students in Human Sciences degree programs:**

**What is an ‘A’ Student?**

- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information before asking questions
- Contributes meaningfully to the class
- Acts enthusiastic, even when he/she does not feel that way
- Is open to criticism without getting defensive
- Does not act like a “know it all”
- Displays maturity
- Is proactive – does not wait to be told to do everything; takes care of things before they become problems
- Displays common sense
- Is flexible

Every student should be able to earn an ‘A’! Displaying the above characteristics, as well as sound technical ability and theoretical knowledge, will help you achieve 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 lower than a ‘C’ contact your instructor immediately; help him/her help you.

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

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.

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>
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<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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Attendance Policy: As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. There are firm deadlines for the course outlined on the Course Timeline. You are strongly encouraged to log into the course every day.

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.
### 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 RSTO 4331 Brightspace homepage (this is NOT the Brightspace 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>
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<tbody>
<tr>
<td>Aug 23-27</td>
<td>Getting Started</td>
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<td>o Getting Started Module Content</td>
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<td>• Submit this</td>
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<td></td>
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<td>o Getting Started Student Introduction Discussion</td>
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<td>Aug 23-Sept 3</td>
<td>Module 1</td>
<td>• Read this</td>
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<td>o Module 1 Content and Chapters 1 &amp; 2 Content</td>
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<td>o Chapters 1 &amp; 2 in Textbook</td>
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<tr>
<td>Sept 3</td>
<td>Module 1</td>
<td>Submit this</td>
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<td></td>
<td></td>
<td>• Exam 1</td>
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<td>Sept 3-17</td>
<td>Module 2</td>
<td>• Read this</td>
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<td>o Module 2 Content and Chapters 3, 4, 5 Content</td>
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<td>o Chapters 3, 4, 5 in Textbook</td>
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<td>o Food Safety Assignment</td>
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<td>Sept 17</td>
<td>Module 2</td>
<td>Submit this</td>
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<td>• Exam 2</td>
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<td>Sept 17-Oct 1</td>
<td>Module 3</td>
<td>• Read this</td>
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<td>o Module 3 Content and Chapters 6, 7, 8, 9 Content</td>
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<td>o Chapters 6, 7, 8, 9 in Textbook</td>
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<td>o Quality Food Discussion</td>
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<td>Date</td>
<td>Module</td>
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<tr>
<td>Oct 1</td>
<td>Module 3</td>
<td>Submit this</td>
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<td>• Exam 3</td>
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<tr>
<td>Oct 8</td>
<td>Midterm Exam</td>
<td>Submit this</td>
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<td></td>
<td></td>
<td>• Midterm Exam</td>
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<tr>
<td>Oct 8-22</td>
<td>Module 4</td>
<td>• Read this</td>
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<td>o Module 4 Content and Chapters 10, 11, &amp; 12 Content</td>
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<td>o Chapters 10, 11, &amp; 12 in Textbook</td>
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<td>o Facilities Assignment</td>
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<td>o Workplace Safety Discussion</td>
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<td>Oct 22</td>
<td>Module 4</td>
<td>Submit this</td>
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<td>• Exam 4</td>
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<td>Oct 22-Nov 5</td>
<td>Module 5</td>
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<td>o Module 5 Content and Chapters 13, 14 Content</td>
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<td>o Chapters 13, 14 in Textbook</td>
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<td>o Management Assignment</td>
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<td>Nov 5</td>
<td>Module 5</td>
<td>Submit this</td>
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<td>• Exam 5</td>
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<td>Nov 5-19</td>
<td>Module 6</td>
<td>• Read this</td>
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<td>o Module 6 Content and Chapters 15, 16, 17, 18 Content</td>
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<td>o Chapters 15, 16, 17, 18 in Textbook</td>
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<td></td>
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<td>o HR Assignment</td>
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<td>Nov 19</td>
<td>Module 6</td>
<td>Submit this</td>
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<td>• Exam 6</td>
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<td>Nov 20-28</td>
<td>Thanksgiving Break</td>
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<td>Nov 29-Dec 3</td>
<td>Dead Week</td>
<td>Prepare for Final Exam</td>
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<td>Dec 6-10</td>
<td>Final Exams</td>
<td>Submit this</td>
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<td></td>
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<td>• Final Exam</td>
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*There is no definitive final exam schedule for 8-week or online classes. Final exam dates are determined by course instructors. For more information on your final examination date and time, please see the official Course Timeline on the RSTO 4331 D2L homepage.

**VI. Readings**


**LiveText/Watermark:** This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 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 Vice President of Student Affairs, Dr. Brandon Frye, 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.

   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):** 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.

You are not alone! 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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential. 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. A Counseling Clinic is also available in Room 202 of PCOE’s Human Services Building (936-468-1041). Other Mental Health Providers are also available to help in and around the Nacogdoches area.

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