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

Three semester credit hours (lecture). The course explores the purposes, principles and procedures of effective administration and supervision of plans, procedures and materials.

HUSC 5345 is a 3-credit hour, fully online class spanning 15 weeks in the long semester, 6 weeks in summer semesters. Students in this course receive extensive course content information via online content modules equivalent to 150 minutes per week for 15 weeks. The course includes a major final project. Students in the course will engage in a variety of assignments that may include, but are not limited to, significant course readings, course content exams, online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they should expect to spend at least 2 hours completing associated activities and assessments. A 2-hour final exam is given in the final week.

Prerequisites: Student must be admitted to the Master of Human Sciences program or receive special permission from the graduate program coordinator.

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 the Master of Science in Human Sciences degree and aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.

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.

Course Goals: Program Learning Outcomes (PLOs)
1. The student will analyze and demonstrate familiarity with current literature of the discipline.
2. The student will produce work in the preferred style of the field (APA, ADA).
3. The student will be able to relate and explain how his/her area of specialization fits into the overall field of Human Sciences.
4. The student will apply current research to modern social situations.

Course Objectives: Student Learning Outcomes (SLOs)
Upon successful completion of this course, students will be able to:
1. Insight into the evolving world of administration and supervision across disciplines.
2. Examine different styles of communication used by effective supervisors.
3. Understand how motivation and leadership play a significant role in supervision and administration.
4. Examine the relationship between power and empowerment.
5. Understand the stages of team development and the skills needed to build an effective team.
6. Understand sources of conflict in the workplace.
7. Appreciate the role of the supervisor as agent of change.
III. Course Assignments, Activities, Instructional Strategies, use of Technology

Learning modules have an assignment and a discussion component worth 100 points total.

**Module Discussions**
Discussions will take place at various intervals throughout the course and can be accessed in the associated learning module. The Main Forum of the discussion board will be visible for all students throughout the semester.

In a 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.

**Module Assignments**
You will work on a variety of written assignments throughout the semester. These assignments must be properly formatted using APA style (unless otherwise indicated). Proper grammar, spelling, and syntax are expected.

**Getting Started & Wrapping Up!**
The ‘Getting Started’ and ‘Wrapping Up!’ modules contain assignments that allow you to introduce yourself as well as synthesis your course learning. While these assignments may be “funner” in nature, they should still be approached with careful planning and execution.

**Final Exam**
You will complete a Case Study using any articles we’ve read in class or other reference materials. The case study response is a culminating assignment and should be at least four pages in length, typed, and utilize APA format including citations, references, and a cover page.

**NOTE:** Further explanation of assignments will be discussed in Learning Modules or via email and/or during office hours on an individual basis. Also, tutors are available for assistance through Academic Assistance and Resource Center (AARC) located in the Steen Library.
Instructional Strategies and Use of Technology

HUSC 5345 will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

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

Brightspace Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize: 1.) That your instructor is not qualified to provide Brightspace support; and 2.) That notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy.

In order to obtain proper technical assistance you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468.1919.

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.
IV. Evaluation and Assessments (Grading)

Students have the opportunity to earn 800 points in this course. Grades are determined from a variety of assignments:

1 Getting Started Discussion 25 points total
Module Assignments 50 points ea./ 300 points total
6 Module Discussions 50 points ea./ 300 points total
2 Wrapping Up! Discussions 25 points total
1 Wrapping Up! Assignment 25 points ea./ 25 points total
Final Exam (Case Study) 100 points total

TOTAL COURSE POINTS 800 POINTS

SCALE: A=720-800pts (90%); B=640-719pts. (80%); C=560-639pts. (70%)

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/they 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”. Be extremely careful of the number of ‘C’ grades you earn, as graduate students are expected to perform at above average levels. If you feel you are tending toward a final grade of ‘C’ contact your instructor; help him/her help you.

If a student wishes to contest a grade, this must be done within three (3) days of the grade posting in D2L.

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 (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:** Extra Credit is made available at the discretion of the instructor. Extra Credit assignments will be made available to ALL students in the class.

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

<table>
<thead>
<tr>
<th>Excused Absences</th>
<th>Make-Up Requirement</th>
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<tr>
<td>University-related event (i.e. athletic event) with letter of proof provided</td>
<td>All graded content submitted within seven (7) days in</td>
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<td>to the instructor, by the student, at least seven (7) days in advance.</td>
<td>approved absence.</td>
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<tr>
<td>Observance of Religious Holy Day (a holy day observed by a religion whose</td>
<td>All graded content submitted within seven (7) days in</td>
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<td>places of worship are exempt from property taxation under Texas Tax Code §11.20.</td>
<td>approved absence.</td>
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<td>with letter provided to the instructor, by the student, at least seven (7) days</td>
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<td>in advance.</td>
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**Attendance Policy:** As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. There are firm deadlines for the course outlined on the Course Timeline. You are strongly encouraged to log into the course every day.

This course spans 15 weeks in the long semester, 6 weeks in summer semesters. The course contains extensive written content that includes the same information that would be presented in a face-to-face lecture course, requiring students to engage the online modules for a minimum of three (3) hours per long week, 7-8 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, COVID-19 diagnosis, car accident, broken limbs, or extended hospitalization. Please contact your instructor immediately in this instance. If you are unable to initiate contact, 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 (if needed) as well as a plan to complete coursework.
V. Tentative Course Outline/Timeline

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

Please see the official Course Timeline on the HUSC 5345 Brightspace homepage (this IS NOT the Brightspace Calendar) for a complete schedule of all due dates and times.

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<tr>
<th>Dates</th>
<th>Module</th>
<th>Activity/Assignment</th>
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<tr>
<td>June 28–June 30</td>
<td>Getting Started</td>
<td>Read This</td>
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<td>- Getting Started Module Content</td>
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<td>Watch This</td>
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<td>- Welcome Video (Homepage)</td>
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<td>Submit This</td>
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<td>- Student Introduction Discussion</td>
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<td>o One Post DUE June 30</td>
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<td>June 28–July 7</td>
<td>Module 1</td>
<td>Read This</td>
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<td>Communication</td>
<td>- Module 1 Content</td>
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<td>o Gursoy, Chi &amp; Karadag 2013</td>
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<td>o Meyers and Sadaghiani 2010</td>
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<td>o Whitehead et al 2015</td>
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<td>Watch This</td>
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<td>- Sirolli TEDTalk</td>
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<td>- Treasure TEDTalk</td>
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<td>Submit This</td>
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<td>- Communication Discussion</td>
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<td>o One Post DUE July 7</td>
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<td>- Communication Assignment</td>
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<td>o DUE July 7</td>
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<td>June 30–July 11</td>
<td>Module 2</td>
<td>Read This</td>
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<td>Leadership and Motivation</td>
<td>- Module 2 Content</td>
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<td>o Arnold et al 2007</td>
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<td>o Allen, Shankman, &amp; Miguel 2012</td>
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<td>o Forbes Article on Transformational Leadership</td>
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<td>o Inc. Article on Motivating Millennials</td>
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<td>Watch This</td>
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<td>- Week 2 Instructor Video (Homepage)</td>
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<td>- Transformational Leadership Discussion</td>
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<td>o Initial Post DUE July 7</td>
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<td>o Two Response Posts DUE July 11</td>
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<td>- Leadership and Motivation Partner Assignment</td>
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<td>o DUE July 7</td>
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<td>July 2–July 14</td>
<td>Module 3</td>
<td>Read This</td>
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<td></td>
<td>Teamwork and Coaching</td>
<td>- Module 3 Content</td>
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<td>o Human Resource Management (Salas et al)</td>
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<td>o Dietetics Coaching (Optional)</td>
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<td>o Eliot and Kolasa (Optional)</td>
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<td>o Betts &amp; Healy (2015)</td>
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<td></td>
<td>o The Secret Sauce of Teamwork</td>
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<td>Week</td>
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<tr>
<td>July 2-July 18</td>
<td>Module 4</td>
<td>Conflict Management</td>
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<tr>
<td>July 2-August 1</td>
<td>Module 6</td>
<td>Evaluation</td>
</tr>
<tr>
<td>July 25-August 4</td>
<td>Wrapping Up!</td>
<td>Managing Time</td>
</tr>
</tbody>
</table>
Watch This
• Wrapping Up Instructor Video
• Cardini TEDTalk

Submit This
• Multi-Tasking Discussion
  ○ One Post DUE August 1
• Time Management Assignment
  ○ DUE August 4
• Reflective Discussion
  ○ One Post DUE August 4

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<thead>
<tr>
<th>August 5-August 6</th>
<th>Final Exam</th>
<th>Submit This</th>
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<td>• Case Study</td>
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<td>○ Two-Hour Timed Writing DUE August 6 at 7:00pm</td>
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*There is no definitive final exam schedule for online classes. Final exam dates are determined by course instructors. For more information on your final examination date and time, please see the official Course TIMELINE on the HUSC 5345 Brightspace homepage.

**VI. Readings**

Author: American Psychological Association
ISBN: 9781433805615

Aside from the APA Manual, there is no required textbook for this class. The instructor will provide links to readings in the Brightspace learning modules. Students are also responsible for locating and reading current, refereed journal articles and relevant internet posts on their own.


With some exceptions a refereed article is one that is blind reviewed and has two external reviewers. The blind review requirement and the use of external reviewers are consistent with the research criteria of objectivity and of knowledge.

The use of a blind review process means that the author of the manuscript is not made known to the reviewers. With the large number of reviewers and journals, it is also likely that the name of the reviewers for a particular manuscript is not made known to the author. Thus, creating a double blind review process. Since the author and reviewers are frequently unknown, the manuscript is judged on its merits rather than on the reputation of the author and/or the author’s influence on the reviewers.

The use of two (2) reviewers permits specialists familiar with research similar to that presented in the paper to judge whether the paper makes a contribution to the advancement of knowledge. When two reviewers are used it provides a broader perspective for evaluating the research. This perspective is further widened by the discussion between the editor and reviewers in seeking to reconcile these perspectives.

In contrast to these criteria, some journals that have attained a reputation for quality do not use either a blind review process or external reviewers. The most notable is Harvard
Business Review that uses an editorial review process. Its reputation for quality results from its readership whose continual subscription attests to its quality.

In addition to these criteria, some researchers include the journal’s acceptance rate in their definition of a refereed journal. However, the method of calculating acceptance rates varies among journals. Some journals use all manuscripts received as a base for computing this rate. Other journals allow the editor to choose which papers are sent to reviewers and calculate the acceptance rate on those that are reviewed that is less than the total manuscripts received. Also, many editors do not maintain accurate records on this data and provide only a rough estimate.

Furthermore, the number of people associated with a particular area of specialization influences the acceptance rate. If only a few people can write papers in an area, it tends to increase the journal’s acceptance rate.

Although the type of review process and use of external reviewers is one possible definition of a refereed article, it is not the only criteria. Judging the usefulness of a journal to the advancement of knowledge requires the reader to be familiar with many journals in their specialization and make their own evaluation.

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**

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**

Should a student encounter an issue in this, or any, Human Sciences course, the following chain of authority should be followed and not circumvented:

1. Contact the instructor and attempt to resolve the issue.
2. 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.
3. At this point, if the issue remains unresolved, the student should contact the Associate Dean for Student and Faculty Services in the College of Education, Dr. Stacy Hendricks.
4. 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 Pattillo Student Center.

**The Instructor’s Role in this Course:** The Instructor’s role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows everyone to bring their own interests and expertise to the class. The Instructor will provide materials, experiences, and expertise that will encourage the students to interact and engage with the readings and other course materials. As someone conscious that there are many learning styles, the Instructor will make every attempt to present material in a variety of ways to better help facilitate learning and comprehension. Respectful exchanges and differing opinions are encouraged in the hope that this may help everyone learn from each other – including those who support stated opinions/viewpoints as well as those who present stated opinions/viewpoints that differ from our own.

**How to “Manage” an Online Class:** A key issue for online learners is time management. Below are several strategies that can help online learners, like you, manage time in order to successfully complete your course:
1. **Make the course a priority.**
   For the duration of the course (or online program), make the course your professional priority. You are expected to complete every reading, every assignment, every discussion and every activity. Can’t do that? Consider taking the course another time when you can devote more time to the effort.

2. **Take the course with a friend or colleague.**
   Online learning has been described as “a lonely experience.” Make it less lonely- and increase your chances of both completing the course and managing time well- by seeing if a friend will take the course with you. Online learners are more likely to complete a course of study when they have actual colleagues.

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

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

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

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

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

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

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

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**How to “Manage” Your Mental Health (Disaster Planning):** Research has shown that one-fourth (1 in 4) of today’s college students will experience a Mental Health issue at some point of their college career. Unfortunately, many of these students will not seek help, often because they do not know where to look. This leads to larger problems that affect not just school, but also work, relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.

**IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255).**

Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love
and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

You are not alone! The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.