BUSI 3345 (001): Training and Development

Stephen F. Austin State University
Nelson Rusche College of Business
Department of Business Communication & Legal Studies

Fall Semester, 2023, Three Credits
1:00 pm - 2:15 pm on Mondays and Wednesdays / R.E. McGee Business 477

Instructor
Dr. Suhyung Lee
Office
McGee Business Building - 229D
Phone
(936) 468-1463
E-mail
Suhyung.Lee@sfasu.edu (preferred method to reach me)
Office Hours
Monday: 9:00 am - 11:00 am (virtual only, by appointment)
        2:15 pm - 3:45 pm (F2F or virtual)
Tuesday: 11:00 am - 2:00 pm (F2F or virtual)
Wednesday: 9:00 am - 11:00 am (virtual only, by appointment)
           2:15 pm - 3:45 pm (F2F or virtual)
Thursday, Friday: By appointment

COURSE DESCRIPTION

This course focuses on the application of theories and applied skills of learning and instructional
development directed toward talent development in an organizational environment. During the
course of the semester, students will engage in the textual study of learning and applying
business education training techniques, which will be validated through brief reports, written
training modules, and a final exam. Course coverage will also typically include employment
research, team building skills, and visual information presentation techniques.
Prerequisite: Junior standing (66 hours) or permission from the department chair.

1. Student Learning Outcomes (SLO)

Upon successful completion of this course, the student should be able:

- Demonstrate knowledge of the basic principles of employee training and development
- Demonstrate knowledge of assessing training needs and the learners
- Demonstrate how learning theories impact instructional design
- Analyze data to determine training needs and identify effective solutions
- Design and deliver effective training and development solutions using traditional and e-
  learning methods with current technologies.
- Demonstrate awareness of the need to accept and drive change effectively through
  organizations and at the individual and group level
- Evaluate training and transfer of learning
2. Course Methodologies

This course uses readings and related assignments to provide an overview of the process of planning, implementing, and evaluating training and development in an organizational setting. It may include activities such as discussions, written analysis of key principles, critical thinking exercises, real world case studies, presentations, and the development of a training module.

COURSE REQUIREMENTS

1. Textbooks


Recommended (not required) Textbook


2. Software

- Microsoft Word: All documents and assignments that are submitted online must be submitted using Microsoft Word.
- PowerPoint: You will also need software to read PowerPoint slides, as well as create them for a presentation.
- Adobe Reader: To read PowerPoint slides and to review some documents and graded assignments in PDF format.
- Zoom: To record your presentation (if any), you will need to access your free Zoom account through SFA and have a video recorder with a microphone.

If you do not have Microsoft Word or Microsoft PowerPoint on your computer, plan to use the software in an on-campus computer lab or some other location where you have access to such software. SFA offers free downloads of Office 365.

3. Equipment

You will need reliable and ready-access to the Internet so that you can check the course on the D2L Learning Management System regularly, at least several times a week. You also need to bring your personal laptop every class to complete class activities.

4. Student Expectations

- Attend all class sessions (Please see below for the attendance policy).
- Read all assigned materials prior to class. Complete all assignments on time.
- Laptop computers must be used only for note taking, class presentations, and other class-related activities, otherwise you will be asked to close it for the whole session.
- Participate in class discussions and group work, and treat all class members respectfully.
# COURSE SCHEDULE (TENTATIVE)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments (Due)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8/30</td>
<td>Team Building / Introduction to Gr. Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/4</td>
<td>Introduction to HRD and T&amp;D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/6</td>
<td>Introduction to Employee T&amp;D / Strategic Training</td>
<td>Ch1/ Ch2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>Introduction to Employee T&amp;D / Strategic Training</td>
<td>Ch1/ Ch2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/13</td>
<td>Instructional Systems Design (ISD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td>Instructional Systems Design (ISD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/20</td>
<td>Analysis: Needs Assessment</td>
<td>Ch3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>Analysis: Needs Assessment / Gr. Project #1</td>
<td>Ch3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/27</td>
<td>Learning and Transfer of Training</td>
<td>Ch4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/2</td>
<td>Learning and Transfer of Training</td>
<td>Ch4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/4</td>
<td>Design: Program Design</td>
<td>Ch5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>Design: Program Design / Midterm Guide</td>
<td>Ch5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/11</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/16</td>
<td>Development / Traditional Training Methods</td>
<td>Ch7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/18</td>
<td>Traditional Training Methods</td>
<td>Ch7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/23</td>
<td>Activity Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/25</td>
<td>Technology-Based Training Methods</td>
<td>Ch8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/30</td>
<td>Technology-Based Training Methods / Gr. Project #2</td>
<td>Ch8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/1</td>
<td>Implementation / Lesson Plans</td>
<td>Ch8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/6</td>
<td>Evaluation: Training Evaluation</td>
<td>Ch6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/8</td>
<td>Evaluation: Training Evaluation</td>
<td>Ch6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/13</td>
<td>Employee Development &amp; Career Management</td>
<td>Ch9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/15</td>
<td>Employee Development &amp; Career Management / Gr. Project #3</td>
<td>Ch9</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/20</td>
<td>No Class (Thanksgiving)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/22</td>
<td>No Class (Thanksgiving)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/27</td>
<td>Social Responsibility</td>
<td>Ch10</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/29</td>
<td>Future of Training &amp; Development</td>
<td>Ch11</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/4</td>
<td>Final Exam Guide / Presentation Preparation</td>
<td></td>
<td>Gr. Project Slide &amp; Proposal (12/5)</td>
</tr>
<tr>
<td>15</td>
<td>12/6</td>
<td>Training Plan Presentation</td>
<td></td>
<td>Gr. Project Peer Eval. (12/8)</td>
</tr>
<tr>
<td>16</td>
<td>12/13</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE ASSIGNMENTS AND GRADING POLICIES

1. Course Assignments and Grading

As learners, you are responsible for your own learning. You can do so by participating in each session, asking questions, striving for answers, and discussing issues related to the course content. The following activities are designed to facilitate your learning process. You will be evaluated on the basis of the quality, quantity, and timeliness of your efforts.

**I do not grade on a curve.** Technically, everyone in the class could get an A, and nothing would please me more. To get an A, you must demonstrate superior work on all fronts and consistently apply what you have learned. You must manage your own grade and resolve any issues of concern on a timely basis. Your grade book will be updated frequently on D2L and it is your responsibility to check your grade often and resolve any items of concern.

Detailed evaluation criteria for each assignment are included in this syllabus. Read them carefully and make sure that you include every component in your work. Missing any component will result in a loss of points. Detailed information on each assignment will be announced again over the semester. Contact me anytime if you have any questions regarding the assignments.

All assignments will be submitted to the D2L course site by their due dates and are due by 11:59 pm on the designated date. Written assignments must be prepared as Word (.doc or .docx) for submission. Open Office (e.g., Google Doc) and other Apple file formats are not compatible with the D2L platform. Also, make sure that you submit every assignment on time to get full credit. No late submissions will be accepted unless they are arranged in advance. If your Web connection is down for some reason, assignments should immediately be emailed to me. If not, it will be considered a late or no submission. Any empty or incorrect file will be regarded as no submission. Please be cautious on your work before submission.

Your final grade in this course will be based on the following requirements and point allocations.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Learning Exercise</td>
<td>Review of an assigned chapter</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td>(2) Class Participation</td>
<td>Class activity</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td>(3) Exam</td>
<td>Midterm Final exam</td>
<td>350</td>
<td>10/11, 12/13</td>
</tr>
<tr>
<td>(4) Application Assignment</td>
<td>Top training companies report</td>
<td>80</td>
<td>9/15</td>
</tr>
<tr>
<td>(5) Individual Project</td>
<td>Training professional interview</td>
<td>120</td>
<td>10/20, 11/29</td>
</tr>
<tr>
<td>(6) Group Project</td>
<td>Training plan</td>
<td>250</td>
<td>9/29, 11/3, 11/17, 12/5, 12/8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,000</strong></td>
<td></td>
</tr>
</tbody>
</table>
(1) Learning Exercise (100 Points)

Learning exercises will enable students to think about important topics of reading materials, find central points to read, and reflect what they have learned. Students will answer the questions of learning exercises for each chapter. (10 points per each exercise /10 exercises). The learning exercise should be submitted through D2L by 11:59 pm on one day before the class. No late submissions will be accepted.

(2) Class Participation: Class Activity (100 Points)

There will be a number of learning activities that students are expected to engage in. Activities include discussions, written analysis of key principles, critical thinking exercises, real world case studies, individual exercises or practice writing assignments, and group discussion based on chapters or cases. In case of the group submission, those who are absent for class will not receive any points from a group activity on the day because they do not participate in the group activity. Points will be assigned differently depending on the activity and be awarded based on your efforts to complete the activity. Detailed information on each activity will be announced again over the semester. No late submissions will be accepted.

(3) Exam (350 Points, 175 Points per exam)

This activity is to provide you with an opportunity to exhibit your knowledge of the subject. During the semester there will be 2 CLOSED book exams. The exams consist of multiple choice, true/false, short answers and case study, conducted by D2L. You will take the exam through D2L link on the designated time in the assigned classroom (lab). The exam will not reopen if you are late and miss the exam. The exams are NOT cumulative. Detailed information on each exam will be announced before each exam, and it is highly recommended that you have a full understanding of each chapter before the exam. I will not only set up questions about definitions or concepts but also questions about how to apply the concepts from the textbook to real-life examples.

(4) Application Assignment: Finding out how successful companies utilize training practices (80 Points)

Each year, Training magazine publishes a list of companies that excel at employee development. Click on the link below and select a company to research.

Research the company using at least three credible sources, and write a report, double-spaced, based on your research. This should result in at least 800 words in length. The SFA Steen library has online issues of Training that you may want to use for part of the research. You can also include the company website as one of your sources.

Include answers to the following questions: 1) why do you think the company is ranked among top organizations for training? 2) what do you perceive as the relationship between the importance of training at this company and the company's goals and objectives? (Possible
reasons might include the amount of money spent on training, level of employee involvement in training, and type of training used.)

List your sources at the end of the paper. (APA reference format is required).

(5) Individual Project: Training Professional Interview (120 Points)

Interview a current training professional in the field of human resource development, human resource management, or organizational development (consultant) within either a local or national/international organization. The goal for this assignment is for you to gain insight about HRD-related work in practice, particularly about how the ADDIE instructional design process is used in practice. (30-45 minutes long interview)

Note: if you are unable to access an organization or HRD/OD professional, you may also consider interviewing someone with current/past experience in the fields of HRM/HRD/OD (e.g., current Ph.D. student in HRD/OD, your employer, immediate boss/manager, etc.).

To complete the project, you will be asked to:

- Submit at least 2 page draft of interview questions (Use the individual project planning form on D2L) (15 Points)
- Submit at least 4 page interview report including a 400-word self-reflection on what you learned from the interview (105 Points)
- Provide proof of interview (see description below).

Your interview report must include the following content:

- **Organization** - Brief background of the organization your interviewee is working for. For example, consider including the following: name of the organization, what the organization does/produces, a brief history and strategy of the organization, and training and development goals.
- **Roles & Responsibilities** – Your interviewee’s job position and main roles and responsibilities in the organization.
- **Analysis** - How does the professional analyze training needs? What methods or processes do they utilize to gather information? What are some needs the training is trying to meet?
- **Design & Develop** - How does the professional design and develop training programs? What methods or processes do they utilize? And, why?
- **Implementation** - How does the professional deliver training programs? What methods or processes do they utilize? And, why?
- **Evaluation** - How does the professional evaluate training programs? What methods or processes do they utilize? And, why?
- **Reflection** (400 words)- This portion may include any reflections or insights found interesting and meaningful to you.

Your interview proof can be any combination of at least two of the following:
Photo of you with the interviewed HR professional, business card, training materials, training evaluation form, picture of training facilities, attendees on the actual training day, etc.
(6) Group Project: Training Plan (250 Points)

The purpose of this assignment is to provide you an opportunity to apply the knowledge you have acquired throughout the course. This is a hands-on group project that will allow you to practice various practical and necessary skills as an instructional designer and consultant. To complete this project, you will work closely with group members to create a proposal for an actual training session.

Groups will be formed early in the semester. The target client organization may be one from your individual project (interviewee) or others of your choice – e.g., one where you currently work (part-time) or volunteer for. In any case, the organization must be an actual organization and your client must be a subject matter expert who may provide feedback on this project. Based on your final report, your group will deliver a proposal presentation (pitch) at the end of the semester.

To complete the project, you will be asked to submit:

1) Group project report: Training Plan Proposal (130 points)
You will analyze, design and develop a training proposal for a client organization with a specific audience and purpose in mind. The target organization (and audience) may come from your individual project or other source; however, it should be a real organization and your client should be able to provide information and feedback (if necessary). The report should be between 1500-2000 words in length (12-point with Times New Roman font, double-spaced with 1-inch margin, APA 7th), and must include the components detailed below. It is expected that the final report is written and crafted in a professional manner.

The project report must include the following components (please use the headings that have been underlined below in your report):

1. **Title and Executive Summary** – Provide a title and a 150-word executive summary of your report. The summary should highlight your purpose, training plan, and expected outcomes.
2. **Organization** – Who is your client organization? Provide a brief background, the products or services it provides, goals/missions and why you chose the particular organization.
3. **Audience Analysis** – Who are your target audience? Explain your training audience in detail (job title, job tasks, etc.). Explain how the characteristics of your audience influence how you design and develop your program (e.g., audience age, language, experience, etc.).
4. **Training Need & Expected Outcomes** – What is the gap? Describe the perceived training need (performance gap); state how you would go about determining the training needs (what data gathering tools you used or would use); describe the outcomes you expect to see from the training program; state how the training would benefit the learners and the organization.
5. **Learning Objectives** – What are the goals? List two complete learning objectives for your training program. Explain how the objectives address the gaps identified above.
6. **Learning Theory** – What is your rationale or theoretical basis? List and describe one theory of learning that informs your instructional design and learning activities.
7. **Instructional Methods** – What methods should be used? List and describe two instructional methods you will use. Explain clearly why these would be most effective.

8. **Learning Activity** – What activities should be used? Based on your proposed methods, describe, in detail, one learning activity (one that will help your audience learn the expected knowledge/skills in your training); you will use and state why it is ideal to facilitate learning for the corresponding training content.

9. **Lesson Plan** – How will you implement the training? Create a detailed training lesson plan and briefly describe the plan.

10. **Job Aids** – What job aid can support learning transfer? Create a job aid to support your training program and learning transfer of the audiences. This should be attached to your final report and presented in class (for your presentation).

11. **Evaluation Plan** – Provide an evaluation plan using the Kirkpatrick method or other method that you think is most appropriate for your training program.

**Minimum Page Coverage Requirements (at least 6 pages):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 - 4</td>
<td>1-2</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>1</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>10 &amp; 11</td>
<td>1</td>
</tr>
</tbody>
</table>

**Peer Evaluation of Team Contributions**

You will evaluate each member of your group based on his/her participation and contribution to the group project. The evaluation will be conducted by D2L and the form will be open to you right after the presentation. Your evaluation is confidential and the results will be incorporated into the final grade that each group member will receive for the group project. For example, if your group earns 130 points for this group project report and your peers give you “5: Outstanding (100%),” you will get 130 points. But if you get “3: Average (60%),” you will get 78 points. If your contribution is none, you will get zero point. If you miss the peer evaluation, you will get 50% of the score for your group report. If you have a team member who is not fully engaged in the project, you are to let me know immediately.

**2) Group Planning & Progress Update Form (located on D2L; 20 points for each, 60 in total)**

The Group Progress Update Form is intended to help your group stay on track, while working on your training proposal. Each group will submit a total of 3 group project planning forms prior to the final project report and presentation (due dates for each are found in the course outline). I will be providing feedback for each planning form.

- (1) Update 1: Component 2 and 3
- (2) Update 2: Component 4, 5, 6, and 7
- (2) Update 3: Component 9, 10, and 11

※ Component 8 is not included in any Update.

**3) Group Presentation (60 points)**
Each group will create and deliver a 15-minute group presentation at the end of the semester. You will pitch your training proposal to your client organization (i.e., to myself, your classmates, and your client, if possible). You may choose to invite your client to your presentation (In this case, please discuss your plans with me in advance). Each group member is expected to be present and engaged during the presentation. The use of audiovisual components is encouraged in the presentation and one video (Not to exceed 2 minutes) is required.

Evaluation consists of two parts:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td>• Provided a clear background and purpose of training program</td>
<td>20</td>
</tr>
<tr>
<td>• Clearly articulated connections between importance of this training, performance gap, learning objectives, and company’s goal/vision</td>
<td></td>
</tr>
<tr>
<td>• Main components covered in the proposal are well summarized and explained</td>
<td></td>
</tr>
<tr>
<td>Delivery and Time</td>
<td></td>
</tr>
<tr>
<td>• Presented materials (slide deck) in a persuasive and professional manner</td>
<td>20</td>
</tr>
<tr>
<td>• Did not exceed time requirements</td>
<td></td>
</tr>
<tr>
<td>• Submission (slide deck) on time</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation Skill / Manner / Audience Engagement</td>
<td></td>
</tr>
<tr>
<td>• Delivered an effective presentation, employing a variety of platform skills (e.g., facial expressions, eye contact, posture, gestures, and position and movement)</td>
<td>20</td>
</tr>
<tr>
<td>• Displayed confidence in his/her knowledge of material and appeared comfortable in making his/her presentation</td>
<td></td>
</tr>
<tr>
<td>• Maintained moderate to high engagement of the audiences</td>
<td></td>
</tr>
<tr>
<td>• Dress code: Business casual. No hats or sunglasses</td>
<td></td>
</tr>
<tr>
<td>• Paid attention to the other parts of the presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

2. Attendance

Since excellent attendance frequently results in better classroom performance, and since this course is partially a course in pre-professional behavior, attendance is not optional. During the semester, your instructor (me) will take attendance every day. If you are absent for an exceptional and university-sanctioned reason (e.g., serious illness, a death in the family, or a school-related event), you must let your instructor know within forty-eight hours of the absence and provide documentation to justify the missed class. In the case of medical excuses from health care providers, such documentation must also indicate specifically that you were advised not to attend (or were medically unable to attend) class in order for the absence to be marked ‘excused absence.’

If you are absent for class and cannot provide an acceptable excuse with associated documentation as described above, you will be marked ‘unexcused absent.’ If you will be marked unexcused absent four times, you will be dropped a letter grade. In addition, if you miss 8 class sessions (30% of class session of this course) in the total of both your excused and unexcused absences, you will automatically fail the course.
This course is designed as in-person class only, thus, you are not allowed to take this course remotely. If we have to move to online because of unexpected situation such as increases of cases of COVID-19, a new attendance policy will be introduced.

3. Grading Distribution

- 900 - 1,000 points = A
- 800 - 899.9 points = B
- 700 - 799.9 points = C
- 600 - 699.9 points = D
- 599.9 points or below = F

Grades are based on points only, never on percentages. Grades are weighted, and point values are firm. Bonus points may be available at the discretion of the instructor.

4. Workload

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning per week over a full semester (15 weeks) for an average student to achieve an average grade of ‘C’ in the course. Those enrolled in this three-credit course should expect to spend an additional 6.5 hours per week of the semester on coursework outside the classroom in order to earn a ‘C’.

GENERAL STUDENT POLICIES

1. Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used
previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

This class will be conducted in a professional manner. This means 1) submit work on time 2) avoid profanity and/or offensive language in your communication, 3) participate fully and courteously with your classmates and team members, and 4) turn off cell phones.

2. Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

3. Students with Disabilities

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

4. Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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.

**On-campus Resources:**
*The Dean of Students Office* (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

*SFA Human Services Counseling Clinic* (Human Services, Room 202)
www.sfasu.edu/humanservices/139.asp
936.468.1041

*The Health and Wellness Hub* “The Hub” (corner of E. College and Raguet St.)

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741