Instructor: Dr. Gina Fe G. Causin

Office: 106A HMSN

Office Phone: 936-468-1411

Other Contact Information: Email via D2L

Prerequisites: None.

I. Course Description:

Utilization of principles and components of the industry in effective administration. Coordination of resources in establishing policy, supervision and management, and decision making in the delivery of hospitality services.

Course Justification:

HAMLG 4380 is a 3 credit-hour. This course will be taught 150 minutes per week for 15 weeks utilizing the face-to-face lecture platform and a 2-hour cumulative final exam in week 16. Students will have extensive assignments using web-based simulations, individual e-portfolio, exams, research paper analysis, in-class activities and service learning (includes 150 asynchronous minutes) for 6 hours each week for 15 weeks.

Asynchronous Minutes:

This course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice. The asynchronous activity for this course is service learning for 150 minutes. Students must complete the service learning log sheet with supervisor’s signature.

PCOE 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The goals of this course support the goals of the COE by:

* Preparing leaders in the hospitality and tourism field. As one of the largest industries in Texas, the hospitality industry needs competent and skilled leaders. The students will become familiar with managing lodging and front office operations in the course.
Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations. During this course each student will be exposed to a 700-room virtual University Hotel operation. They will be required to do exercises in room availability, basic reservation, intermediate reservations, advanced reservations, group reservations and travel agency reservation using innRoad Property Management System (PMS). My goal for this exercise is for the students to be able to operate a PMS in the front office of a lodging facility.

Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit. Outside resources will be utilized to enhance the curriculum of this course through the use of technology such as innRoad PMS, video and the world wide web.

Engage in outreach services. Each student will have an opportunity to contribute to the hospitality field through optional extra credit outreach projects.

Conduct research to advance knowledge and to contribute to the common good. This will be done through reading assignments, reflection papers and/or term papers.

**Hospitality Administration Program Learning Outcomes**

**PLO 1 – Resource Development:** The students will identify appropriate technology use and sustainability practices in the hospitality industry.

**PLO 2 – Career Readiness:** The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic) and adequate preparation for employment in his/her specific focus area in the field of Human Sciences and Hospitality.

**PLO 3 – Financial Metrics:** The student will calculate, interpret, and demonstrate key ratios, financial statements, and budgets related to the hospitality industry.

**PLO 4 – Service Aptitude:** The students will demonstrate positive service aptitude through transformational experiences.

**Student Learning Outcomes**

As a result of this course, students will be able to exhibit the following competencies:
1. Strategic thinking, planning, and competitive sense in a dynamic market place with high financial potential and yet perishable products.
2. Constructing a cost effective and competitive product which offers both market value and sound levels of financial returns.
3. The financial impact of daily decisions on monthly and annual business results.
4. Total hotel overview and how departments interrelate to produce business results.
5. Distribution strategy and Channel Management
6. Strategic and Tactical Optimization
7. Exhibit leadership skills, abilities and knowledge.
8. Create their individual professional e-portfolio.
9. Understand and apply data analytics in the lodging and tourism industry.

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

**Course Participation**
Students will be required to attend each week's class meetings; read the required readings and handouts; take four exams; complete quizzes and class assignments as directed; contribute to a group project and group paper; work on the online activities; prepare for the technology certification exam and write a final
report. Participation and attendance are critical to the success of this class and will be used to help determine the final grade.

**Instructional Strategies:**
This course is designed as senior seminar class because our students need to be primed for their immediate job entry into the industry; a workshop approach that follows topic discussions in class and encourages the resolution of applied cases through groupings of students of mixed ability. The operational situations and cases provided throughout the course illustrate real-life challenges and decisions that lower and mid-level managers face. The cases that the students worked in the class will be part of the professional e-Portfolio requirement. Two research paper analysis is also part of the assessment.

A final exam will be conducted and will cover the case presentations and the readings. Completion of an individual professional e-Portfolio is required. Copies of completed cases, exercises, assignments, etc. must be attached to the e-Portfolio. **The e-Portfolio must be submitted by the student in Brightspace by D2L Dropbox to get the full credit.** Students will be assigned to a team of 4 or 5. This project will necessitate a written e-portfolio and a presentation. This face to face class will be web enhanced through the D2L learning management platform. It is also required in this course that students should participate in approved 6 hours service learning activities (which includes the 150 asynchronous minutes) in the university and/or community. The list of these activities will be provided by the professor.

**Certification in Advanced Hospitality and Tourism Analytics (CAHTA)**

**Welcome**
Welcome to the "Certification in Advanced Hospitality and Tourism Analytics" training program. We're glad you are participating and hope that you find this experience both informative and enjoyable.

**Academic and Industry Version**
There is an academic version for graduate and undergraduate students and for professors. This certification is jointly offered by ICHRIE (the International Council on Hotel, Restaurant, and Institutional Education), AH&LEI (the American Hotel & Lodging Educational Institute), and the STR SHARE Center. There is also an industry version of this certification available to a wide range of industry professionals. This certification is jointly offered by AH&LEI and the STR SHARE Center.

**Certification Description**
The "Certification in Advanced Hospitality and Tourism Analytics" (CAHTA) is being offered globally to undergraduate/graduate students. The CAHTA is the next step above and beyond the popular CHIA which has been obtained by over 15,000 students and professionals. The CAHTA has received multiple industry endorsements, including the Institute of Hospitality and the Pacific Asia Travel Association; and others are pending.

The CAHTA is a comprehensive training program on hotel and tourism research with a focus on experiential learning and industry relevance. Students receive a thorough introduction to the most popular types of hospitality and tourism research. Participants learn practical steps to create high quality, industry level research projects. They learn the analytical skills involved in hospitality and tourism research, the various components of each project, different variations and special exceptions, as well as research related terminologies and methodologies. Students observe a range of case scenarios and examples of each different type of project.

Participants must pass a thorough certification exam on hospitality and tourism research, and demonstrate the ability to analyze different types of industry data. In addition to the exam, students must apply the training content and create a comprehensive research project. The project must be submitted in PowerPoint or a comparable format and they must present their findings in a face-to-face situation.
Achieving this distinction announces that these students have a place among the best graduates in their profession and opens the door to future career opportunities.

History
The certification was first conceived in 2011, based upon feedback from professors who hoped to have some sort of stamp of approval upon students graduating from hospitality and tourism departments. STR presented a proposal to ICHRIE and AH&LEI to create a joint academic version of a certification and the certification was launched in 2012.

Use of Zoom
This class will utilize the Zoom web-conferencing tool for virtual class meetings and office hours. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate. Cell phone access is available with the Zoom mobile app. Zoom links will be provided via email to the concern student. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately.

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (Adapted from the University of Denver)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:
- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

Virtual Office/Student Hours (Adapted from Dr. Rachel Jumper, School of Human Sciences)
Virtual Office/Student Hours: I conduct my office hours (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You’ll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don't worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.
To join Dr. Causin's Office hours click this link, https://sfasu.zoom.us/j/97623413899?pwd=QzJxdDkyeFRUUTBNeHlyya2ZuSG9vQT09

**Safe Space and Inclusion (Adapted from University of Iowa College of Education)**
Please know that my office and our physical and virtual classroom are safe spaces. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

**Challenging Conversations (Adapted from Alisse Portnoy, University of Michigan)**
In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.

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

**Attendance (200 points)**
Attendance will be taken every class period. For every missed class period, a student will lose attendance points. There is no make-up for missed attendance points.

**Quizzes/Cases/In-Class Activities/Assignments/Exercises (200 points)**
Throughout the semester, you will be given quizzes, case studies/in-class activities/assignments to complete every week. The students will be assigned to a team and each team will lead the workshop on their assigned topic. All students will do class activities/exercises and submit their work after the class.

**Research Paper Analysis (100 points)**
Each student will be required to write an analysis of published research papers in the APA format. The topic will be determined by the professor.

**e-Portfolio (150 points)**
Each student will create their individual e-Portfolio that will be submitted in the D2L Dropbox. Dr. Causin created the HADM Professional Portfolio template and the students will use this template for their portfolio. The categories in the portfolio follows the Elements of a Professional Portfolio developed by Dr. Causin. The students must include the resolution of all situations and cases worked on in class.

**Service Learning Component (50 points)**
In order to prepare competent professionals for a global society, the faculty of the hospitality program had implemented a service learning component across multiple courses. Students are required to sign up for APPROVED events outside of class time to fulfill this component. Hours will be documented by both the student and the approved site supervisor. Failure to complete six hours of service learning will result in no points awarded. This is an “all or nothing” assignment.

Additional information will be given in class for specific event times and dates. This service learning opportunity will expose students to the important cross-cutting themes within the Body of Knowledge of
Human Sciences. These themes include: communication skills, critical thinking, diversity, global perspectives, professionalism, independence and community development.

Hospitality Administration faculty have determined specific guidelines for service learning opportunities, explained below. Failure of a student to follow the guidelines lead to nullification of the student's service learning hours.

**Why Service Learning?**  
Service learning links academic study and civic engagement through meaningful service that meets the needs of the community. Service learning allows you to explore careers and, at the same time, helps you to develop skills employers want. This gives you more tools in your toolkit and makes you a marketable employee upon graduation.

**Where can I complete Service Learning?**  
Students are responsible for finding service learning opportunities in the communities they live and work in. These opportunities must be tied to the hospitality industry (culinary, lodging, recreation, tourism, or event coordination). Possible opportunities include docent work at CVB's, Chambers of Commerce, and museums. Local food banks often seek volunteers to help sort and distribute food to clients. Community farms may need assistance with planting, harvesting, or selling product. Some non-profit organizations also seek volunteers to assist with event planning, both in person and virtual, as well as culinary and restaurant functions at in-person events.

If you are unsure if an activity or event qualifies, please reach out to your professor for clarification.

**How do I submit my Service Learning hours for points?**  
Completed Service Learning logs should be submitted to the appropriate Dropbox in each class you are seeking points. The due date and time for ALL classes is Friday. Completed means you have your name on the log, your service is explained in full, your hours are listed (beginning, end, and total), the log is signed by a designated supervisor, and a contact phone number and email address for the supervisor are included for verification purposes. Service Learning hours that are written on notebook paper, or anything other than the provided log, will not be accepted.

**Midterm/CAHTA/Final Exam (200 points)**  
The midterm exam will cover the materials presented beginning of the semester and the final examination will be the CAHTA Project Presentations. These exams are designed to gauge your progress toward mastering the assigned material. The midterm exam is online. The final exam is the Market Study and Event Impact Analysis team presentations.

**NOTE:**  
Since this is a senior-level course, it assumed that you are to write in the professional manner with correct grammar, sentence usage and spelling. For every paper/project that you submit, points will be deducted for any violations.

Tutors are available for assistance through academic Assistance and Resource Center (AARC) located in the Steen Library.

**Netiquette:** All work, including emails, assignments, and discussion boards must abide by "netiquette" rules. Professional and appropriate language, grammar, spelling and syntax must be used in all communications. Be respectful to your classmates and professor. Do not use "IM-style" writing at ANYTIME. Grades will reflect your level of professionalism.

ALL e-mails must contain grammar, spelling, and sentence structure. No ALL CAPS, run-on sentences, texting-type or IM-type of writing will be accepted. Improper e-mails will be returned, unanswered. This
is a university-level course and students must use professional emails in preparation for future management positions.

**Grading Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>200</td>
<td>23.53%</td>
</tr>
<tr>
<td>Quizzes/Cases/In-Class Activities/Assignments</td>
<td>150</td>
<td>17.65%</td>
</tr>
<tr>
<td>Midterm &amp; Final Exam</td>
<td>200</td>
<td>23.53%</td>
</tr>
<tr>
<td>Individual e-Portfolio</td>
<td>150</td>
<td>17.65%</td>
</tr>
<tr>
<td>Research Paper Analysis</td>
<td>100</td>
<td>11.76%</td>
</tr>
<tr>
<td>Service Learning</td>
<td>50</td>
<td>5.88%</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>850</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grade Distribution**

- A = 765-850 points
- B = 680-764 points
- C = 595-679 points
- D = 510-594 points
- F = Less than 510 points

There are enough assignment and exam points to GREATLY impact your grade. The grade you receive is the grade you will have earned. **This is a university course and will be graded as such.**

**Guidelines for Evaluating Students in the Hospitality Administration Program**

**What is an “A” Student?**

- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information on own before asking questions of staff
- Contributes meaningfully to the faculty
- ACTS enthusiastic, even if he/she does not feel that way at the time
- Is open to criticism without getting defensive
- Does not 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.
- Has good verbal and written communication skills
- Is willing to risk failure in order to learn something new
- Displays common sense
- Has strong "people skills"
- Is flexible
- Stays until the job is done – is NOT a "clock watcher"
- Every student should not expect an "A"! It is the people who display the above characteristics, AS WELL AS HAVING SOUND TECHNICAL ABILITY AND THE THEORETICAL KNOWLEDGE who receives the "excellent" grade.
- A grade of "B" or "C" should not be perceived as failure.
- A grade of "B" means "good" and a grade of "C" means “average”. Not everyone is an "outstanding" student.
A grade of "D" or "F" is appropriate when a student does not perform, does not know basic information or display basic skills, or if a student has a "real" attitude problem.

V. Tentative Course Outline/Calendar: *Note: Changes in the course outline are possible with the discretion of the professor.*

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Information, Syllabus, Speed Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obtaining A Management Training Position</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elements of a Professional Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating the Individual Portfolio in MS WORD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/30: Students need to review e-Portfolio format and update them in the designated submission platform.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/30: Create new resume and submit it in Brightspace by D2L and LiveText at 11:30</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/06: Homework Assignment: Students will research the leaders in the hospitality and tourism industry and prepare a 5-minute stand-up presentation for the following week.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leaders in the Hospitality and Tourism Industry: Lodging, Food Service/Restaurant, Tourism, Meetings and Events</td>
<td>9/13: 5-minute presentation for each student in the class. Presenters need to be in professional attire. Submit presentation in the Dropbox.</td>
</tr>
<tr>
<td>4</td>
<td>National Culture and Organizational Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READ AND REVIEW!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This lecture topic specifically addresses the influence of diversity within the overall focus of this course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/27: Responsibilities of a GM Concept Mapping Activity due in class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/27: Analysis of this article is due in Brightspace by D2L Dropbox at 11:30 pm.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Guest Speaker on Hospitality Leadership: TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Day in the Life of a GM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read and analyze the manuscript:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/04: Benchmarking Concept Mapping Activity due in class.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>e-Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Benchmarking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Property Level Benchmarking (STAR Reports) (Livestream &amp; Online)</td>
<td>10/04: Benchmarking Concept Mapping Activity due in class.</td>
</tr>
<tr>
<td>Day</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 7   | Introduction to Analytics | 10/11: CAHTA Exercises & Quizzes due in class  
|     | Introduction to CAHTA | 10/11: Midterm Exam due in D2L Dropbox.  
|     | Review of the e-Portfolio | |
| 8   | Market Study Analysis | 10/16-19/23: IMEX American Convention 2023 in Las Vegas. Dr. Causin will attend and present along with 5 HADM representatives & 2 graduate students to the IMEX Future Leaders Forum & Faculty Engagement Program.  
|     |                   | 10/18: Out-of-Class Assignment - ALL Majors Career Fair; 1pm-4pm; BPSC Grand Ballroom: ALL students are required to attend this event to network with future employers.  
|     |                   | Out-of-Class Assignment: Preparing to Promote Yourself During the Fair and Connect with Employers. Submit completed assignment in the Dropbox on 10/18 at 11:30 pm.  
| 9   | Market Study Analysis | 10/25: CAHTA Exercises & Quizzes due in class  
| 10  | Event Impact Analysis | 11/01: CAHTA Exercises & Quizzes due in class  
| 11  | Economic Impact Analysis | 11/08: Student Library Assignment - CAHTA Exercises & Quizzes due in class  
| 12  | Feasibility Study | 11/15: CAHTA Exercises & Quizzes due in class  
| 13  | Thanksgiving Holiday | 11/22: NO CLASS  
| 14  | Project Wrap-up | 11/29: Teams will finalize their projects and prepare for presentation after Thanksgiving Holiday.  
|     |                   | e-Portfolio Review (In-Class) – Students Show e-Portfolio for Critique by Dr. Causin.  
| 15  | Market Study, Event Impact Analysis Projects | Student Library Assignment – Team Practice Presentations on their own during class time.  
|     | Individual Final Copy of the e-Portfolio due in the D2L Dropbox | 12/06: Team PowerPoint slides due in Dropbox  
|     |                   | 12/06: e-Portfolio due in Dropbox  
| 16  |                               | 12/13: 5:00 pm: Completed Service Learning Log Sheet due in the Dropbox.  
|     |                               | 12/13: 4:00 PM – 6:30 PM: FINAL EXAM – TEAM PRESENTATIONS IN CLASS  

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Readings**


Certification in Advanced Hospitality and Tourism Analytics (CAHTA) - OPTIONAL

The “Certification in Advanced Hospitality and Tourism Analytics” (CAHTA) is being offered globally to undergraduate/graduate students. The CAHTA is the next step above and beyond the popular CHIA which has been obtained by over 15,000 students and professionals. The CAHTA has received multiple industry endorsements, including the Institute of Hospitality and the Pacific Asia Travel Association; and others are pending.

The CAHTA is a comprehensive training program on hotel and tourism research with a focus on experiential learning and industry relevance. Students receive a thorough introduction to the most popular types of hospitality and tourism research. Participants learn practical steps to create high quality, industry level research projects. They learn the analytical skills involved in hospitality and tourism research, the various components of each project, different variations and special exceptions, as well as research related terminologies and methodologies. Students observe a range of case scenarios and examples of each different type of project.

Participants must pass a thorough certification exam on hospitality and tourism research, and demonstrate the ability to analyze different types of industry data. In addition to the exam, students must apply the training content and create a comprehensive research project. The project must be submitted in PowerPoint or a comparable format and they must present their findings in a face-to-face situation. Achieving this distinction announces that these students have a place among the best graduates in their profession and opens the door to future career opportunities.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!” In the Perkins College of Education, the course evaluation process has been simplified and 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.

VIII. Student Ethics and Policy. Important course related policies:

Course Grades (Including WH), 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.

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

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/.

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

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.

***Other SFA Policy Information***

**IX: Resources**

**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](http://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](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

The Health and Wellness Hub “The Hub”

Location: 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](http://www.sfasu.edu/thehub)

936.468.4008
tethehub@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

**X: Other Relevant Course Information:**