Syllabus
RSTO 2125.002
Mobile Food Management
Fall 2023

**Instructor:** Kevin Hill, MEd

**Course Time & Location:** RSTO 2125.002 is a one (1) credit-hour class taught concurrently with RSTO 2225.051. RSTO 2125.002 is scheduled for Wednesday, 9:00am-9:50am in EDAN 121 (Culinary Café). Classes begin August 28, 2021 and end December 15, 2023.

The Final Exam for this class is a paper assignment and presentation. The exam/assignment date and time can be found in the Course Timeline.

**Office:** HMS-North 106C
**Office Hours,** Tuesdays, 11:30am-1:30 pm; Thursdays, 9:00am-11:00am; Fridays, 8am-10am

**Email:** When sending emails related to the course, please use Brightspace. If Brightspace is unavailable, send email to kevin.hill@sfasu.edu and include “RSTO 2125” somewhere in the subject line.

This class is offered as an elective focus area course for Hospitality Administration students pursuing the Bachelor of Science in Hospitality Administration degree. The degree is managed by the School of Human Sciences and the James I. Perkins College of Education.

**Prerequisites/Corequisites:** RSTO 2125 is taken concurrently with RSTO 2225. There are no prerequisites, but students are encouraged to complete CHEF 1101 and CHEF 1201 prior to enrollment.

**Course Fees:** Students are charged a university fee of $100 per semester to cover course fees.

The syllabus may change at the discretion of the instructor. Notification of changes will be made through D2L.

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

One semester credit hour (lecture). Students in this course will obtain knowledge in the development and optimal use of human, financial and material resources through the management process of mobile food operations in the hospitality industry.

Per SFA policy 5.4, your schedule should reflect that there is (1) an amount of student work per credit hour that reasonably approximates not less than three hours per week of class or direct instruction and out-of-class student work per week for fifteen weeks over a long semester. A 1 credit hour course in the fall or spring term should approximate a minimum 50 minutes of classroom time or direct instruction and at least 2 hours of additional student work per week for fifteen weeks, totaling 42.5 hours of work. 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. A student in RSTO 2125 who fully participates and successfully completes all activities and assignments can expect to spend approximately 155.75 hours interacting with the class and content. RSTO 2125 incorporates a course orientation (45 minutes, or .75 hours, total), 15 weeks of direct instructor contact through lecture content including online assignments, discussions, PowerPoint presentations, and instructional videos (50 minutes each week, 12.5 hours total), written assignments with assignment feedback from instructor, online activities, and a 2.5 hour final exam in week 16. Students also work as a group for 15 weeks to complete a project resulting in a written paper and oral presentation with PowerPoint. In addition, students are expected to read specific selections totaling approximately 244 textbook pages as assigned.

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

This course supports the vision, mission, and core values of the James I. Perkins College of Education and the School of Human Sciences. It is elective focus area course for students studying Hospitality Administration. The course aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.

James I. Perkins College of Education

The James I. Perkins College of Education (PCOE) includes the Departments of Elementary Education, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs.

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.
To accomplish this mission, the goals of the Perkins College of Education are to:

1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
2. Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
4. Maintain resources and facilities that allow each program to meet its expected outcomes.
5. Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
6. Engage in outreach services.
7. To address specific needs in the broader community.
8. To enhance student learning.
9. To instill commitment to service, and to promote the reputation of the University.
10. To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Goals: Program Learning Outcomes (PLOs)

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

**PLO 1 Assessment – Technology Presentation** – students will examine and determine current and emerging technology trends in the travel and tourism industry through a video recording by responding to embedded questions. (TRVM 1300).

**PLO 1 Assessment 2: Sustainability Assignment** – students will research sustainability industry practices and their application in specific focus areas as it relates to facilities and create a poster presentation. (HAMG 2337).
Nuventive Assessment Criteria for PLO 1 Assessment 1:

Students will complete the assignment within the course. Ninety percent of students will demonstrate comprehension and appropriate use of current and emerging technologies in the travel and tourism industry.

Nuventive Assessment Criteria for PLO 1 Assessment 2:

Students will complete the assignment within the course. Ninety percent of students will be able to synthesize the attributes of sustainability practices within 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 2 Assessment 1 – Responses from Internship Supervisor Survey from a Midterm and Final Evaluation (HMSC 4120).

Nuventive Assessment Criteria for PLO 2: Students will submit Internship Supervisor Evaluations through the Qualtrics. Ninety percent of students will score 3 or higher on each evaluation domain (collaboration, honesty/integrity, reflection, responsibility, adaptability to work environment, professionalism) of the Final survey.

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

PLO 3 Assessment 1 – The student will complete a Profit and Loss statement, as well as one year of sales and profit projections, based on data provided as a culminating assessment. (RSTO 3305).

Nuventive Assessment Criteria for PLO 3: Students will complete the assignment within the course. Ninety percent of students will demonstrate the proficiency in identification and calculation of the following domains: total sales, cost of goods sold, fixed expenses, variable expenses, gross profit, and net operating profit.

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

PLO 4 Assessment 1 – The students will complete an emotional quotient (EQ) pre-assessment of workplace service aptitude (HAMG 1321).

PLO 4 Assessment 2 - The student will complete an emotional quotient (EQ) post-assessment of workplace service aptitude. (RSTO 4100).

Nuventive Assessment Criteria for PLO 4 Assessments 1 – The assessment results will be used to establish a base-line of the student’s service aptitude.
Nuventive Assessment Criteria for PLO 4 Assessments 2 - Eighty percent of students will demonstrate the positive growth of the student's service aptitude.

Course Objectives: Student Learning Outcomes (SLOs)
This course is designed to provide students with a basic understanding of purchasing activities within the hospitality industry. Upon completion of this course, students should be able to:

Upon successful completion of this course, students will be able to:
1. Demonstrate the fundamentals of operating mobile food systems (PLO1, PLO2, PLO4).
2. Explain regional trends in local food business (PLO1, PLO2).
3. Analyze mobile service best practices (PLO2, PLO3, PLO4).
4. Outline food truck design principles in order to maximize efficiency (PLO1, PLO3).
5. Determine consumer demands and construct menu offerings accordingly (PLO1).
6. Identify pricing, portioning and inventory strategies in order to control costs and maintain profitable operations (PLO3).
7. Compare event and location opportunities for mobile food businesses (PLO1, PLO4).

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

Assignments and Activities

Getting Started: The ‘Getting Started’ materials will be available in Brightspace by D2L during the first week of classes. Successful completion of these activities will allow you to earn points toward your final grade.

Service Learning: Students are required to participate in three (3) hours of approved service learning outside of class time (asynchronous).

CCPD: Students will work with SFA’s Center for Career and Professional Development (CCPD) to craft a professional resume.

Teamwork: Students will work in teams to complete assignments in this class. Each team will be required to schedule a 30-minute meeting with the instructor outside of class time (asynchronous).

Written Assignments: Students will work in teams to complete seven written assignments that culminate in a final written assignment. Specific information for each assignment will be available in Brightspace by D2L.

Final: The final exam for this class includes a written assignment as well as a presentation.

Attendance: Due to the nature of this class, attendance is required and assigned a grade.

Instructional Strategies

RSTO 2125 is a face-to-face class that utilizes D2L for content and assignment management.
Asynchronous online content, assignments, and activities will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the Brightspace course components. Each student is also required to have a working, university (jacks.sfasu.edu) email account.

Use of Technology

As a student of Stephen F. Austin State University, you have free access to this course's Brightspace site. You will need to access the course regularly throughout the semester. Zoom Livestream class sessions require audio and video capabilities. Students must have a working computer microphone and camera and must be visible at all times during livestream sessions.

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 or mp4 videos unless otherwise instructed. All other submitted files must be in PDF or Word format.

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

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

IV. Evaluation and Assessments (Grading)

Students have the opportunity to earn 560 points in this course. Grades are earned from a variety of assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Total</th>
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<tbody>
<tr>
<td>Getting Started Activities</td>
<td>15 points</td>
</tr>
<tr>
<td>Service Learning (asynchronous learning)</td>
<td>25 points</td>
</tr>
<tr>
<td>CCPD Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>7 written assignments</td>
<td>170 points</td>
</tr>
<tr>
<td>Team Meeting</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Exam/Assignment</td>
<td>100 points</td>
</tr>
<tr>
<td>Attendance</td>
<td>150 points</td>
</tr>
</tbody>
</table>

TOTAL COURSE POINTS 560 POINTS

GRADING SCALE: A=504-560pts. (90%) B=448-503pts. (80%) C=392-447pts. (70%) D=336-391pts. (60%)

Guidelines for Evaluating Students in Human Sciences degree programs:

What is an ‘A’ Student?

- Consistently goes above and beyond what is required in the experience
• Displays initiative
• Looks up information before asking questions
• Contributes meaningfully to the class
• Acts enthusiastic, even when he/she does not feel that way
• Is open to criticism without getting defensive
• Does not act like a “know it all”

• Displays maturity
• Is proactive – does not wait to be told to do everything; takes care of things before they become problems
• Displays common sense
• Is flexible

Every student is capable of an ‘A’! IF the student displays the above characteristics, as well as sound technical ability and theoretical knowledge, he/she/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”. If you feel you are tending toward a final grade below a ‘C’ contact your instructor immediately; help him/her/them help you.

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

V. Tentative Course Outline/Calendar

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

Please see the official Course Timeline on the RSTO 2125 Brightspace by D2L homepage (this IS NOT the Brightspace Calendar tool) for a complete schedule of all due dates and times.

<table>
<thead>
<tr>
<th>DATES</th>
<th>MODULE/LIVESTREAM</th>
<th>MODULE ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intro Discussion</td>
<td>Due by 11:30pm CDT/CST unless otherwise noted</td>
</tr>
<tr>
<td>Aug 28-Sep 04</td>
<td>Getting Started</td>
<td>Intro Discussion</td>
</tr>
<tr>
<td>Month</td>
<td>Modules</td>
<td>Deadlines Policy</td>
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</tr>
<tr>
<td>September</td>
<td>Module 1: Plan&lt;br&gt;Module 2: Start&lt;br&gt;Module 3: Succeed&lt;br&gt;Module 4: Grow</td>
<td>In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Timeline (this IS NOT the Brightspace Calendar tool) and to complete work on time.</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Business Plan Draft</td>
<td></td>
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<tr>
<td>December 04-11</td>
<td>Business Plan Draft &amp; Team Meeting</td>
<td></td>
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<tr>
<td>December 11-15</td>
<td>Final Business Plan &amp; Presentation</td>
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</table>
You cannot wait until the end of the semester to complete assignments; you must complete them as
the semester progresses. All assignments are due on the dates indicated on the Course Timeline and
will not be accepted late (think of failing to complete an activity as missing an entire week of class.) Improperly submitted assignments, or assignments that are emailed without prior instruction
to do so, will fall under the category of late.

If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please
contact your instructor 2-3 business days ahead of time to discuss alternate arrangements.

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

<table>
<thead>
<tr>
<th>Excused Absences</th>
<th>Make-up Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>University-related event (i.e. athletic event) with letter of proof provided to the instructor, by the student, at least seven (7) days in advance.</td>
<td>All graded content submitted within seven (7) days of approved absence.</td>
</tr>
<tr>
<td>Observance of Religious Holy Day (a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.) with letter provided to the instructor, by the student, at least seven (7) days in advance.</td>
<td>All graded content submitted within seven (7) days of approved absence.</td>
</tr>
</tbody>
</table>

**Attendance Policy:** Physical attendance in the classroom is required.

**Medical Emergency:** There may be an instance of medical emergency that arises. Examples of medical emergency include, but may not be limited to, car accident, broken limbs, or extended hospitalization. Please make every effort to contact your instructor immediately in this instance. If you are unable to do so, please have a trusted friend or family member do so. Your instructor will provide further information at that time to assist you in contacting other instructors.

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

**VI. Readings**


**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](#).

**Academic Integrity (4.1)**

*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.

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record, and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class assignments/exams may be referred to the **iCare: Early Alert Program at SFA (936-468-2703).**
IX. Other Relevant Course Information

Resolving Student Grievances

1. Should a student encounter an issue in this, or any, HMS course, the following chain of authority should be followed and not circumvented:
2. Contact the instructor and attempt to resolve the issue.
3. If the student is uncomfortable discussing the issue with the instructor, the student should contact their program director and/or the Interim Director of the School of Human Sciences, Dr. Chay Runnels.
4. At this point, if the issue remains unresolved, the student should contact the Interim Associate Dean for Student and Faculty Services in the College of Education, Dr. Stacy Hendricks.
5. If the problem has to do with being a student at Stephen F. Austin State University the student may visit the Vice President of Student Affairs, Dr. Brandon Frye, in room 3.105 of the Baker Patillo Student Center.

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

Crisis Management

How to “Manage” an Online Class: A key issue for online learners is time management. Below are several strategies that can help online learners, like you, manage time in order to successfully complete your course:

1. Make the course a priority.
   For the duration of the course (or online program), make the course your professional priority. You are expected to complete every reading, every assignment, every discussion and every activity. Can’t do that? Consider taking the course another time when you can devote more time to the effort.

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

3. Set aside a minimum of one hour a day to work on the course.
   Think of the hour per day as your class time. Can’t spare a whole hour? How about 15 minutes four times a day? Make the coursework the very first thing you do when you open up your computer in the morning. Then it’s over and done with for that day!
4. **Make a study plan.**
   Set fixed times during the week to work on the course. If you have a learning partner, decide what days you will meet to go through course readings and participate in the online discussions.

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

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

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

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

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

**How to “Manage” COVID-19**
Research has shown there are critical actions you can take to limit the spread of COVID-19:

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

- Wash your hands regularly to prevent exposure to the virus from surfaces. You may also want to carry a personal bottle of hand sanitizer with you at all times. When possible, avoid touching surfaces that are frequently touched like doors, handrails, or elevator buttons. If you do touch them, sanitize immediately after.

- Observing physical distance (minimum of 6 feet away, or a distance of two axe handles) from any individual who is not in your household is recommended. Roommates and suitemates are considered members of your household.

- Consider wearing a mask or other approved face covering when you are not in a private space such as a residence hall room.

If you are experiencing symptoms, contact the SFA Health Clinic at (936) 468-4008. The SFA Health Clinic will coordinate the university’s efforts to support students who become sick. If those students live on campus, they will be provided a space to isolate until they are well again.
Residence Life staff members will bring meals to these students, check in with them to see how they are doing and help connect them to services they may need.

**How to “Manage” Unexpected Emergencies**

Unexpected emergencies happen. To better prepare, please follow these guidelines: **Evacuation:**

1. Calmly and quietly walk to the nearest exit.
2. Do not use elevators. 3. Follow instructions of emergency personnel, i.e. policemen or firemen.

**Fire:**

1. If it is safe to do so, activate the closest fire alarm.
2. Evacuate to the designated evacuation area.
3. Call 9-911 and report the location and nature of the fire.

**Flood:**

1. Do not enter any flooded area. i.e., basement, first floor, vaulted area, etc.
2. Minor Flooding: Call the Physical Plant and report the location and nature of the leak. **Medical Emergencies:**

1. Dial 9-911 and report the nature of the illness or injury and the location of the emergency.
2. Stay with the victim until help arrives if there is no immediate danger to yourself. **Tornado or Other Weather Threat Alarms:**

1. Take cover at the lowest level of the building. If an underground shelter is not available, move to an interior room or hallway on the lowest floor and get under a sturdy piece of furniture. Avoid places with wide-span roofs such as auditoriums, cafeterias or large hallways.
2. Stay away from windows.
3. If outdoors take cover, if possible, inside a building. If shelter is not available or there is no time to get indoors, lie in a ditch or low-lying area or crouch near a strong building.
4. After the tornado passes, remain alert for signs of additional tornados and or flash/flooding.

**Violence on Campus**

1. Report any suspicious behavior or threats of any sort to your supervisor or instructor as soon as possible.
2. Do not attempt to resolve violent outbursts or outrageous acts of behavior yourself. Report such incidents to your supervisor or instructor as soon as possible. If violent activities are occurring immediately call 9-911 and report them to emergency personnel.
3. At the scene of any violent incident, attempt to move to a secure area as soon as possible and follow the instructions of the emergency personnel who respond to the incident.

**How to “Manage” Your Mental Health (Disaster Planning):** The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.

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

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

Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. A Counseling Clinic is also available in Room 202 of PCOE’s Human Services Building (936-468-1041). Other Mental Health Providers are also available to help in and around the Nacogdoches area.