I. Course Description

RSTO 1325: Purchasing in Hospitality Industries (or, as I like to call it, Purchasing) is a three semester credit hour lecture course. Students in this course will obtain knowledge of the materials and managerial purchasing information needed for the successful operation of hotels, restaurants and/or institutional food service in the hospitality industry. The course includes the study of purchasing functions, organization, policies and sources of supply, quality concepts, pricing, storekeeping, sustainable purchasing, and the forecasting of food, beverages and other supplies.

RSTO 1325 is a 3-credit hour, fully online class spanning 16 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week (300 minutes per week; 18.75 hours per 16-week semester). Primary source readings are woven into the content to support key concepts or provide perspective on hospitality and service promotions. In addition, students are required to complete quizzes and exams over the course content as well as completing multiple writing assignments and discussions that evaluate their ability to think critically. For every hour a student spends engaging with the content, he/she should expect to spend at least two hours completing associated activities and assessments. A 2-hour final exam is given in week 16. There are no prerequisites for this course other than being a junior classification or approved by advisor and instructor. There are no course fees associated with this course.

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, exceptionailities, 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 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

This course supports the vision, mission, and core values of the James I. Perkins College of Education and the School of Human Sciences. It is one of the foundation courses for the Bachelor of Science in Hospitality Administration degree and aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.

Program Learning Outcomes

Student Learning Outcomes

Stephen F. Austin State University
School of Human Sciences
RSTO 1325.501: PURCHASING IN THE HOSPITALITY INDUSTRY
Fall 2023

Instructor: Chef Kevin Hill, MEd
Office: HMS North 106C
Office Phone: (936) 468-2130
Course Time & Location: Online/via D2L Brightspace
Office Hours: M 3:00-5:00 / T 11:30-1:30 / TR 9:00-1:00 / or by appointment
Credits: 3 credit hours
Email: kevin.hill@sfasu.edu

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Program Learning Outcomes

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.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify purchasing as an important operational function for foodservice operations (assessed by journal assignments, quizzes, final exam).
- Explain the ethics of purchasing operations (assessed by journal assignments).
- Demonstrate ethical purchasing operations (assessed by journal assignments).
- Describe the purchasing cycle and the basic functions of purchasing (assessed by journal assignments, quizzes, final exam).
- Develop product specifications for commonly used food products (assessed by journal assignments, quizzes, final exam).

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.

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

Required Technology: This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account. Brightspace by Desire2Learn D2L will be used for the content of the course, to post grades, to post notes and assignments, and to make any announcements/notifications. Your success in this course will depend upon your ability to check D2L regularly for any updates and announcements.

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

**Brightspace Technical Support:** If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize that your instructor is not qualified to provide Brightspace support; and 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 500 points in this course. In general, students can determine their standing in the course throughout the semester by keeping track of points on each assignment. Students can also access their grades and points for assignments by using their SFA-D2L account. If a student has questions regarding an earned grade on an assignment or need clarification regarding a grade, they should come to see the instructor during office hours or should make an appointment to see the instructor to discuss their questions.

**Grades are determined from a variety of assignments:**

- 2 Getting Started Activities | 10 points each / 20 points total
- 8 Individual Journal Assignments | 20 points each / 160 points total
- Online Participation – All Semester | 20 points total
- 8 Quizzes | 25 points each / 200 points total
- 1 Final Exam | 100 points total

**TOTAL COURSE POINTS 500**

**POINTS SCALE:**

- A=500-450 pts (90%)
- B=449-400 pts (80%)
- C=399-350 pts (70%)
- D=349-300 pts (60%)
- F = 299 points or less

The grade you receive is the grade you will have earned. This is a university course and will be graded as such. IF a student wishes to contest a grade, this must be done prior to the semester’s Final’s Week.

**Getting Started:** The ‘Getting Started’ module contains activities to familiarize yourself with the course assessment tools. Successful completion of ALL activities in the module will allow you to earn points toward your final grade.

**Journal Assignments:** Journal Assignments utilize the Brightspace Discussion Board Tool. These assignments are shared between each student and the instructor, though fellow classmates can see and comment on each post.

**Quizzes:** Quizzes will be administered in Brightspace by D2L. Quizzes are designed to be completed individually. Any assistance with quizzes, human, text, or technological, is unacceptable.

**Final Exam:** The final exam is a 150 minute exam administered on Brightspace by D2L.

**Certification Exam (OPTIONAL):** The ManageFirst Purchasing Manager Certification Exam is available to all students in this class. This is an online, proctored exam. Specific information regarding the administration of the exam will be available in the course. Please refer to the Getting Started module for registration information.
Deadlines Procedure: 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 and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Timeline and will not be accepted late unless prior approval is received by the instructor due to emergency situations. No make-up exams will be given with the exception of serious illness or emergency. The instructor must be contacted regarding such an emergency prior to the exam, and will follow SFASU policies regarding if the situation was indeed of a warranted, serious nature. All situations will be subject to proof of acceptable documentation from the student to the instructor. Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late. All assignments submitted after the due date will receive partial credit.

Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module. 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.

A make-up exam is not guaranteed and is subject to the above-mentioned review by the instructor and, if necessary, the administration. If an exam is not taken, the student will receive a zero on that particular exam. There will be no make-up exams given for unexcused absences. Excused make-up exams will be given on the day scheduled by both the instructor and student right after the student comes back to class.

Expectations: Since this is a junior-level course, it is 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 the 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 instructor. Do not use “IM- style” writing at ANYTIME. Grades will reflect your level of professionalism. ALL emails must contain grammar, spelling, and sentence structure. No ALL CAPS, run-on sentences, texting-type or IM-type of writing will be accepted. Improper emails will be returned, unanswered. This is a university-level course and students must use professional emails in preparation for future management positions.

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

Online Participation: The Online Participation grade is generated from student involvement in the online environment. Important information, including lectures and links, will be posted in Brightspace. Students are responsible for viewing the information provided prior to completing assignments and activities. The
due dates and times for all assignments and activities can be found on the Course Timeline (available on Brightspace). Online participation points will be calculated based on assignments and activities completed.

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

This course spans 16 weeks. The course contains extensive written content that includes the same information that would be presented in a face-to-face lecture course, requiring students to engage the online modules for a minimum of three (3) hours per week. In addition to the “lecture” materials, students have required academic components and deliverables: journaling, quizzes, and a final exam. For every hour a student spends engaging with the online content, he/she should spend at least two (2) hours completing associated activities and assessments.

The instructor will utilize course-generated reports to determine each students’ activity on Brightspace and assign grades accordingly.

**Conduct**: Discourteous or offensive behavior directed toward the instructor/instructor, students or others will not be tolerated. Examples of such behavior include, but are not limited to:

- Bullying or berating others
- Physical or verbal intimidation, such as shouting or angry outbursts directed toward others
- Derogatory verbal or physical behavior, such as name-calling
- Directing profanity toward others
- Behavior that has the effect of humiliating others
- Mobbing
- Other unprofessional or inappropriate behavior

Discourteous or offensive behavior also includes written or electronic communication, as well as group behavior (e.g. "mobbing") which has a negative impact on the classroom and/or on others (http://www.pcc.edu/hr/contracts/behavior.html).

V. **Tentative Course Outline/Calendar**:

Changes in the course outline are possible with the discretion of the instructor. The calendar here is a tentative outline of the course. Your instructor reserves the right to change/modify this calendar as the course progresses. All changes/modifications will be announced on Brightspace.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Task/Assignment</th>
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<tbody>
<tr>
<td>Monday, August 28, 2023</td>
<td>Week 1 - Getting Started</td>
</tr>
<tr>
<td>Monday, September 11, 2023</td>
<td>Getting Started Discussion Due (10 pts) at 11:00 p.m.</td>
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<td>Certification Exam Survey Due (10 pts) at 11:00 p.m.</td>
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<tr>
<td>Monday, September 11, 2023</td>
<td>Week 2 - Module 1 (Chapter 1)</td>
</tr>
<tr>
<td>Monday, October 02, 2023</td>
<td>Chapter 1 Quiz Due (25 pts) at 11:30 p.m.</td>
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<td>Journal: Manager's Red Book Ch 1 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td>Date</td>
<td>Week</td>
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<tr>
<td>Monday, October 02, 2023</td>
<td>Week 3</td>
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<tr>
<td>Monday, October 23, 2023</td>
<td>Chapter 4 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 4 Due (20 pts) at 11:00 p.m.</td>
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<td>Chapter 7 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 7 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td>Monday, October 23, 2023</td>
<td>Week 4</td>
</tr>
<tr>
<td>Monday, November 13, 2023</td>
<td>Chapter 2 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 2 Due (20 pts) at 11:00 p.m.</td>
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<td>Chapter 3 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 3 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td>Monday, November 13, 2023</td>
<td>Week 5</td>
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<tr>
<td>Monday, December 04, 2023</td>
<td>Chapter 5 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 5 Due (20 pts) at 11:00 p.m.</td>
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<td>Chapter 6 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 6 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td>Monday, December 04, 2023</td>
<td>Week 7</td>
</tr>
<tr>
<td>Friday, December 11, 2023</td>
<td>Chapter 8 Quiz Due (25 pts) at 11:00 p.m.</td>
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<tr>
<td></td>
<td>Journal: Manager's Red Book Ch 8 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td>Monday, December 11, 2023</td>
<td>Week 8</td>
</tr>
<tr>
<td>Wednesday, December 23, 2023</td>
<td>Final Exam Opens at 8am</td>
</tr>
<tr>
<td>Wednesday, December 23, 2023</td>
<td>Final Exam (100 pts) Due by at 11:00 pm</td>
</tr>
</tbody>
</table>

V. Readings:

**Required Text:** Purchasing, 2nd edition (with online testing voucher*)
Author: National Restaurant Association ManageFirst Program
ISBN: 9780132724890

This is a ManageFirst™ textbook with an online certification exam testing voucher included*. This book is available at Barnes and Noble in the Baker Patillo Student Center or Jackbackers. You may also purchase the book online.
*IF you do not plan to pursue the ManageFirst certification, the textbook may be purchased used. Students pursuing the ManageFirst certification will need to purchase the textbook new to ensure receipt of the online testing voucher require

FEM Statement: This course does NOT use FEM.

LiveText/Watermark Statement: This course does NOT use LiveText/Watermark.

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:

- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- 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.

VII. **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 (including the first 12 day attendance report) 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 [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

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.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

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 projects/exams may be referred to the Early Alert Program at SFA.

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.

**On-campus Resources:** SFASU Counseling Services [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**

**Professional Standards**
- Students should prepare themselves adequately for each semester. Instructors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
- Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.
- Faculty are committed to providing information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and working with field supervisors.
- If student dissatisfaction arises, the student’s request for a private conference/phone call with the instructor serves as the first step toward resolution.

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

**How to “Manage” an Online Class**

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

- 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.

- 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.

- 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! -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. -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.

- 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.

- 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!).

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

**How to “Manage” Your Mental Health (Disaster Planning)**

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, 13 relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.

IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255). Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.
You are not alone! The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.

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

1. Contact the instructor and attempt to resolve the issue.
2. If the student is uncomfortable discussing the issue with the instructor, the student should contact the
Director of the School of Human Sciences, Dr. Chay Runnels
3. 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.
4. If the problem has to do with being a student at Stephen F. Austin State University the student
may visit the Interim Dean of Student Affairs, Dr. Hollie Smith, in room 3.105 of the Baker Pattillo
Student Center.

Upon successful completion of this course, students will be able to:

• Identify purchasing as an important operational function for foodservice operations (assessed by journal assignments, quizzes, final exam).
• Explain the ethics of purchasing operations (assessed by journal assignments).
• Demonstrate ethical purchasing operations (assessed by journal assignments).
• Describe the purchasing cycle and the basic functions of purchasing (assessed by journal assignments, quizzes, final exam).
• Develop product specifications for commonly used food products (assessed by journal assignments, quizzes, final exam).

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.

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

Required Technology: This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account. Brightspace by Desire2Learn D2L will be used for the content of the course, to post grades, to post notes and assignments, and to make any announcements/notifications. Your success in this course will depend upon your ability to check D2L regularly for any updates and announcements.

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

**Brightspace Technical Support:** If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize that your instructor is not qualified to provide Brightspace support; and 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 500 points in this course. In general, students can determine their standing in the course throughout the semester by keeping track of points on each assignment. Students can also access their grades and points for assignments by using their SFA- D2L account. If a student has questions regarding an earned grade on an assignment or need clarification regarding a grade, they should come to see the instructor during office hours or should make an appointment to see the instructor to discuss their questions.

Grades are determined from a variety of assignments:

- 2 Getting Started Activities | 10 points each / 20 points total
- 8 Individual Journal Assignments | 20 points each / 160 points total
- Online Participation – All Semester | 20 points total
- 8 Quizzes | 25 points each / 200 points total
- total 1 Final Exam | 100 points total

TOTAL COURSE POINTS 500

POINTS SCALE:
- A=500-450 pts (90%)
- B=449-400 pts (80%)
- C=399-350 pts (70%)
- D=349-300 pts (60%)
- F = 299 points or less

The grade you receive is the grade you will have earned. This is a university course and will be graded as such. IF a student wishes to contest a grade, this must be done prior to the semester’s Final’s Week.

Getting Started: The ‘Getting Started’ module contains activities to familiarize yourself with the course assessment tools. Successful completion of ALL activities in the module will allow you to earn points toward your final grade.

Journal Assignments: Journal Assignments utilize the Brightspace Discussion Board Tool. These assignments are shared between each student and the instructor, though fellow classmates can see and comment on each post.

Quizzes: Quizzes will be administered in Brightspace by D2L. Quizzes are designed to be completed individually. Any assistance with quizzes, human, text, or technological, is unacceptable.

Final Exam: The final exam is a 150 minute exam administered on Brightspace by D2L.

Certification Exam (OPTIONAL): The ManageFirst Purchasing Manager Certification Exam is available to all students in this class. This is an online, proctored exam. Specific information regarding the administration of the exam will be available in the course. Please refer to the Getting Started module for registration information.

Deadlines Procedure: 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 and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Timeline and will not be accepted late unless prior approval is received by the instructor due to emergency situations. No make-up exams will be given with the exception of serious illness or emergency. The instructor must be contacted regarding such an
emergency prior to the exam, and will follow SFASU policies regarding if the situation was indeed of a warranted, serious nature. All situations will be subject to proof of acceptable documentation from the student to the instructor. Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late. All assignments submitted after the due date will receive partial credit.

Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module. 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.

A make-up exam is not guaranteed and is subject to the above-mentioned review by the instructor and, if necessary, the administration. If an exam is not taken, the student will receive a zero on that particular exam. There will be no make-up exams given for unexcused absences. Excused make-up exams will be given on the day scheduled by both the instructor and student right after the student comes back to class.

**Expectations:** Since this is a junior-level course, it is 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 the 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 instructor. Do not use “IM- style” writing at ANYTIME. Grades will reflect your level of professionalism. ALL emails must contain grammar, spelling, and sentence structure. No ALL CAPS, run-on sentences, texting-type or IM-type of writing will be accepted. Improper emails will be returned, unanswered. This is a university-level course and students must use professional emails in preparation for future management positions.

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

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

**Online Participation:** The Online Participation grade is generated from student involvement in the online environment. Important information, including lectures and links, will be posted in Brightspace. Students are responsible for viewing the information provided prior to completing assignments and activities. The due dates and times for all assignments and activities can be found on the Course Timeline (available on Brightspace). Online participation points will be calculated based on assignments and activities completed.

**Attendance Policy:** As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. There are firm deadlines for the course outlined on the Course Timeline. You are strongly encouraged to log into the course at least every other day.
This course spans 16 weeks. The course contains extensive written content that includes the same information that would be presented in a face-to-face lecture course, requiring students to engage the online modules for a minimum of three (3) hours per week. In addition to the "lecture" materials, students have required academic components and deliverables: journaling, quizzes, and a final exam. For every hour a student spends engaging with the online content, he/she should spend at least two (2) hours completing associated activities and assessments.

The instructor will utilize course-generated reports to determine each students’ activity on Brightspace and assign grades accordingly.

**Conduct:** Discourteous or offensive behavior directed toward the instructor/instructor, students or others will not be tolerated. Examples of such behavior include, but are not limited to:

- Bullying or berating others
- Physical or verbal intimidation, such as shouting or angry outbursts directed toward others
- Derogatory verbal or physical behavior, such as name-calling
- Directing profanity toward others
- Behavior that has the effect of humiliating others
- Mobbing
- Other unprofessional or inappropriate behavior

Discourteous or offensive behavior also includes written or electronic communication, as well as group behavior (e.g. "mobbing") which has a negative impact on the classroom and/or on others (http://www.pcc.edu/hr/contracts/behavior.html).

V. **Tentative Course Outline/Calendar:**

Changes in the course outline are possible with the discretion of the instructor. The calendar here is a tentative outline of the course. Your instructor reserves the right to change/modify this calendar as the course progresses. All changes/modifications will be announced on Brightspace.

*Please see the official Course Timeline on the Brightspace homepage (this is not the Brightspace Calendar) for a complete schedule of all due dates and times.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Task/Assignment</th>
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<tbody>
<tr>
<td><strong>Monday, August 28, 2023</strong></td>
<td>Week 1 - Getting Started</td>
</tr>
<tr>
<td><strong>Monday, September 11, 2023</strong></td>
<td>Getting Started Discussion Due (10 pts) at 11:00 p.m.</td>
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<td></td>
<td>Certification Exam Survey Due (10 pts) at 11:00 p.m.</td>
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<tr>
<td><strong>Monday, September 11, 2023</strong></td>
<td>Week 2 - Module 1 (Chapter 1)</td>
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<tr>
<td><strong>Monday, October 02, 2023</strong></td>
<td>Chapter 1 Quiz Due (25 pts) at 11:30 p.m.</td>
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<td>Journal: Manager's Red Book Ch 1 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td><strong>Monday, October 02, 2023</strong></td>
<td>Week 3 - Module 2 (Chapters 4 + 7)</td>
</tr>
<tr>
<td><strong>Monday, October 23, 2023</strong></td>
<td>Chapter 4 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td></td>
<td>Journal: Manager's Red Book Ch 4 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td></td>
<td>Chapter 7 Quiz Due (25 pts) at 11:00 p.m.</td>
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<tr>
<td>Date</td>
<td>Module/Week</td>
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<tr>
<td>Monday, October 23, 2023</td>
<td>Week 4 - Module 3 (Chapters 2 + 3)</td>
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<tr>
<td>Monday, November 13, 2023</td>
<td>Chapter 2 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 2 Due (20 pts) at 11:00 p.m.</td>
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<td></td>
<td>Chapter 3 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td></td>
<td>Journal: Manager's Red Book Ch 3 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td>Monday, November 13, 2023</td>
<td>Week 5 - Module 4 (Chapters 5 + 6)</td>
</tr>
<tr>
<td>Monday, December 04, 2023</td>
<td>Chapter 5 Quiz Due (25 pts) at 11:00 p.m.</td>
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<td>Journal: Manager's Red Book Ch 5 Due (20 pts) at 11:00 p.m.</td>
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<td></td>
<td>Chapter 6 Quiz Due (25 pts) at 11:00 p.m.</td>
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<tr>
<td></td>
<td>Journal: Manager's Red Book Ch 6 Due (20 pts) at 11:00 p.m.</td>
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<tr>
<td>Monday, December 04, 2023</td>
<td>Week 7 - Module 5 (Chapter 8)</td>
</tr>
<tr>
<td>Friday, December 11, 2023</td>
<td>Chapter 8 Quiz Due (25 pts) at 11:00 p.m.</td>
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<tr>
<td></td>
<td>Journal: Manager's Red Book Ch 8 Due (20 pts) at 11:00 p.m.</td>
</tr>
<tr>
<td>Monday, December 11, 2023</td>
<td>Week 8 - Finals Week</td>
</tr>
<tr>
<td>Wednesday, December 23, 2023</td>
<td>Final Exam Opens at 8am</td>
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<tr>
<td>Wednesday, December 23, 2023</td>
<td>Final Exam (100 pts) Due by 11:00 pm</td>
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</tbody>
</table>

V. **Readings:**

**Required Text:** Purchasing, 2nd edition (with online testing voucher*)
Author: National Restaurant Association ManageFirst Program
ISBN: 9780132724890

This is a ManageFirst™ textbook with an online certification exam testing voucher included*. This book is available at Barnes and Noble in the Baker Patillo Student Center or Jackbackers. You may also purchase the book online.

*IF you do not plan to pursue the ManageFirst certification, the textbook may be purchased used. Students pursuing the ManageFirst certification will need to purchase the textbook new to ensure receipt of the online testing voucher require

**FEM Statement:** This course does NOT use FEM.

**LiveText/Watermark Statement:** This course does NOT use LiveText/Watermark.
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.

VII. **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 (including the first 12 day attendance report) 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 [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**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.

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SFASU Human Services Counseling Clinic [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
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IX. Other Relevant Course Information:

**Professional Standards**
- Students should prepare themselves adequately for each semester. Instructors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
- Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.
- Faculty are committed to providing information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and working with field supervisors.
- If student dissatisfaction arises, the student’s request for a private conference/phone call with the instructor serves as the first step toward resolution.

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

How to “Manage” an Online Class
A key issue for online learners is time management. Below are several strategies that can help online learners, like you, manage time in order to successfully complete your course:
- 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.
- 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.
- 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! 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. 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.
- 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.
- 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!).
- 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). Ask for help. Communicate. Your Instructor cannot help or advocate for you if he/she doesn’t know what is going on. Schedule a meeting to discuss your needs, and how you can succeed in class.

**How to “Manage” Your Mental Health (Disaster Planning)**

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, 13 relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.

**IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255).** Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

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

**Resolving Student Grievances**

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

1. Contact the instructor and attempt to resolve the issue.
2. If the student is uncomfortable discussing the issue with the instructor, the student should contact the Director of the School of Human Sciences, Dr. Chay Runnels.
3. 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.
4. If the problem has to do with being a student at Stephen F. Austin State University the student may visit the Interim Dean of Student Affairs, Dr. Hollie Smith, in room 3.105 of the Baker Pattillo Student Center.