

MNGT 370 – Human Relations and Interpersonal Skills

Performance Summary

Semester	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22	
Course Enrollment	34	34	22	20	25	29	33	40	28	26	
# of Students Responding	28	29	17	20	20	18	9	28	10	24	
Questions											
Q1 Ex. Of Requirements	3.11	3.45	4.47	2.70	4.60	4.89	3.33	4.57	4.70	4.67	
Q2 Prep for Class	3.54	4.31	4.47	3.90	4.70	4.89	3.67	4.75	4.70	4.75	
Q3 Command of Subj.	3.54	4.14	4.65	3.30	4.80	4.89	3.78	4.79	4.60	4.67	
Q4 Use of Class Time	3.43	3.96	4.65	3.50	4.70	4.72	3.56	4.64	4.70	4.63	
Q5 Instructor's Way of Summarizing	3.43	3.86	4.18	3.32	4.60	4.72	3.78	4.75	4.90	4.67	
Q6 Presentations	3.11	4.14	4.65	3.32	4.65	4.78	3.67	4.79	4.70	4.63	
Q7 Command of Lang	3.54	4.76	4.88	4.47	4.85	4.94	4.78	4.86	4.90	4.75	
Q8 Use of Examples	3.54	4.14	4.65	3.70	4.70	4.83	3.89	4.86	4.80	4.67	
Q9 Challenging Questions	3.43	4.00	4.76	4.05	4.45	4.78	3.44	4.70	4.70	4.58	
Q10 Enthusiasm	3.43	4.36	4.82	4.30	4.80	4.89	4.11	4.86	4.80	4.71	
Q16 Grading Information	3.61	3.86	4.35	3.10	4.75	4.78	4.22	4.71	4.60	4.58	
Q17 Clarity of Exam Questions	2.86	3.59	4.35	2.10	4.45	4.22	2.89	4.69	4.50	4.57	
Q18 Exam Coverage of Import Mat.	3.07	3.97	3.47	2.95	4.75	4.56	3.00	4.69	4.90	4.70	
Q19 Instructor Comments	3.21	3.90	4.18	3.11	4.60	4.72	3.78	4.59	4.80	4.59	
Q20 Overall Quality of Textbook	3.23	3.86	4.35	2.94	4.45	4.44	3.67	4.45	4.75	4.42	
Q21 Helpfulness of Assignments	3.14	3.48	4.00	2.70	4.50	4.44	3.44	4.54	4.60	4.54	
DELIVERY OF INSTRUCTION	3.33	3.99	4.43	3.34	4.65	4.72	3.69	4.70	4.73	4.63	
Q11 Helpfulness	4.29	4.21	4.71	3.20	4.75	4.78	4.33	4.79	4.90	4.71	
Q12 Respect for Students	4.25	4.48	4.82	3.55	4.70	5.00	4.56	4.81	4.90	4.75	
Q13 Concern for Students	4.19	4.24	4.53	3.60	4.75	4.94	4.89	4.71	4.70	4.71	
Q14 Avail for Extra Help	4.18	4.28	4.76	3.45	4.70	4.94	4.78	4.68	4.60	4.74	
Q15 Listen to Std. Ideas	4.57	4.46	4.82	3.35	4.75	4.94	4.89	4.82	4.90	4.79	
Q16 Inform How Graded	3.19	3.78	4.10	2.81	4.58	4.48	3.36	4.59	4.71	4.56	
INTERACTION	4.11	4.24	4.62	3.33	4.71	4.85	4.47	4.73	4.79	4.71	
OVERALL	3.72	4.11	4.53	3.33	4.68	4.78	4.08	4.72	4.76	4.67	4.34

Management 370-4T
Human Relations and Interpersonal Skills

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OFFICE HOURS:	Tuesday & Thursday: 8:30AM–9:00AM, 10:20AM–12:00PM; 1:20PM–4:00PM Friday: 9:00–9:20AM

DEPARTMENT HEAD:	Dr. Ken Chadwick
OFFICE LOCATION:	146 Powell
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Syllabus Revision Statement:

This syllabus is subject to revision, but not without prior notice by the instructor. (*Must be documented with revision date.*)

Catalog Description:

Dynamics of human skills and interpersonal relationships in the work environment. Case studies, role-playing, and experiential learning exercises.

Prerequisites for Course:

Completion of 54 hours of non-developmental coursework. Dynamics of human skills and interpersonal relationships in the work environment. Case studies, role-playing, and experiential learning exercises.

AoL Puzzle Insert: NA

Required Text and Other Materials:

Whetten, D. A. & Cameron, K. S. (2016). *Developing management skills* (8th edition or more recent). Upper Saddle River, NJ: Prentice Hall.

Student Learning Outcomes:

The purposes of this course are twofold: (1) to cultivate a heightened sense of self-awareness regarding students' skills in managing themselves and others and (2) to cultivate skills in working in team settings. Students will be exposed to the study of human behavior, personality, self-management, self-development, and elementary business psychology as an aid to furthering the student's success in team environments inside business settings. Students will gain insight into their own human relations and interpersonal skills. The classroom focus is on cultivating students' understanding of factors that influence outcomes such as leadership, communication, and self-awareness of intrapersonal and interpersonal effectiveness. Specific objectives are:

- To increase awareness of your strengths and growth opportunities in interpersonal relationships.
- To build on strengths in interpersonal skills through practice, role-playing, and case studies.
- To understand the importance of interpersonal skills in effective leadership, communication, conflict management, career management, and motivating others.
- To understand the importance of personal strengths and intrapersonal characteristics to effectively manage your time, stress, and career.

Course Content:

SAMPLE COURSE SCHEDULE

Wk	Day	Topic	Readings	Assignments Due
1	A	Introduction	1. Introduction 2. Google's Quest (see Moodle) 3. Team Contracting Exercise 4. Individual Development Plan	Complete the " Getting to Know You " Survey
	B			
2	A	Building Effective Teams & Teamwork	Team Project Description , Ch. 9	1. Ch. 9 Quiz 2. Parts 1 and 2 of the Individual Development Plan
	B			
3	A	Developing Self-Awareness and Appreciating Diversity	1. Ch. 1 2. Wiki on the Big Five 3. Open materials on surface and deep diversity (Optional) When Strengths Become Weaknesses	1. Ch. 1 Quiz 2. Self-Assessments
	B			Answer these questions on your own: 1. When is a strength actually a weakness? 2. Which of your strengths could become weaknesses (and when)?
4	A	Conducting Effective Meetings & Conducting Effective Interviews	1. Module B – Interview 2. Module C – Conducting Meetings	1. Norms Contract (T1) – I'll start grading early submissions. 2. Module Quiz
	B		Prepare for interviewing a team-mate by	1. Come to class with a rough draft of your AIM2Flourish interview questions as well as a template email to use

			reading this article ; select 3-5 questions to identify key strengths.	(templates available in Team Project Description document). 2. Come to class ready to interview a teammate.
5	A	Building Relationships by Communicating Supportively	Ch. 4, “ Stop Serving the Feedback Sandwich ”, and “ Try Feedforward Instead of Feedback ” (Optional) “The Secrets of Successful Listening” (see Moodle)	1. Ch. 4 Quiz 2. Norms Contract (T1) Due 3. The Missed Promotion Role Play (potentially a warm-up exercise)
	B	Fall Break #1		
6	A	Managing Conflict	Ch. 7	1. Ch. 7 Quiz 2. Conflict Style Self Assessment
	B		“The Player” (see Moodle)	Prepare for the “The Player” role play (turn in materials)
7	A	Managing Stress	Ch. 2 and this article on Goal Setting provided by RescueTime	Ch. 2 Quiz Company Access, Possible Innovation, and Data Collection Plans Due (end of week)
	B			
8	A	Exam 1		
	B	Course Midpoint Review		1. Part 3 of the Individual Development Plan 2. Team Midpoint Evaluation (T3 parts 1a and 1b are due)
9	A	Motivating Others	Ch. 6 and the Michael Simpson Case (see Moodle)	Ch. 6 Quiz
	B			AIM2Flourish Manuscript Submitted (T4) – I’ll start grading early submissions
10	A	Fall Break #2		
	B	Gaining Power and Influence	Ch. 5 & Vanatin Case Material	Come prepared to participate in the Vanatin Case. 1. Ch. 5 Quiz 2. Take the mini-derailer assessment and find out if you have any derailers. Does

				<p>this reveal something about your propensity for misusing or abusing power (and if so, how might you guard yourself against misusing power)?</p> <p>3. Watch this TED Talk on “Give and Take”. Afterward, complete this Reciprocity Styles Assessment. Note: Chrome gave me issues with the Reciprocity Styles Assessment (Safari was just fine). What is your reciprocity style and how might this relate to the three strategies for transforming power into influence?</p>
11	A	Decision-making and Creative Thinking	Ch. 3	<p>1. Ch. 3 Quiz</p> <p>2. Complete the Innovative Attitude Scale and the Creative Style Assessment. Report your scores and how you compare to others (i.e., which quartile do you fall into).</p>
	B			Possible guest speaker
12	A	Leading Positive Change	Ch. 10	<p>1. Ch. 10 Quiz</p> <p>2. Servant Leadership Assessment</p>
	B			
13	A	Engaging and Empowering Others	Ch. 8	<p>1. Ch. 8 Quiz</p> <p>2. AIM2Flourish Manuscript Submitted (T4)</p>
	B	Exam 2		
14	A	Team coaching sessions for presentation		Have a draft of your presentation ready for review.
	B			
15	A	Thanksgiving Holiday!		
	B			
16	A	Presenting AIM2Flourish Projects		<p>1. Reflection on Team Project (T5)</p> <p>2. Final Analysis of Team Performance (T6 part 1).</p> <p>3. Peer Evaluations (T7).</p> <p>4. Part 4 of the Individual Development Plan</p>
17	B	Final Exam (1:00–3:00PM)		

Course Requirements:

Your course grade will be comprised of three elements, each of which is described in greater detail below:

Note: when submitting assignments, I prefer a Google Doc link that I can access. This allows us to have a virtual conversation about your submission. Also, please do not try to upload a link *and then* do the work. I can tell (Google Tracks this) and you will be penalized for a late submission.

PREPARATION AND PARTICIPATION (15%):

In-class Participation (15%): measured each day we hold class using the following behavioral checklist:

- ☐ Was the student present in class and on time (considered equivalent to an excused absence)? Unexcused absences are not given any credit? Lateness is penalized.
- ☐ Either of the following: (i) Was the student prepared for class this day or (i) was the student contributing to class (enhancing another's experience of the class in some form or fashion)? Students who either (i) do not do what was asked or (ii) are not actively participating (e.g., on a cell phone during exercises or discussions) will not receive full credit.

Typically, points are awarded each class as follows:

0 – Absent without excuse

1 – Late to class and neither prepared nor contributing

2 – Showed up to class on time but not prepared or contributing

3 – Showed up to class on time and either prepared or contributing

Occasionally, I will assign various assignments that are required for contributing to class on a given day. These will fall under the “Preparation and Participation” grading segment.

Note for athletes: I am supportive of your contributions to the school outside of class and will not penalize you if you miss class for school-related events. **However**, if (i) your teammates needed work from you for a day in class and (ii) you did not deliver a meaningful heads up that you would be absent or did not send in your work to your team, I will penalize you accordingly. I think you will find that this is fair, but I'm willing to discuss any misperception on my part. All I ask is that you uphold your responsibility to your team in my class.

QUIZZES & EXAMS (55%): I give two chances with each quiz and will take the average of the two attempts. Quizzes are mastered well if you complete any *Participation Preparation Assignments* (which I will explain shortly). You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if you do x?”), not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve essays.

Advice for performing well on these assessments: My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – guess as a last resort. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test answering all the questions you can. This might trigger a thought that's helpful. After you are done, go through once more and answer any remaining questions – the answers may now be a bit more obvious. Still stuck? Eliminate answer choices for a question that seems

incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).¹

Specific percentages are below:

1. Exams one and two (in class, closed book): 50%
 - Exams are in multiple-choice, multiple answers, matching, and essay questions.
 - *Phone-a-friends*. Occasionally, I will allow students to “phone-a-friend” for answering a question. The way this works is that if you do not know the answer to an exam question, then you can (i) provide the best guess for answering a question and then (ii) write in the name of a friend you think would answer the question correctly. If your friend answers the question correctly but you don’t, I give you points. Additionally, because your phoned friend is a credible source, I give the friend bonus points equal to the number of points that were given out to others. I do this to promote collaborative behavior in my class. Note: Essay questions are not eligible. Only small stakes (e.g., multiple choice) questions can be used for phone-a-friend purposes.
2. Comprehensive Final Exam
 - I will drop your final exam under the following conditions: (i) you’ve taken all other exams, (ii) you have passed all exams with a C or better, and (iii) you are satisfied with your grade. Additionally, if your performance on the final exceeds a prior exam, then I will drop that exam in favor of the comprehensive final exam score (so the final essentially counts twice), which could dramatically improve your standing in the course.
3. Quizzes: 5%

AIM2Flourish TEAM PROJECT (30%): This project is designed to promote your analytical and critical thinking skills; to encourage the application of our course concepts to real-world organizations, and to develop your interpersonal abilities to work in a team. To accomplish the deliverables comprising this project, you will be randomly assigned to work in a project team of 4-5 students. **Note: Failure to contribute significantly to the team project as determined by the course instructor (with consideration of input provided by team members) will result in a full one grade deduction to your final course grade.**

Detailed instructions for the team project, including a description of all deliverables and their respective due dates are included as an attachment to this syllabus (see “Team Project Instructions”). Nevertheless, I’ve included a few details below. This is an experiential learning project where you will learn skills related to appreciative inquiry, or a method of organizational development that focuses on positive and meaningful characteristics of organizations that should be celebrated:

1. AIM2Flourish is an initiative that seeks to identify businesses that are both profitable and achieve (either by intention or not) sustainability goals established the United Nations. More details will be delivered after the class is fully formed.

¹ Switching answers generally works. Research by Mueller and Wasser (1977) found that students often – note, *often* – gain more than they lose when they change answers.

2. Your project is going to be submitted to AIM2Flourish for selection and to be featured on their website <http://www.AIM2Flourish.com>. Please visit their website and become familiar with what they do.
 - a. Find an innovative organization in the tourism industry, it can be outside the USA that is (1) profitable and (2) conducts business doing good in the world. Check AIM2Flourish website for stories that have been selected so you know what we are looking for; innovation is key
 - b. This organization must apply, in their daily operations, a minimum of one and a maximum of **five UN Sustainable Development Goals** – familiarize yourself with *Transforming our World – the 2030 Agenda for Sustainable Development*
 - c. Identify founder(s) or somebody in senior management who can provide you with information about the organization and how they have achieved their sustainability goals.
 - d. Contact the person and request an interview.
 - e. Submit your story to the instructor for review and after approval submit to AIM2Flourish. All students will be asked to submit to AIM2Flourish before the Final for publication purposes.

Peer Evaluations: Peer evaluations will be collected from team members at the end of the semester and used to inform my judgment regarding the final grade you will be assigned regarding teamwork. Additionally, because the possibility of social loafing exists with team projects, groups have the right to **FIRE a team member** for not participating in the team assignments. If a team **decides to FIRE a member**, they must provide some proof (e.g., repeated email contacts) that the team member truly has not performed his/her part in the teamwork. At that time, the team member will receive a **ZERO** for any graded teamwork up to that point in the semester. From that time forward, this individual will be required to perform all future team assignments by his/herself. Failure to complete these future assignments will also result in a **ZERO**.

*Note: There are sample report materials posted to Moodle. Additionally, I **strongly advise** students to have their writing checked before submission. The writing center is a valuable resource that I highly recommend exploiting (I will offer 1 bonus point for using the writing center). To help you out, consider using free resources from [Grammarly](#) (which checks for grammatical issues) and [Hemmingway](#) (which checks for readability).*

Methods of Evaluation:

In this class, we focus on the mastery of the topics and concepts we are covering. I use criterion-referenced grading rather than normative grading. Criterion-referenced grading means that the grade you are assigned reflects how well you have met particular learning goals and objectives. Normative grading means – essentially – that you are competing against your peers for a given grade. I want our climate to be a supportive one where you feel safe taking intellectual risks, which is why **I do not grade on a curve**. Therefore, it is advantageous for you to form study groups and support one another's learning. I will provide opportunities to demonstrate improvement – even when you have not demonstrated mastery over a learning objective. For instance, if you bomb a quiz or an exam, I'll allow you to do a correction.

1. Preparation and Participation: 15%
2. Quizzes & Exams: 55%
3. [AIM2Flourish](#) Team Project and Presentation: 30%

Final grades will be determined on the following basis:²

A = 90.00% or better (All major and minor goals achieved)

B = 80.00 – 89.99% (All major goals achieved; some minor ones not)

C = 70.00 – 79.99% (All major goals achieved; many minor ones not)

D = 60.00 – 69.99% (A few major goals achieved, but the student is not prepared for advanced work)

F = 59.99% or less (None of the major goals achieved)

Note: While I do not round up, I will change your grade manually upon request if I see that you have developed a lot over our time together. This means consistently showing up to class consistently, participating actively in discussions, and showing evidence of growth in the course.

Make-up Procedure:

If you miss an **exam**, you must make every effort to contact me **before** the exam. I also require a valid, written excuse indicating the reason for your absence. For example, in the event of illness, you must present a medical note signed by a doctor or nurse. Failure to contact me within 24 hours of the exam will result in an automatic **zero**. In the event of a make-up, the professor reserves the right to alter the format (e.g., multiple choice to essay format) of the exam.

College of Business Testing Policy: In an effort to maintain the highest standard of academic integrity, the College of Business has adopted a testing policy to which this class will adhere. It addresses behavior before, during and after testing. This policy is posted on the College's website:

<https://www.nicholls.edu/business/wp-content/uploads/sites/20/2019/10/CBA-testing-policy-fall-18.pdf>

Attendance / Punctuality Policy:

Attendance (and correspondingly the quality of your participation) is a substantial percentage of your overall grade in this course. To receive this credit, you must arrive at class and participate in discussions or activities. Additionally, you must make meaningful contributions to the class consistently to receive full credit at the end of the semester. Those individuals not participating in the discussion and providing thoughtful and insightful questions may be asked to leave and will not receive credit for that day. Missed classes will count against you.

NOTE: YOU MUST TURN IN YOUR EXCUSED ABSENCE WITHIN 48 HOURS FOLLOWING THE MISSED CLASS. AFTER 48 HOURS HAVE PASSED, YOUR EXCUSE IS NO LONGER VALID.

Late Assignments:

Late assignments will be penalized by 20% of full credit.

² Adapted from Travers (1950).

Travers, R. (1950). *How to make achievement tests*. Odyssey Press.

DROP DATE: The last day to drop a course with a “W” is:

Academic Dishonesty Policy / Cheating / Disruptive Behavior: *(use of cell phones, distracting behavior, sleeping, use of computers for purposes other than class related, etc.)*

Any student(s) caught violating the University Academic Dishonesty Policy (cheating, plagiarism, etc.) on ANY graded assignment will receive a grade of “0” on the assignment. Depending upon the severity of the infraction, this instructor reserves the right to assign a semester grade of “F” in the course. All issues of Academic Dishonesty will be reported to the Dean of the College of Business Administration and/or Dean of Student Life for further actions. Students should familiarize themselves with the terms of dishonesty, cheating/plagiarism, and disruptive behavior in the Student Policy and Procedure Manual.

Cell Phone & Other Classroom Behavior Policy:

I will ask that you keep your phones, tablets, and computers inaccessible unless necessary for class. I have two principles that govern decisions to use technology in the classroom: (1) electronic devices (e.g., computers, tablets, cell phones) can be used if doing so facilitates student and peer productivity; (2) any forms of counterproductive technology use (e.g., looking at Facebook during a group activity) will be punished by a loss of participation credit for that day. Students who are using technology in a way that distracts from other’s classroom experiences will be removed from class. Students who wonder whether or not they should use an electronic device should ask for my permission (though, they will find that I provide guidance on when to use technology).

Multiple Cheating Offenses:

The Academic Integrity Section of the Student Policy and Procedure Manual includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions **that may include dismissal from the University up to one academic year.** Please read the Student Policy and Procedure Manual for further details regarding this policy.

Academic Grievances:

The proper procedure for filing grade appeals or grievances related to academic matters is listed in the Academic Integrity Section of the Student Policy and Procedure Manual at the following link: <https://www.nicholls.edu/student-policy/academic-integrity/>

Chain of Command

Nicholls is committed to providing the best class experience possible. If you have any concerns about this course outside of what your instructor or professor can address, please follow the chain of command that has been established as part of university protocol:

1. Contact your professor or advisor, again, to find a potential solution.

If your concern was not resolved, then:

2. Contact your Department Head of Management & Marketing
 - o Dr. Ken Chadwick
 - o Email: ken.chadwick@nicholls.edu
 - o Office 146 Powell
 - o Phone: 985-448-4175

If your concern was still not resolved, then:

3. Contact the Dean of the College of Business Administration:
 - o Dr. Marilyn Macik-Frey
 - o Email: marilyn.macik-frey@nicholls.edu
 - o Office: 106 White Hall
 - o Phone: 985-448-4171

If your concern warrants further consideration by university administration, the Dean will contact the appropriate person.

Classwork During Extreme Emergencies

During extreme weather or other emergency situations, the President of the university may declare either **Closure Status** or **Remote Learning Status** for a period of one or more days. During these times, students and faculty are responsible for reading and remaining familiar with (1) official emergency notifications through the Nicholls website and (2) all emergency guidelines of the university.

CLOSURE STATUS. When the university is officially closed, all teaching operations are suspended. During these days, there will be neither classroom nor online teaching, no expectation of class participation, no assignments due, and no tests or quizzes administered.

REMOTE LEARNING STATUS. When the university is open but it is unsafe to travel to or work on campus, students and faculty are responsible for continued learning through remote (online) means. During these days, teaching will occur and class participation is expected. Assignments, tests, and quizzes will be administered as planned unless otherwise directed by the faculty instructor. Under this status, for learning to continue:

- Students must (1) maintain access to Moodle, Nicholls email, phone, and textbooks and other course materials and (2) remain in contact with their course instructors.
- Students are required to have access to the following to participate in remote learning: 1) A computer with broadband internet access. As courses may require the watching of video lessons and the completion of online lessons, an internet connection of 5mbps is a minimum requirement. 2) Access to a webcam and microphone. These will be needed for class discussions, as well as for taking exams. 3) The ability to download the following software which may differ for each faculty member but could be Zoom, ProctorU, Respondus, Skype, Discord, etc.
- Faculty will (1) conduct teaching through online means, (2) ensure opportunities for student progress and completion, and (3) adjust course requirements as necessary to accommodate special courses like labs, studios, and clinicals.

Student Portfolio – Watermark Student Learning and Licensure (SLL)

Nicholls State University has adopted Watermark's Student Learning and Licensure (SLL) and Outcomes Assessment Projects (OAP) as its Assessment System. SLL allows you to set up a

personal portfolio highlighting the skills you acquire in your time at Nicholls, including activities outside of the classroom. This class is using this system to assess learning outcomes of your academic program or of the university. All students are assessed a fee called Electronic Assessment Fee in their first semester at Nicholls. SLL and OAP assignments will be loaded through Moodle. You will be sent an invitation from Watermark in the second week of the semester. Inquiries about any Watermark product can be sent to watermark@nicholls.edu.

University Title IX Statement

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator (titleix@nicholls.edu) or visit <http://nicholls.edu/titleix>. This link does not work, for information about campus resources and confidential support services, including confidential counseling services.

Americans With Disabilities Act: If you have a documented disability that requires assistance, you will need to register with the Student Access Center for coordination of your academic accommodations. The Student Access Center is located in 158A Shaver Gym. The phone number is (985) 448-4430 or (TTY 449-0002). Additional information can be found at <https://www.nicholls.edu/student-access-center/>

Assisting with Studying and Assignments:

- **The Tutoring Center** at 143 Peltier Hall. Call 985-448-4100, email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/> **The**
- **Writing Center** at 144 Peltier Hall. Call 985-448-4100, email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>
- **Online Tutoring through Moodle.** Look for the Brainfuse login link on the home page, <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>