School of Human Sciences  
HMS 412: 001 Lecture  
Commercial Design 1  
Fall 2017

Instructor: Sally Ann Swearingen  
M.A., M.F.A., RID, IDEC, IIDA, ASID  

Course Time & Location: HMSS 108  
Lecture 9:00-9:50 M  
Lab: 9:50-11:45 MW

Office: HMSS 101B  
Office Hours:  
M 1:30-3:30  
TT 9:30-10:45 Virtual  
Th 3:00-4:00  
Other times by appointment only.

Office Phone: 936 468-2048  
Cell 936 554-9596  

Credits: 3  

Email: sswearingen@sfasu.edu  
saswearingen@yahoo.com

Prerequisites: HMS 314 & L, AG 326 & L, Know Revit

I. Course Description: Commercial Design 1

Three semester credit hours (one contact hour lecture, four contact hours lab per week)  
Computer-based study of needs and specific concerns of commercial interiors. Emphasis on  
universal design, special populations and public welfare. Application of knowledge through  
design problems and specification.

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

The mission of the College of Education is to prepare competent, successful, caring, and  
enthusiastic professionals dedicated to responsible service, leadership and continued  
professional and intellectual development.

In the College of Education at Stephen F. Austin State University, 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, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
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<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.</td>
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<tr>
<td>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 discipline) expected in the field of Human Sciences.</td>
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<tr>
<td>The student will demonstrate competence in his/her specific discipline using oral and written forms.</td>
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<tr>
<td>The student will be able to identify basic design fundamentals such as the elements and principles of design.</td>
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<tr>
<td>Students will be able to graphically convey a perspective drawing in 3 dimensions.</td>
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<tr>
<th>Student Learning Outcomes</th>
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<tr>
<td>Upon successful completion of the course, the student will:</td>
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<td>4. Global Context. (Program Expectations)</td>
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<td>e) exposure to a variety of cultural norms.</td>
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<td>5. Collaboration</td>
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<tr>
<td>Students understand:</td>
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<td>d) team work structures. (3)</td>
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<td>e) leadership models and the dynamics of collaboration.</td>
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<tr>
<td>Students understand</td>
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<tr>
<td>f) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.(4)</td>
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<tr>
<td>7. Human-Centered Design</td>
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<tr>
<td>Student work demonstrates understanding of:</td>
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<tr>
<td>b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.</td>
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<tr>
<td>c) methods for gathering human-centered evidence (2)</td>
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<tr>
<td>Student work demonstrates the ability to:</td>
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<tr>
<td>d) analyze and synthesize human perception and behavior patterns to inform design solutions.</td>
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<td>7. Human-Centered Design</td>
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<td>Student work demonstrates understanding of:</td>
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| b) the relationship between the natural and built environment as it relates to the human experience,
behavior, and performance.

c) methods for gathering human-centered evidence (2)

Student work demonstrates the ability to:

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

<table>
<thead>
<tr>
<th>8. Design Process</th>
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<tr>
<td>Student work demonstrates the ability to <strong>apply</strong> knowledge and skills learned to:</td>
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<tr>
<td>c) identify and define issues relevant to the design problem. (2)</td>
</tr>
<tr>
<td>d) execute the design process: pre-design, schematic design, and design development.</td>
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<tr>
<td>e) synthesize information to generate evidenced-based design solutions.</td>
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<tr>
<td>h) Students <strong>understand</strong> the importance of evaluating the relevance and reliability of information and research impacting design solutions. (4)</td>
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The interior design program includes:

i) exposure to a range of problem identification and problem solving methods.

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<th>9. Communication</th>
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<td>Students are able to effectively:</td>
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<tr>
<td>f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration. (3)</td>
</tr>
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</table>

This course enhances student learning in the area of Programing and evidence based design, along with allowing students to become aware of communication tools and serves as one of the foundation courses in the Interior Design Program in the School of Human Sciences. It also aligns with the standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

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

**Course Assignments/ Activities:** In-class/out-of-class assignments and quizzes (may be announced or unannounced), project/presentation, and family letter.

**Instructional strategies may include:** lectures, class discussion, group participation, guest speakers, and videos.

**Use of Technology may include:** D2L internet assignments/activities/research, and word processing.
1. HMS 412 & 412 L is a D2L Enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments (dropbox), discussion board questions, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.

2. Course content is delivered via class lectures and discussions, assigned readings, assignment, and questions directly relevant to the course content. **Students should check the homepage on a daily basis for notices, mail, and assignments.** Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted. **Otherwise the posted grade points are considered final and will not be reviewed at a later date.**

4. Assignments that are posted on the D2L Management System are predominately saved in the Word 2007 or later format. Students should make arrangements to secure the “patch” that will enable them to open these documents in advance, if they do not currently have or anticipate having access to the Word 2007 or later software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available.

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

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. (total of points)

\[
A=90-100\% \text{ of required points; } B=80-89\%; \ C=70-79\%; \ F=0-69 \%.
\]

(Final points may vary slightly due to pop quizzes and/or in class participation).

**LECTURE GRADES**

Research (Lecture)

1. Survey of students 50 pts
3. Interview summary of library staff 50 pts
4. Interview summary of administration 50 pts
Assignments (Lecture)
1. Upload and summary of 5 articles ea on Libraries, etc
   Summarize readings and comment on 2 other post. 50 pts
2. Summary and list of 10 different amenities in libraries 50 pts
3. Upload and summarize 5 articles on Commercial
   Restrooms/ Transgender restrooms/ RR of the future
   then read others and comment on 2 other post 50 pts
4. Research of 5 university libraries and list square
   square footage of library and list amenities in space.
   Determine if changes or renovations have been made. 50 pts

Total Lecture 510 pts

LAB GRADES

5. Team programing / Matrixes 100 pts
6. Overall Team Grade & Professors observations 150 pts
7. Presentation of field trip of libraries 100 pts

Programing booklet
Assembly of project 200 pts

Community Projects
Boys & Girls Club / Soccer and Baseball field 100 pts
Woden Fire Department 200 pts

Total Lab 750 pts

You will receive a Lab Grade and a Lecture Grade, Please review in D2L Both courses. *ID students are required to make a C or above to graduate.

Tentative Calendar

<table>
<thead>
<tr>
<th>August 28th M</th>
<th>Lecture: Expectations &amp; Charrette (Thurs. Sept 28 – 30th)</th>
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<tbody>
<tr>
<td></td>
<td>Introduction of course; Projects overview; Expectations</td>
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<td></td>
<td>*Group evaluations will be due every 2 weeks.</td>
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<tr>
<td></td>
<td>Research / Evidence Based Design</td>
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<tr>
<td></td>
<td>Project 1: Libraries</td>
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<td></td>
<td>Project 2: Designing Commercial RR / Transgender</td>
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<tr>
<td></td>
<td>Project 3: Woden Fire Department</td>
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</tbody>
</table>
Main Project: Library / SFA Campus  
Bring your laptops to class EVERYDAY!  
Break into teams  
*This is a flip taught course, Readings MUST be done ahead of time to ensure class participation. Participation will be donated and documented.  
Goal of semester is to have Library programing and research implemented in a presentation mode and approved. Spring course: Working drawings and budget of proposed plans. Chairished Blessings is Friday, Feb 9th.  
Senior show is scheduled to be set up on Saturday, Feb. 17. Showcase Saturday will be February 24th & March 24, our parent, professional and community opening will be Sunday, March 3rd from 10:30-12 noon. Removal of the exhibits will be Sunday, March 25th from 1:30-4 p.m. Please make your plans accordingly. You have plenty of notice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/ Lab</th>
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| August 30 W | Lecture: Programing, Research  
Lab: Boys & Girls Community Project  
Work with teams to generate 3 ideas for class next time. Be ready to defend. |
| Sept 4 M - | Lecture: Survey's & Presentations  
Lab: Review / pin up B & G Project, discussion of maintenance free materials utilized in ballpark RR. Groups |
| Sept 7 W | Lecture: Interviewing / Review ADA – commercial RR  
Lab: Present B & G drawings to |
| Sept. 11 M | Lecture/Lab – CIDA – Present B & G Project with RR layouts and proposed finishes to CIDA team |
| Sept. 13 W | Lecture/ Lab: Tour of existing Library and review offices and departments within. |
| Sept 18 M | Lecture: Amentias in Libraries / existing floor plan / Being a leader - Charrette  
Lab: Work and document on existing floor plan.  
Brainstorming on survey questions to ask students who utilize dorms on SFA campus. |
| Sept 20 W | Lecture: ADA Requirement/ Interviewing/ Finalizing Survey to student  
Lab: First floor generated in Revit or AutoCAD/ Presentation on research on libraries in general |
| Sept. 25 M | Lecture: Meeting with Administration – goals of library  
Lab: Second floor generated in Revit or AutoCAD/ Interview part of staff in Library |
| Sept. 27 W | Lecture: Review of summaries  
Lab: Third floor generated in Revit or AutoCAD  
Presentation of amenities of libraries |
| Sept 28 th  
Sept 29th & 30 | 3 p.m. – Start of Charrette  
All Day Friday and Ends at noon ish Saturday. |
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<tr>
<th>Date</th>
<th>Type</th>
<th>Details</th>
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<tbody>
<tr>
<td>Oct 2</td>
<td>Lecture</td>
<td>IRB - Data Finalize Survey and send to be reviewed by students. Write IRB</td>
</tr>
<tr>
<td>Oct 4</td>
<td>Lecture/Lab</td>
<td>Find Articles on Transgender Restrooms/ Find articles on public restrooms in other countries. Upload by Oct 9th in D2L</td>
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<tr>
<td>Oct 9</td>
<td>Lecture/Lab</td>
<td>Meet with Woden Fire Department Map out Construction drawings set</td>
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<tr>
<td>Oct 11</td>
<td>Lecture</td>
<td>Library Research</td>
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<td></td>
<td>Lab</td>
<td>Review of Construction drawings</td>
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<tr>
<td>Oct 16</td>
<td>Lecture/Lab</td>
<td>Field Trip to TCU Library, Ft. Worth Depart at 6:30 a.m. / Arrive back at 10:00 p.m.</td>
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<td>Oct 18</td>
<td>Lecture</td>
<td>Steelcase Webinar</td>
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<td></td>
<td>Lab</td>
<td>Research Presentation on Libraries</td>
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<td>Oct 23</td>
<td>Lecture</td>
<td>Skype Interview with Grand Valley State University Library, MI.</td>
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<td></td>
<td>Lab</td>
<td>Recap &amp; Summarize</td>
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<td>Oct 25</td>
<td>Lecture</td>
<td>Skype Interview – University of Kansas Library, KA</td>
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<td></td>
<td>Lab</td>
<td>Recap &amp; Summarize data</td>
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<tr>
<td>Oct 30</td>
<td>Lecture</td>
<td>Assembling of Data</td>
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<td></td>
<td>Lab</td>
<td>Approach of the Data</td>
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<td>Nov 1</td>
<td>Lecture/Lab</td>
<td>Preliminary discussion with Director of Library, and identified faculty on findings</td>
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<td>Nov 6</td>
<td>Lecture</td>
<td>How you Present findings</td>
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<td></td>
<td>Lab</td>
<td>Work Day on formatting &amp; assembly of Presentation</td>
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<tr>
<td>Nov 8</td>
<td>Lecture/Lab</td>
<td>Presentation to Administration on findings</td>
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<tr>
<td>Nov 13</td>
<td>Lecture/Lab</td>
<td>Lab Print &amp; Present Plans to Woden Fire Department</td>
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<tr>
<td>Nov 15</td>
<td>Lecture</td>
<td>Standards Manual</td>
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<td></td>
<td>Lab</td>
<td>Assembly of Manual / Review of plans and perspectives</td>
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<td>Nov 20</td>
<td>Thanksgiving</td>
<td>Thanksgiving</td>
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<tr>
<td>Nov 27</td>
<td>Lecture</td>
<td>How do you sell your ideas</td>
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<td></td>
<td>Lab</td>
<td>Perspectives, elevations,</td>
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<tr>
<td>Nov 29</td>
<td>Lecture/Lab</td>
<td>Review of booklet &amp; formatting</td>
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<td>Dec 4</td>
<td>Lecture</td>
<td>Furniture</td>
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<td></td>
<td>Lab</td>
<td>Possible field trip to Dallas</td>
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<tr>
<td>Dec 6</td>
<td>Lecture/Lab</td>
<td>Booklet to Print Shop</td>
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<tr>
<td>Dec 11</td>
<td>Finals</td>
<td>Deliver 2 Booklets &amp; Present to class</td>
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**Note:** ID students MUST make a C or above.

**Details below**
Interior Design Charrette with Woden Volunteer Fire Department. *(Required for all ID students if for some reason you cannot attend, contact Swearingen)*

- All students must sign up prior Wednesday Sept. 27. Teams will be posted Thursday at noon.

**Thursday, September 28**

3p.m. Sharp meet at HMS Building. Student’s need to bring their tape measures.

- 3:00 – Get acquainted with team
- 3:30 - Pass out Program & Site Plan – review with team, Scope of Services
- 4:15 - Load on Bus

Goal is to visit site & a fire station. **Scope of Services we will perform:**

1. Walk around proposed site.
2. Take pictures of site.
3. Site plan will be provided, discussion on setback lines and views.
4. Load on Bus and visit another fire department
5. Optional/ Teams can research for the evening. Goal is to return at 8 p.m.

**Thursday:**

6. Will Pass out a program and team you up.
7. Walk around proposed site.
8. Take pictures of site.
9. Site plan will be provided, discussion on setback lines and views.
10. Load on Bus and visit another fire department
11. Optional/ Teams can research for the evening

**Friday, September 29**

8:30-5 p.m. Teams will work in HMS building. *(in between presentations your team may brainstorm)*

1. Doors open at 8:00 a.m. Presentation on Metal Buildings
2. 9:15 a.m. Presentation on Fire Departments from former Fire Chief Lonnie Tatum of Highland Village
3. 10:45 a.m. Interview Woden Fire Department
4. Noon – Lunch provided by Interior Design Faculty
5. 1:00 p.m. Review and write your program
6. 2:00 p.m. Prepare schematics to scale and review with program to determine which plan works the best.
7. 3:00 p.m. Review and implement ADA requirements, and Security
8. 4:00- 6:00 p.m. Work with team to divide and conquer (Floor plan, Exterior Elevations and perspectives, Interior Elevations and perspectives, Materials and Color Schemes.
9. 6:30 p.m. Get to know YOUR organization ASID/ IIDA Meeting – Dinner provided by club
10. Afterwards – open to meet with your team to work or divide and conquer

Saturday, September 30th
11. Work time with teams. Will draw at 8:45 a.m. for order of presentation.
12. 9:00 a.m. Presentations to Client (Required writing summary of feedback given).

WATCH FOR POSTED DATES OF DESIGN CEU’S on campus or attend one provided by TAID, ASID or IIDA.

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


Texas Accessibility Standards Field Reference Manual, order by www.supportTAID.org

IBC Code Book 2012

White Papers from Steelcase

Additional References (not required to purchase)

Harmon, S. The Codes Guidebook for Interiors, edition 6
International Building Code Purchase 2012 edition of IBC


You will not have an assignment that requires you to implement work into LiveText.

LiveText Statement

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical
questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to ____@jacks.sfasu.edu.)

FEM Statement: (NOT required for this course but will be before you enlist in HMS 420/ Practicum / Internship.

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance:  (Interior Design Policy)
Class attendance is vital to success in this course and is expected from all students. Class will begin and end on time. Students are encouraged to be punctual out of courtesy for others, but also to ensure that they will not miss important announcements or be late for a quiz, test, or special activity. In addition, any hard copy assignments and projects due will be due at the beginning of class. Due to the potential for excessive disruption in the learning environment, the classroom door will be locked once class begins, starting the third week of class. As a courtesy, interior design faculty permit students One free, undocumented absences per course each semester.  Please use wisely.

This absence covers any type of need such as illness, weddings, car problems, family emergencies, and personal travel, etc. (excludes planned absences for SFA extracurricular function). If additional absences are incurred, 3 points will be deducted from the final
point total for each day the student is not in attendance. Attendance will be taken from the sign-in sheet circulated each class session or roll.

It is the student's responsibility to sign-in personally. Do not sign the attendance sheet for another student nor ask someone else to sign for you. This is dishonest and unethical and is inappropriate behavior for an emerging professional. Students may not sign the attendance sheet after class has been dismissed for the day. Students are expected to arrive on time and remain for the entire class session to receive attendance credit. Students who leave early and/or neglect to sign in may be counted absent.

The instructor should be notified immediately if an extended illness occurs. Documentation of an extended illness is mandatory. Any student having a PLANNED ABSENCE for an SFA university function MUST NOTIFY the professor IN WRITING prior to the absence. This note should be accompanied by an official, signed SFA memo stating the necessity of the absence. Notes may be verified on the web page for the Registrar's Office that documents the absence of students for University related functions. It is the responsibility of the student to make arrangements for missed time BEFORE the absence occurs.

Policy 6.7 University Policy: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Class participation:
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility to read the material assigned in the class schedule prior to the class period to be able to participate effectively in class discussions and/or activities.

Cell Phones:
Cell phones must be turned off and placed out of sight during class. It is considered unprofessional and disrespectful to engage in text messaging, internet usage, and/or email while in class. Students who habitually violate this policy will be asked to leave the class. In the unusual circumstance that one must leave his/her phone on vibrate (with a sick child at home or waiting for emergency information via phone), notifying the instructor at the beginning of class is appropriate and expected to avoid confusion.
Presentation Attire:
Modest, comfortable dress is expected for regular classes. For class presentations, professional dress or professional casual is required. In general, professional dress includes: a jacket or jacket-substitute such as a vest or cardigan, modest full-length pant or knee-to-calf length skirt, modest shirt with sleeves, and closed-toe shoes. Hair of shoulder-length or longer should be pulled up or back. Common professional dress ERRORS TO AVOID are denim clothing, tennis shoes, flip-flops, sleeveless clothing, tight-form-fitting clothing, bare midriffs, underwear that shows, low-rise pants which reveal naval abdomen or lower hips area, and low-cut tops which reveal the male chest or female cleavage.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Final Exams:
Final exam date and time is established by the university, and are not to be changed by the faculty. Please do not ask to change the final exam date or time.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:
1. using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
2. the falsification or invention of any information, including citations, on an assigned exercise; and/or
3. 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 your own.

Examples of plagiarism are:
1. submitting an assignment as if it were one’s own work when it as at least partly the work of another person;
2. submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
3. incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**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 Semester Grades Policy (5.5)**

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

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp

**Instructor Conferences:**

All students are encouraged to take time to meet individually with the instructor during the semester. Every effort will be made to respond to individual needs. If at any time a student feels that s/he is having problems related to the course, s/he is advised to contact the instructor as soon as possible. Likewise, the instructor may request a meeting with a student outside of class time if necessary. Many problems can be resolved easily if promptly addressed. Students are invited to “chat” with their instructor, in addition to face to face meetings. While the instructor does hold regular office hours, it is strongly recommended that students make an appointment to avoid unforeseeable conflicts.