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M.A., M.F.A.

Office: Human Sciences South  
Room 101B

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Cell 936 554-9596

Other Contact Information: HMS Office  
936-468-4502 (sec.)

Prerequisites: HMS 312, 314 & 410

I. Course Description:
Principles underlying origination, production, promotion, distribution, marketing, storage, advertising, and consumption.

II. Intended Learning Outcomes/Goals/Objectives:
The content of HMS 475/Internship relates to the College of Education’s Conceptual Framework and Vision, Mission, Goals and Core Values. As with all interior design courses, concerted effort is made in HMS 420 to prepare students for excellence in the profession.

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

This course enhances student learning in the area of interior design and serves as one of the upper level 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.
This course is designed as an internship/practicum course for the interior design program. Utilization and actual application of content from earlier studios and lectures should be implemented through practical experiences. Through this hands-on learning approach, students will be challenged to increase their knowledge. In addition, the experience will prepare students to work in the field of interior design, with design teams to generate contract documents with interior specifications for furniture, finishes, and equipment. Through work with actual clients and collaboration with other professionals, students will gain a better understanding of generating design solutions.

**Program Learning Outcomes**

The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.

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.

The student will demonstrate competence in his/her specific discipline using oral and written forms.

The student will be able to identify basic design fundamentals such as the elements and principles of design.

**Student Learning Outcomes**

The following Council for Interior Design Accreditation Standards (2017) will be addressed. Upon successful completion of the course, the student will have achieved the following objectives:

**Standard 4: Global Context**
- d. exposure to the current and relevant events that are shaping contemporary society and the world.
- e. exposure to a variety of cultural norms.

**Standard 5: Collaboration**
- f. Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.

**Standard 6: Business Practices and Professionalism**
- a. contexts for interior design practice
- c. breadth of depth of interior design’s impact and value
- d. components of business practice
- g. instruments of service: contract documents, transmittals, schedules, budgets, and specification.
- h. professional ethics and conduct.
- j. role models who are qualified by education and experience in interior design
- m. life-long learning

**Standard 9: Communication**
- f. the interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

**NCIDQ Certification**

Course content prepares students for successful competition of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of TX.
Information from this class should be retained to use for review purposes for the NCIDQ exam.

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

Course Assignments/Activities: All assignments and exercises will be announced via D2L, and students should submit their completed assignments via Dropbox in D2L. Assignments should also be submitted to LiveText.

Instructional Strategies: The course may include class discussion, web conferences via Collaborate, and chats.

Use of Technology: Technology will include D2L (Dropbox assignments, emails, web conferencing via Collaborate), LiveText, internet assignments/activities/research, Power Point presentation, and word processing.

1. HMS 420 is a D2L-enhanced course. Information announcements will be posted on the course home page. The homepage includes icons for class assignments (Dropbox), course emails, Collaborate link, and grades. Students are encouraged to contact the professor and/or other students via the homepage mail icon and/or chats.

2. As an internship class, course content is delivered via assigned readings and assignments directly relevant to the workplace. 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 Learning Management System are predominately saved in the Word 2007 or later format or as a PDF. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available. A PDF format is standard and easy for all to use.
IV. Evaluation and Assessments (Grading):  
**HMS 475 Tentative Semester Scoresheet**

*Student semester grade based on completion of all items listed below as well as positive evaluation from internship employer. All required items must be received by professor on or before the last class day of the term.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern Form (provide copy to faculty with student contact information and internship location)</td>
<td>25 pts</td>
</tr>
<tr>
<td>Letter from Employer (on letterhead stating place and dates of internship; submit via email to <a href="mailto:sswearingen@sfasu.edu">sswearingen@sfasu.edu</a> or provide as hard copy)</td>
<td>25 pts</td>
</tr>
<tr>
<td>Power Point Presentation (share with class via Collaborate on date assigned; <strong>submit to Dropbox</strong>)</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

**Weekly Assignments (submit to Dropbox and LiveText):**

A “0” will be recorded for any assignment not submitted to LiveText.

<table>
<thead>
<tr>
<th>Assignment/Lesson</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: General Info</td>
<td>50 pts</td>
</tr>
<tr>
<td>2: Office Organization Structure, Mission, Business Plan, Market</td>
<td>50 pts</td>
</tr>
<tr>
<td>3: Moral within the Workplace</td>
<td>50 pts</td>
</tr>
<tr>
<td>4: Professional Attributes Related to ID, TBAE, NCIDQ</td>
<td>50 pts</td>
</tr>
<tr>
<td>5: Conflict Resolution, Impact of Interior Designers - Value</td>
<td>50 pts</td>
</tr>
<tr>
<td>6: Process of work within office; Paperwork</td>
<td>50 pts</td>
</tr>
<tr>
<td>7: Global Context for Design &amp; Culture of office – clients; Shaping our Society</td>
<td>50 pts</td>
</tr>
</tbody>
</table>

**Detailed Daily Time Logs** *(with supervisor’s signature each week; submit to Dropbox/LiveText)*

<table>
<thead>
<tr>
<th>Time Log – Week</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40 pts</td>
</tr>
<tr>
<td>2</td>
<td>40 pts</td>
</tr>
<tr>
<td>3</td>
<td>40 pts</td>
</tr>
<tr>
<td>4</td>
<td>40 pts</td>
</tr>
<tr>
<td>5</td>
<td>40 pts</td>
</tr>
</tbody>
</table>

**Student’s Evaluation Form of Employer/Firm (submit to Dropbox and LiveText)**

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 pts</td>
</tr>
</tbody>
</table>

**Disposition Form from Employer and employers evaluation** *(Swearingen will send an email and link to employer) (LiveText link)*

<table>
<thead>
<tr>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>75 pts</td>
</tr>
</tbody>
</table>
Internship CD or memory stick (include presentation, assignments, and daily log; label with student name, firm name, date; submit to professor during last week of internship semester via mail or in person) | 50 pts
---|---
Internship Folder (hard copy of presentation, all assignments, and daily log; label folder with name, firm name, semester enrolled in internship; submit to professor during last week of internship semester via mail or in person) | 75 pts
Communicate with faculty once a week. Either by phone or email. | 50 pts
Letter of appreciate to supervisor: Submit file copy to instructor and mail to employer. Use Correct business letter form. Must be done at the end. | 50 pts

**TOTAL POINTS** | **1000 pts**

Grading Scale: 945-1050 = A 840-944 = B 735-839 = C

*An semester score of 735 or below is NOT acceptable; student must retake the course.*

*The Chart below is how each student will be analyzed in Live-Text. Please make every effort to do an exemplary job on each task and represent yourself and the university well.*

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Supervisor Evaluations</th>
<th>Weekly Reports</th>
<th>Professional Behavior</th>
<th>Student Self Evaluation</th>
<th>Assignments/Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received Above Average ratings on all supervisor evaluations at all check points during the semester</td>
<td>Entries submitted early, evidence of reflective thought on specific experiences</td>
<td>Took initiative, punctual, well-written letter of appreciation provided, all required hours complete</td>
<td>Complete and submitted. Consistent evidence of reflective thought about the internship experience</td>
<td>75% additional assignments/projects completed and presented above requirements</td>
<td></td>
</tr>
</tbody>
</table>

| Acceptable | Received Average or Above Average ratings on 2/3 of the supervisor evaluations at all check points during the semester | 75% Entries consistently submitted, evidence of reflective thought on specific experiences | Took some initiative, punctual, well-written letter of appreciation provided, all required hours complete | Complete and submitted. Evidence of reflective thought about the internship experience | 75% additional assignments/projects completed accurately and presented as required |

| Needs Improvement | Received Below Average ratings on 2/3 of the supervisor evaluations at all check points | 30% - 75% required entries consistently submitted and/or little evidence of reflective thought on | Took little or no initiative, some punctuality concerns, letter of appreciation | Complete and submitted. Little evidence of reflective thought about the internship experience and/or | 30% - 75% additional assignments/projects completed accurately and/or not presented as required |
The following rubric will be used to assist the professor in assessing student internship performance.

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>during the semester</th>
<th>specific experiences</th>
<th>contains minor errors, all required hours complete</th>
<th>superficial responses</th>
<th>&lt; 30% additional assignments/projects completed accurately and/or not presented as required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received Below Average ratings on all of the supervisor evaluations at all check points during the semester</td>
<td>&lt; 30% required entries consistently submitted, little or no evidence of reflective thought on specific experiences</td>
<td>Took little or no initiative, letter of appreciation contains significant errors or not provided, required internship hours not completed</td>
<td>Incomplete or not submitted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before you can register for</td>
<td>Send professor a copy of your Intern Form (if not done previously) and Letter from Employer stating dates of internship.</td>
</tr>
<tr>
<td>the course</td>
<td></td>
</tr>
<tr>
<td>Week 1 (or 30-40 hrs)</td>
<td>Read course syllabus.</td>
</tr>
<tr>
<td></td>
<td>Complete Assignment 1 and submit to Dropbox/LiveText.</td>
</tr>
<tr>
<td></td>
<td>Prepare Daily Time Log for the week, have employer sign it, and submit log to Dropbox.</td>
</tr>
<tr>
<td>Week 2 (41-80 hrs)</td>
<td>Read Power Point Presentation instructions and begin preparations. Select a presentation date and inform professor.</td>
</tr>
<tr>
<td></td>
<td>Complete Assignment 2 and submit to Dropbox/LiveText.</td>
</tr>
<tr>
<td></td>
<td>Prepare Daily Time Log for the week, have employer sign it, and submit log to Dropbox.</td>
</tr>
<tr>
<td>Week 3 (81-120 hrs)</td>
<td>Present Power Point Presentation to class via Zoom.</td>
</tr>
<tr>
<td></td>
<td>Complete Assignment 3 and submit to Dropbox/LiveText.</td>
</tr>
<tr>
<td></td>
<td>Prepare Daily Time Log for the week, have employer sign it, and submit log to Dropbox.</td>
</tr>
<tr>
<td>Week 4 (121-160 hrs)</td>
<td>Complete Assignment 4 and submit to Dropbox/LiveText.</td>
</tr>
<tr>
<td></td>
<td>Prepare Daily Time Log for the week, have employer sign it, and submit log to Dropbox.</td>
</tr>
<tr>
<td>Week 5 (161-200 hrs)</td>
<td>Complete Assignment 5 and submit to Dropbox/LiveText.</td>
</tr>
<tr>
<td></td>
<td>Review requirements for Internship CD or memory stick and Internship Folder. Begin preparations.</td>
</tr>
<tr>
<td></td>
<td>Prepare Daily Time Log for the week, have employer sign it, and submit log to Dropbox.</td>
</tr>
<tr>
<td>Week 6/7 (201-250 hrs)</td>
<td>Complete Assignments 6-7 and submit to Dropbox/LiveText.</td>
</tr>
<tr>
<td></td>
<td>Prepare Daily Time Log for the week, have employer sign it, and submit log to Dropbox.</td>
</tr>
<tr>
<td></td>
<td>Submit Internship CD/stick and Internship File Folder to professor before final class day of semester.</td>
</tr>
</tbody>
</table>

NOTE:
1. The above calendar is based on a 40-hour week, please adjust it if your hours fluctuate, or you work more than 250 hours.
2. Total weeks may vary from those listed above. If your internship runs for more than 7 weeks, pace yourself accordingly in the course.

VI. Required Readings


LIVE TEXT STATEMENT
*In addition to loading assignments into D2L they should also be submitted to Livetext.

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.

In addition, you are required to purchase FEM for $18.00 which is an extension of Livetext.

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

In the 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:
Students are expected to arrive promptly for work each scheduled day of the internship. In the event of illness or other circumstance which prevents working, the student should promptly notify the employer and professor. Any hours missed from work must be made up so that the required 250 hours of the internship are completed.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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/.
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. Policy 4.1

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 that has been purchased or otherwise obtained from an Internet source or another source; and (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.

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

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. 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 policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to: (does not apply to HMS 420 but maybe required in some firms)
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

Interior Design/Interior Merchandising Class Behavior Policy: (also applies to the internship workplace)

Unacceptable conduct includes but is not limited to the following:

- Ringing cell phones during class or at work – turn phones off or set to silent and store in backpack or handbag
- Talking on cell phone in any class or at place of business
- Texting in class or at a place of business
- Checking email or blogs (ie. facebook, myspace) in class – computers are for classroom activities only
- Head phones/ear buds discourage studio interaction and synergy. Do not utilize these items during class meetings or work meetings.
- Doing homework for other courses in class, or at work.
- Bringing children to class or to a place of business – this is against University policy
- Discussing grievances in front of class or in hall or at work – make appointments to talk with professors in their offices
- Dominating professors’ time or employer’s time in class or at work – it is important that all students get equal time.
- Missing class or work anytime especially excessively
- Arriving tardy to class or work – this is disruptive
- Coming to class or work unprepared – keep a close eye on the class schedule and always check Blackboard before class if your professor uses this tool.
- Taking long breaks during studios or at work – it is acceptable for students to get a beverage or take a restroom break during studios if the professor is not lecturing – these breaks should not exceed 5 minutes in length. If the professor allows, beverage may be brought into the studio but no food is allowed.
- Missing deadlines for assignments and projects is not allowed. Students should consult the professor in special circumstances.
- Having beverages or food in class or at work without knowing the professor’s or work policy.

Late Work: No late work beyond the last class day of the semester will be accepted. Promptness and Maturity are encouraged in preparation for successful work experiences.

Student Grievance Procedures:
If you have a concern about a course you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the SFA Student Handbook. If you do not resolve your concern you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the SFA
Student Handbook. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.

Professional Dress Policy: (also applies to the internship workplace; consult supervisor for recommendations on appropriate office work attire)
There are times throughout the Interior Design/Interior Merchandising program when students are required to wear “professional dress.” This attire might be needed to present a project, to visit a showroom or to interview for an internship. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit (three pieces) and add one or two items to the wardrobe each semester. This will provide you with adequate professional clothing throughout the program and give you a wardrobe for your internship and first job.

Final Exam Policy:
Final exam date and time are established by the university and are not to be changed by the faculty. Students may not ask to change the final exam date or time.

Smoking Policy:
Per university policy, smoking is prohibited in the Human Sciences South Building.

D2L Online Learning System:
D2L is a technology tool used by many professors to enhance and ease student learning. ID(IM) professors use D2L in all courses. The homepage of each course has a link to the syllabus, assignments, and other course material. A mail icon is located on the course homepage for faculty to notify you about course work. It is the student’s responsibility to check it regularly. A computer lab is available in HMS South Room 103A along with the computers in the Ralph Steen Library and Baker Pattillo Student Center.

Student Email:
To enhance student services, the University will use your SFA email address (firstname-lastname@titan.sfasu.edu) for communications. Students may go to MySFA online to confirm their email address. Please check your SFA email on a regular basis. If students have problems accessing their email account, they may contact the Help Desk at (936)468-1212.

Work Retention Policy:
Interior Design Faculty reserve the right to retain student work for upcoming CIDA site visits. It is the responsibility of the student to photograph or duplicate projects for portfolios before graduation. All projects can be returned to the student after the CIDA site visit. In order to receive a notification, it is the responsibility of the student to maintain current contact information with the SFA Interior Design Faculty. The professors reserve the right to dispose of any project not picked up within 6 months of the CIDA visit.

Professional Standards:
1. Students should prepare themselves adequately for class by completing assignments and securing necessary supplies. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
2. Students should maintain their individual work areas by returning materials to assigned locations and leaving work stations clean and orderly.
3. Students are expected to work in the class area for the duration of the class period unless further instructions are provided by the professor.
4. Per university policy, smoking is prohibited in Human Sciences South.
5. Students should exhibit professional courtesy and conduct. Examples include a positive attitude, sensitivity to others, attentiveness, and cooperation.
6. Design faculty are committed to provide informative and prompt class sessions, return student work in a timely fashion, honor posted office hours, provide feedback on student progress, and allow work time as possible in design studios. Student creativity and input are welcomed; instructor training and experience will guide critiques.
7. If student dissatisfaction arises, the design program considers a student's request for a private conference with the professor as the first step toward resolution. The next step will involve a meeting of the student
and professor with the program coordinator. If necessary, a follow-up meeting of student, professor, coordinator, and department chair may be scheduled.