I. Course Description:
Overview of basic interior design concepts; relationships of principles and elements of design in interior environments, measurements, specifications, and resources used by professional designers. Concepts learned in this course are reinforced throughout the curriculum.

Course Justification: INDS 1311 Introduction to Interior Design is a 3 hour credit course. This course will typically be taught two days a week for 150 minutes for 15 weeks culminating with a 2-hour final exam week 16. Students have significant readings, 3 daily quizzes, 4 daily assignments, 2 minor projects, 2 major projects, 3 major exams and a comprehensive final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Fee: $20

TEXT BOOK: Must purchase both books.
Philosophy Workbook—(assignments available on course homepage.)

II. Intended Learning Outcomes/Goals/Objectives:
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 residential design 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. **Course content prepares students for successful completion of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of Texas.**

**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 be able to identify basic fundamentals such as the elements and principles of design. (**PLO 4: Assessment 1**).

**Student Learning Outcomes**
**Course content and objectives satisfy specific components from the CIDA 2017 Professional Standards.** Through completion of this course, the student will:

**Standard 6: Business Practices and Professionalism**
- h) understand professional ethics and conduct
  - i) gain exposure to career opportunities an interior design education can afford and the options for advanced study
  - k) gain exposure to the role and value of legal recognition for the profession
  - l) gain exposure to professional design organizations
  - m) gain exposure to life-long learning

**Standard 10: History and Theory**
- b) understand significant movements, traditions, and theories in interior design.

**Standard 11: Design Elements and Principles**
- a) understand elements and principles of design, including spatial definition and organization.
  - c) effectively apply the elements, principles, and theories of design to 2D solutions

**Standard 12: Light and Color**
- g) demonstrate understanding of color terminology
  - h) demonstrate understanding of color principles, theories, and systems
  - j) gain ability to select and apply color to support design concepts
  - l) use color solutions across different modes of communication

**Standard 13: Products and Materials**
- a) gain awareness of the influence of furnishings, objects, materials and finishes on human well-being

**Standard 14: Environmental Systems and Comfort**
- a) gain awareness that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.
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, etc.

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

**Use of Technology may include:** Desire 2 Learn, internet assignments/activities/research, and word processing.

**Students should clearly note Due Dates and Times. In class assignments will be due at the beginning of class.** If a student is late to class the assignment will be considered late. It will be at the discretion of the professor to accept the assignment or not.

1. HMS 115 is a Web-enhanced course. Information notices will be posted on the course home page. The homepage includes tabs that indicate Content, Quizzes (exams and quizzes) and Dropbox (assignments) and Grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage email icon, chats, and/or discussion postings.

2. Course content is delivered via class lectures and discussions, assigned readings, assignments, and directly relevant to the course content. **Students should check D2L on a daily basis for notices, mail, and assignments.** Neglecting to check D2L 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 2007-2013 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 2007-2013 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available. Check with Office of Instructional Technology (OIT) at 936-468-1919 with any technology question.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Daily Quizzes (announced)</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Quiz #1: Profession of Design</td>
<td>25</td>
<td>.</td>
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<tr>
<td>Daily Quiz #3: Design Theories</td>
<td>25</td>
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<tr>
<td>Total of Daily Quizzes</td>
<td>75 pts.</td>
<td>.</td>
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</table>

<table>
<thead>
<tr>
<th>Daily Grades/Unannounced Quizzes</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Grade #1</td>
<td>20</td>
<td>.</td>
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<tr>
<td>Daily Grade #2</td>
<td>10</td>
<td>.</td>
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<tr>
<td>Daily Grade #3</td>
<td>10</td>
<td></td>
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<tr>
<td>Daily Grade #4</td>
<td>10</td>
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</tr>
</tbody>
</table>

(Miscellaneous Daily Grades—extra credit)

| Total of Daily grades | 50 pts. |

<table>
<thead>
<tr>
<th>Exams</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1 Ch 1 – 5 ID</td>
<td>100</td>
<td>.</td>
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<tr>
<td>Exam #2 Ch 6 – 8 ID;</td>
<td>100</td>
<td>.</td>
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<tr>
<td>Exam #3 Ch 6 ID; Theories/Philosophy of Design</td>
<td>100</td>
<td>.</td>
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<tr>
<td>Final Exam: Comprehensive plus Fabric and Ch 14 – 15 ID</td>
<td>150</td>
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</tbody>
</table>

| Total of Exams | 450 pts. |

<table>
<thead>
<tr>
<th>Projects</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project #1 PART I: Elements/Principles Project</td>
<td>100</td>
<td>.</td>
</tr>
<tr>
<td>Project #1 PART 2: Elements/Principles Project</td>
<td>100</td>
<td>.</td>
</tr>
<tr>
<td>Project #2 Concept Board</td>
<td>75</td>
<td>.</td>
</tr>
<tr>
<td>Project #3 Color and Pattern Selection</td>
<td>50</td>
<td>.</td>
</tr>
</tbody>
</table>

| 6 hours of Community Service—required for all ID students (Participating in the Design Charette will satisfy the entire 6 hours—this requirement is in all ID classes.) | 60 | . |

| Total Daily Projects | 385 |

Possible Points 800

Actual Points __________

Semester Grade __________

Grading Scale:

- 864 – 960 = A
- 768 – 863 = B
- 672 – 767 = C
- 576 – 671 = D
- 0 – 575 = F

*NOTE: A letter grade will be deducted from semester grade for having more than 3 unexcused absences.

Performance Evaluation

Completing an assignment does not automatically merit a grade of A. Average work will receive a grade of C. To receive a grade of B or A, student must go above and beyond basic requirements of the assignment.
A (Excellent)  Student’s work is of exceptional quality, and the solutions show depth of understanding of the project requirements. Project is fully developed and presented well both orally and graphically. The full potential of the problem has been realized and demonstrated. An “A” indicates work that is exceptional, out of the ordinary, and above and beyond what was required for the project. Hard work does not always yield this. Several “all-nighters” does not always yield this.

B (Good)  Student’s work shows above average understanding and clear potential. All project requirements are fulfilled or exceeded and clearly and concisely presented. Being in class every day does not always yield this.

C (Fair)  Student’s work meets minimum objectives of course and solves major project requirements. Work shows normal understanding and effort. Quality of project, as well as the development of knowledge and skills is average. A “C” means you have done everything that was expected; you came to class, worked very hard, and generated a response to the problem that was average, acceptable. It does not mean you have failed. Completing a project and working hard does not guarantee satisfactory results.

D (Poor)  Student’s work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project or performance as well as development and skills are below average.

F (Failure)  Student’s work is unresolved, incomplete, and/or unclear. Minimum course objectives or project requirements are not met, and student’s work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. Merely completing a project does not mean it earns at least a passing grade.

Grading Rubric for Elements and Principles Notebook
(200 points) Upload into LiveText

<table>
<thead>
<tr>
<th>Element /Principle</th>
<th>Identifies, explains, and applies E/P (Excellent)</th>
<th>Identifies and explains E/P (Satisfactory)</th>
<th>Identifies OR explains E/P but NOT both (Needs Improvement)</th>
<th>Does not identify or explain E/P (Unacceptable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPACE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large (4 pts)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Small (4 pts)</td>
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</tr>
<tr>
<td>LINE</td>
<td></td>
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<tr>
<td>Horizontal (4 pts)</td>
<td></td>
<td></td>
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<tr>
<td>Vertical (4 pts)</td>
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<tr>
<td>Diagonal (5 pts)</td>
<td></td>
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<tr>
<td>Zig-zag (5 pts)</td>
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<tr>
<td>Curve (4 pts)</td>
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<tr>
<td>SHAPE</td>
<td></td>
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<tr>
<td>Triangular (5 pts)</td>
<td></td>
<td></td>
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<tr>
<td>FORM</td>
<td>Rectangular (5 pts)</td>
<td>Circular (5 pts)</td>
<td>Conical (5 pts)</td>
<td>Spherical (5 pts)</td>
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<td>--------------</td>
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<tr>
<td>TEXTURE</td>
<td>Rectilinear (5 pts)</td>
<td>Tactile (5 pts)</td>
<td>Visual (5 pts)</td>
<td></td>
</tr>
<tr>
<td>ORNAMENT</td>
<td>Naturalistic (5 pts)</td>
<td>Stylized (5 pts)</td>
<td>Abstract (5 pts)</td>
<td>Geometric (5 pts)</td>
</tr>
</tbody>
</table>

Comments:

**PART I**

**Total Points:** (max. 100 pts)

<table>
<thead>
<tr>
<th>Element /Principle</th>
<th>Identifies, explains, and applies E/P</th>
<th>Identifies and explains E/P</th>
<th>Identifies OR explains E/P but NOT both</th>
<th>Does not identify or explain E/P</th>
</tr>
</thead>
</table>

**PART II**

**COLOR**

Complementary (5 pts)
Analogous (4 pts)
Triad (5 pts)
Monochromatic (4 pts)
Neutral (4 pts)

**LIGHT**

Accent (4 pts)
Task (4 pts)
General/Direct (4 pts)

**PRINCIPLE**

**BALANCE**

Symmetrical (4 pts)
Asymmetrical (4 pts)
Radial (4 pts)

**RHYTHM**

Repetition (4 pts)
Alternation (5 pts)
Progression (5 pts)
Transition (5 pts)
Contrast (5 pts)

**SCALE** (6 pts)

**PROPORTION** (6 pts)

**VISUAL WEIGHT** (5 pts)
V. TENTATIVE SCHEDULE: Students are expected to complete readings before class and be prepared to discuss the topic/s listed for each class day.

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>ASSIGN/READINGS?DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course orientation</td>
<td>Text: <em>Interior Design,</em> Chapter 1: The Value of Interior Design</td>
</tr>
<tr>
<td>August 27</td>
<td>Introductions, Syllabus, expectations</td>
<td></td>
</tr>
<tr>
<td>August 29</td>
<td>Interior Design Profession</td>
<td>Chapter 2: The Profession of Interior Design—Chapter 3: Interior Design Specialty Areas of Practice</td>
</tr>
<tr>
<td>Week 2</td>
<td>Design Business</td>
<td>Chapter 3 cont., Chapter 4: The Business of Interior Design</td>
</tr>
<tr>
<td>September 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 5</td>
<td>Continued.........</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Is Interior Design for You? <em>(Daily Grade #1 Due)</em></td>
<td>Chapter 5: Is Interior Design for You</td>
</tr>
<tr>
<td>September 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 12</td>
<td><strong>EXAM 1: Chapters 1-5</strong></td>
<td>ID Chapter 6: Design Process</td>
</tr>
<tr>
<td>Week 4</td>
<td>Interns Presentations – 11-1 p.m.</td>
<td>Room 108</td>
</tr>
<tr>
<td>September 17</td>
<td></td>
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<tr>
<td>September 18</td>
<td>Interns Presentations from 11-1 p.m.</td>
<td>Room 108</td>
</tr>
<tr>
<td>September 19</td>
<td>Elements and Principles of Design</td>
<td>ID Chapter 7: Elements and Principles of Design</td>
</tr>
<tr>
<td>Week 5</td>
<td>Why be a Professional member of ASID</td>
<td>Room 108</td>
</tr>
<tr>
<td>September 23</td>
<td>Presented by ASID Texas Gulf Coast</td>
<td></td>
</tr>
<tr>
<td>September 24</td>
<td>Chapter – Alexis Murphey</td>
<td></td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Elements and Principles of Design</td>
<td></td>
</tr>
<tr>
<td>September 26/27</td>
<td><strong>Interior Design Charette (required for all ID students. See grade sheet for points attached to this activity.) See detailed agenda in D2L. Thursday from 5 p.m. – 8 p.m.; Friday from 8-5 p.m. &amp; Group Presentations from 6-8 p.m.</strong></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>October 1</td>
<td>Color and Light</td>
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</tr>
<tr>
<td>October 3</td>
<td>(Online) Quiz #2 opens; Work on digital presentation due Tuesday.</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>October 8</td>
<td>Review for Exam.</td>
</tr>
<tr>
<td></td>
<td>(Online) EXAM 2 opens.</td>
<td></td>
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<tr>
<td>October 9</td>
<td>Accessibility Standards in Texas</td>
<td></td>
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<tr>
<td>10:00 a.m. – 12 noon</td>
<td></td>
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<tr>
<td>October 10</td>
<td>ID Chapter 10: The Human Impact of Interior Design—Theories</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>MIDTERMS</td>
<td>Being Inside, Coming Outside and The Plan and Rooms</td>
</tr>
<tr>
<td>October 15</td>
<td>Topic discussion readings and worksheets.</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>October 22</td>
<td>Doors and Windows and Furniture</td>
</tr>
<tr>
<td>October 24</td>
<td>Topic discussion readings and worksheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue: Doors and Windows and Furniture</td>
<td>Project #1, Part II: Principles of Design Presentation due in LiveText.</td>
</tr>
<tr>
<td></td>
<td>(Online) Quiz #3/ Theories.</td>
<td>POD Ornament and Color and Light pages 91-119; (Online) Quiz #3</td>
</tr>
<tr>
<td>Week 10</td>
<td>October 29</td>
<td>Ornament and Color and Light</td>
</tr>
<tr>
<td></td>
<td>Topic discussion readings and worksheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce Concept Board Assignments. Select Groups and Topic</td>
<td></td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Sound and Smell, Art</td>
<td>Plants, Details, and Conclusion pages 138-166.</td>
</tr>
<tr>
<td>Week 11</td>
<td>November 4</td>
<td>11:00 a.m. Presentation on Acoustics by Tred-Mor; Presenters Steve Patterson &amp; Shawn</td>
</tr>
<tr>
<td>November 5</td>
<td>Plants, Details and Conclusion</td>
<td></td>
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<tr>
<td></td>
<td>Topic discussion readings and worksheets; (Online) EXAM 3 over Philosophy of Design opens.</td>
<td></td>
</tr>
<tr>
<td>November 6</td>
<td>11-12 noon TDLR – Learning how to register to be a licensed interior designer in the state of Texas</td>
<td></td>
</tr>
</tbody>
</table>
November 7 | Discussion/lecture on video “Fabric Types, Quality, and Usage” and ID Chapter 11 pages 384 – 388. | Turn in Philosophy of Design Worksheets—MUST BE COMPLETE for ANY POINTS! (Daily Grade)
---|---|---
Week 12 November 12 | Continue discussion— Fabric and Color Selection Activity: selecting fabric patterns and colors for upholstery: Walk to South Building to Source Room. 
| | Project #2 Concept Board due Class critique.
Week 14 November 19 | Work on Color and Pattern Selection Activity: selecting fabric patterns and colors for upholstery—
| | Project #2 Concept Board due beginning of class.
November 14 | Project #2/ Concept Board due Class critique. 
| | Project #2/ Concept Board due beginning of class.
November 21 | Residential Design 
| | ID Chapter 15: Residential Interior Design Applications
Week 15 | Thanksgiving Holiday – Nov 23 –Dec. 1 
| | ID Chapter 14 Commercial Interior Design Applications 
| | Project #3/Color and Pattern Due
Week 16 December 3 | Commercial Interior Design Applications
| | ID Chapter 14 Commercial Interior Design Applications 
| | Project #3/Color and Pattern Due
December 5 | Review for Final
| | 
Week 16 December 9–11 | Final Exam; (Comprehensive) online 
| | 
**NOTE:** **** (This syllabus/timeline is subject to change. All changes will be announced in class and/or posted in D2L. It is your responsibility to note them).

**Interior Design Charrette • (Required for all ID students)**
- All students must sign up prior Wednesday Sept. 25th. Signup sheet is posted on Mrs. Bridwell’s Door HMSS Room 102B. Teams will be provided Thursday at 4:30 p.m.

Goal is to revamp the EDU Annex for the Historical Collection & Generate a new gallery. Scope of Services we will perform:
- Measure and draw up existing spaces.
- Take pictures for references.
- Generate an existing plan.
- Research and interview existing facilities others have seen.
- Create a proposed plan with proposed furniture/furnishings/ lighting/ materials/color scheme and sketches of proposed areas.

**Thursday, September 26th: 4:30 – 5:30**
4:30- 5 p.m. Check in and meet your team.
5:5-15 p.m. – Presentation on How to measure (Bring a tape measure and a pad).
5:15 p.m. – Q & A about project, tour facility, measure existing space.
8 p.m. - Ice Cream Social and meet the officers of ASID/IIDA
Friday, September 27th: 8:00 a.m. – 5 p.m. Teams will work in HMS building. (in between presentations your team may brainstorm)
- Doors open at 8:00 a.m. Check in and get with team
- 8:30 a.m. Presentation on overview of objectives of project
- 9:00 a.m. Time to work and verify measurements of the spaces
- 10:00 a.m. Write your objectives and start researching
- 11:00 a.m. Review and write your program, begin planning
- 11:30 a.m. Prepare schematics to scale and review with program to determine which plan works the best
- Noon – Lunch provided by Interior Design Faculty
- 1:00 p.m. Review and implement ADA requirements, and Security
- 2:00 p.m. Start finalizing
- 2:00 p.m. Finalize drawings and presentation
- 3:00 p.m. Present your findings
- 4:30 p.m. Clean up and go hang with new friends

WATCH FOR POSTED DATES OF DESIGN CEU’S in GALLERY for any changes. CEU’s are recorded in your schedule. You will want to select 3 to attend.

VI. Readings (required)

Philosophy Workbook—(available on course homepage.)

Supplemental references:

LiveText Statement:

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. Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
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:

Student Responsibilities

It is each student’s responsibility to read the chapters described in the class schedule as assigned. Course information will be announced in class or posted online via homepage icons, announcements, assignments, assessments, discussion, email, and grade book. Students are expected to check the homepage daily, respond to announcements and emails, and submit assignments on time. Students will use APA style in writing for this course for all submissions.

It is the responsibility of each student to read and print the Syllabus and Course Timeline. Assignment due dates and exam dates are non-negotiable. Late work will not be accepted.

Class Attendance and Excused Absence: Policy 6.7

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

1. Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)
a. When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
   
i. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Shepherd

b. When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

c. If you have a request, say it politely. You can start with “I would like to ...,” “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ....,” “I want you to...,” “Send this to me ....,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

d. Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Shepherd, I am a student enrolled in your on-line HMS 440 course.” Also, I will assume if you do not fill in the 'Subject' line that your communication is not very important. Please send complete emails.

e. Be concise.

f. Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

g. When making an appointment, you can suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday]; however, I am available…” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Dr. Shepherd) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

In the event of widespread technical difficulty, (i.e., hurricane) due dates for assignments and exam deadlines will be adjusted. Each student should have a backup plan for submitting assignments and taking exams on or before the due date in case of individual technical difficulty. Individual computer problems and inability to access internet is not an excuse for missed or late assignments or missed exams. Students are advised to not wait until the last few minutes to submit assignment or log on to take exams. Submit assignment and log on to exams early enough that you can implement a backup plan if necessary.

Each student should check their grade points regularly. Any grade point discrepancies must be resolved within one week after assignment grades have been posted, otherwise the posted grade points are considered final.
Final Exam
Date and time for final exam is established by the university and is not to be changed. Plan to take the final exam for this course on the day and time posted on the Course Timeline.
It is the policy of this professor that once an exam has been passed out for an in class exam if any students complete the exam and leave the room, then no additional students if late will be able to enter the room to begin the exam.

Contacting the Instructor
Students are encouraged to promptly contact the instructor with questions or individual concerns not addressed in the syllabus or other course information. Although a course may be fully or partially online, students are welcome to meet face-to-face. Office hours and contact information are provided in the course syllabi. Occasionally the instructor may have responsibilities (i.e., attending a conference, meeting across campus) that will interfere with posted office hours and alternate office hours will be posted. Students needing an individual office conference are advised to make an appointment to avoid conflicting with appointments of other students. Emails should be sent to the instructor through the D2L system.

Academic Integrity:

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades - Semester Grades Policy (A-54):
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 they receive a WH, or the grade automatically becomes an F. 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitiyservices/.

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. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information:

The Syllabus
Students must read and adhere to the policies of the course syllabus. The syllabus states objectives, requirements, supplies, and grading criteria for each course.

Student Code of Conduct for Interior Design and Interior Merchandising classes:
Interior Design/Interior Merchandising Policy

Unacceptable conduct includes but is not limited to the following:

- Ringing cell phones during class – turn phones off or set to silent
- Talking on cell phone in any class
- Texting in class
- Checking email or blogs (i.e. facebook, twitter) 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.
- Doing homework for other courses in class
- Bringing children to class – this is against University policy, so if you have a problem, please get with me and we will zoom that day.
- Discussing grievances in front of class or in hall – make appointments to talk with professors in their offices
- Dominating professors’ time in class – it is important that all students get equal time.
- Missing class excessively
- Arriving tardy to class – this is disruptive
- Coming to class unprepared – keep a close eye on the class schedule and always check D2L before class if your professor uses this tool.
- Taking long breaks during studios – 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 in class without knowing the professor’s policy.

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

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 without having a legitimate reason. If this is the case, then the student must submit a letter to the School Director which then must be approved by all HMS faculty before a date change will occur.

**Work Retention Policy**

The Design Faculty reserves the right to retain student work for the upcoming CIDA site visit. 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 site visit.

**FOOD for THOUGHT**

A food pantry at SFA is located on the 3rd floor of the Student Center 3.301 to assist / alleviate hunger among students. This is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available. Please note if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!

For students with caregiver responsibilities...

While I maintain the same high expectations for all students in my classes regardless of parenting/caregiver status, as a mother and grandmother myself, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

For students in need of mental health services....

The profession of teaching is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

“In keeping with our philosophy of promoting positive mental health and safety, counseling services assist SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for student and through outreach, presentations, training and consultation for the campus community.”

For more information: [http://www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/)
If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.

Did you know....
You can ask for a Chosen First Name. Log on to my SFA and go to Personal Information.