## School of Human Sciences

### INDS: 4112- 001 & 701 Lecture 1 hour

#### Commercial Design 1

**Fall 2020**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Course Time:</th>
<th>Phone:</th>
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</table>
| Sally Ann Swearingen, RID, IDEC, ASID, IIDA, TAEID, TBAE | Monday Lecture 9:00 – 9:50  
Lab 10:00 – 11:40  
Wednesday  
Team time 9:00 – 9:50  
Lab 10:00 – 11:40 | Office (936) 468-2155  
HMS Office: (936) 468-4502  
Cell: 554-9596 |
| TBAE #2171, NCIDQ #11978 | Course is located in HMSS 108 / HMSS |
| **Office:** HMS South 101B | **Office Hours:** | **Email:** For course related issues, please use D2L email  
Or ssweearingen@sfasu.edu |
| **Credits:** | | |
| 1 hour lecture  
2 hours lab  
(see justification below) | If the professor is not in the office, please check the studios; students may have requested help at their tables. If a committee/faculty meeting is called during office hours, a note will be posted on the office door. | |
| **Course Fee:** | **Additional times available by appointments or we can set up a zoom meetings every day. Please secure a time between 8:00 a.m. & 5 p.m. M-F** |
| Lecture: 130.  
Lab: 10.00 | |

**Prerequisites:** HMS 314 & L

### 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.
Justification Lecture: Interior Design Capstone Studio I is a 3 hour credit course. This course will typically be taught two days a week for 150 minutes for 15 weeks culminating with team work mid checks throughout the semester. These activities average at a minimum 4-6 hours of work each week to prepare outside of classroom hours.

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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<tr>
<td>4. Global Context. (Program Expectations)</td>
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<tr>
<td>e) exposure to a variety of cultural norms.</td>
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<tr>
<td>5. Collaboration</td>
</tr>
<tr>
<td>Students understand:</td>
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</table>
d) team work structures. (3)

e) leadership models and the dynamics of collaboration.

Students **understand**

f) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions. (4)

7. Human-Centered Design

Student work demonstrates understanding of:

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.

8. Design Process

Student work demonstrates the ability to **apply** knowledge and skills learned to:

c) identify and define issues relevant to the design problem. (2)

d) execute the design process: pre-design, schematic design, and design development.

e) synthesize information to generate evidenced-based design solutions.

h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions. (4)

The interior design program includes:

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

9. Communication

Students are able to effectively:

f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration. (3)
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

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. INDS 4112 & 4212 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>25 pts</td>
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<tr>
<td>Summaries from readings in teams, how you organized your research</td>
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<tr>
<td>Plus research articles and summaries (Sept. Research &amp; Mid-Review)</td>
<td>150 pts</td>
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<tr>
<td>Feasibility Overview</td>
<td>40 pts</td>
</tr>
<tr>
<td>Evaluations 1,3,5</td>
<td>75 pts</td>
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<tr>
<td>Team Grade</td>
<td>100 pts</td>
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**TOTAL** 390 pts

90% = A  80% = B  70% = C  Must have a C or above in course

### Lab Grades

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Evaluation 2,4,6 &amp; 7</td>
<td>100 pts</td>
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<tr>
<td>Mid Review</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>200 pts</td>
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<tr>
<td>Overall Research in Teams</td>
<td>100 pts</td>
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<tr>
<td>Team Grade</td>
<td>200 pts</td>
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</table>

**TOTAL** 700 pts

90% = A  80% = B  70% = C  Must have a C or above in course

### Dates and activities to participate in:

- ID students: ASID/IIDA Student Chapter
- Freshman Orientation – with ASID/IIDA Building. (Officers only of the organizations)
- Speaker Series
**TENTATIVE CALENDAR**

**LECTURE/Lab**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| 8/24      | Lecture:  
Introduction of course; Projects overview; Expectations.  
Divide into teams  
Bring your laptops to class Every day.  
Do your introduction in Discussion  
*This is a flip taught course.  Readings MUST be done ahead of time to ensure class participation.  Participation will be documented.  
Goals of the semester is to:  
1. Research, and write a detailed program for a Dorm/ Eating facility  
2. Use your critical thinking skills to be resourceful and find necessary data.  
3. Discuss Evaluations  
On our computers we will learn how to engage in a Zoom meeting.  
Review Brightspace |
| Aug 26    | Lab:  
Team time – how will you divide and approach the research.  
Review that you have additional team time from 9-9:50 on Wednesdays |
| Aug 31    | Lecture: Review and Discuss Readings/ Posted Lots in the modules  
Lab: Review and discuss location/site |
| Sept. 2   | Lab: Research / Surveys |
| Sept. 7   | Lecture: Survey overview/ Complex Criteria Matrix and Programing  
Don’t forget Surveys due Sept. 16 |
| Sept. 9   | Lab: Discussion on Research  
Sketch out your site and review.  Feasibility Study due the 16th |
| Sept. 14  | Lecture: Feasibility overview  
Lab: Assembly of Research |
<p>| Sept. 16  | Lab: Survey and Feasibility Due |
| Sept. 21  | Lecture/Lab: Meet with Teams |
| Sept. 23  | Lab: Meet with Teams |
| Sept 28   | Lecture/Lab  Discussion on Residence Halls/ Dining Facilities |</p>
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<thead>
<tr>
<th>Date</th>
<th>Lecture Activity</th>
<th>Lab Activity</th>
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<tbody>
<tr>
<td>Sept. 30</td>
<td>Lecture: Site Plans/ Discuss Options</td>
<td>Lab: Brainstorming on Housing/residence</td>
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<tr>
<td>Oct. 5</td>
<td>Lecture: Team with Hall Directors</td>
<td>Lab: Research</td>
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<td>Oct. 7</td>
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<td>Guest Speaker</td>
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<tr>
<td>Oct. 14</td>
<td>Lecture/ Lab: Brainstorming sessions with Residence Life Staff</td>
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<td>Oct. 19</td>
<td>Lecture: Zoom meeting with designer who design Residence Halls</td>
<td>Lab: Combining and Dissecting Research</td>
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<td>Oct. 21</td>
<td>Lecture/Lab Work day on Executive Summary, Project Introduction, Site Analysis</td>
<td>Review Presentations</td>
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<td>Oct. 26</td>
<td>Lecture: Research Findings</td>
<td>Lab: Compile and Organize Research in Teams (Due Oct. 31st)</td>
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<td>Oct. 28</td>
<td>Lecture: Review the booklet, Discuss Methodology</td>
<td>Lab: Work on Methodology storyboard</td>
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<td></td>
<td>Review your proposed circulation systems: arrival spaces, paths, and</td>
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<td></td>
<td></td>
<td>nodes for each person of dorms and eating facility/ Security.</td>
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<td></td>
<td>In your mind show and describe various levels of openness or barriers</td>
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<td></td>
<td></td>
<td>needed for the functionality of the spaces required. Can use diagrams,</td>
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<td>Nov. 2</td>
<td>Lecture: Let’s talk security and IT</td>
<td></td>
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<td></td>
<td>Lab</td>
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<td>Nov. 4</td>
<td>Lab</td>
<td>Sketches and prototypical sketches developed for each component of the</td>
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<td>proposed areas. Add conceptualized pictures. Work day to develop</td>
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<td>Nov. 11</td>
<td>Lab</td>
<td>Present your concept of each of the areas and your vision, with discussion of</td>
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<td>functionality along with a visual concept.</td>
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<td>Nov. 16</td>
<td>Lecture: Executive Summary: What are the key issues/ Goals of each facility</td>
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<td>Lab</td>
<td>Review the User profile of the workers, clients, visitors, etc.</td>
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<td>Nov. 18</td>
<td>Lab</td>
<td>Analysis site and paths inside and outside, codes required</td>
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<td>Nov. 21</td>
<td>Thank You Break/ Remember ALL Virtual/zooming after Thanksgiving</td>
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<tr>
<td>Nov. 30</td>
<td>Lecture: Overview of Final Presentation</td>
<td>Lab: Review proposed booklet and Presentation</td>
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<tr>
<td>Date</td>
<td>Event Details</td>
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<tr>
<td>Dec. 2 Wed</td>
<td>Lab: Finalize booklet and presentation. Work on presentation</td>
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<td>Dec. 7 Mon</td>
<td>Final Presentations&lt;br&gt;Monday Dec. 7 from 8-10:30&lt;br&gt;Wednesday Dec. 9th from 10:45 – 1:15&lt;br&gt;All Must be in attendance</td>
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**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

**Readings to get ahead:**
Go to Herman Miller Case Studies and White Papers and read and determine what papers/studies could you use and why?

Additional Readings:
- [https://ezinearticles.com/?How-to-Choose-College-Dorm-Furniture&id=8005776](https://ezinearticles.com/?How-to-Choose-College-Dorm-Furniture&id=8005776) review and summarize
- Additional Readings
  - [https://www.bdcnetwork.com/6-trends-steering-todays-college-residence-halls](https://www.bdcnetwork.com/6-trends-steering-todays-college-residence-halls) review and summarize
  - [https://higheredlive.com/trends-in-housing/](https://higheredlive.com/trends-in-housing/) review all and summarize

Locate/ Review 5 articles on Residences and Eating facilities on University Campus.

**Optional:** Texas Accessibility Standards Field Reference Manual, order by [www.supportTAID.org](http://www.supportTAID.org)

IBC Code Book 2015/2018

**Additional References (not required to purchase)**
Harmon, S. *The Codes Guidebook for Interiors, edition 6/7*
LiveText Statement (you will upload everything in HMS 414/ Please keep items in Teams especially your methodology)

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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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/disabilitieservices/.

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.

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](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.

**Social Distancing:**

Due to COVID you are required to wear a face mask in all buildings on campus and use the hand sanitizing stations upon entering and exiting the buildings. Please be responsible and wear a face mask when you are around others and stay 6’ apart when talking to others. If you want to make a virtual appointment with your instructors, please contact them. Zoom has become a new way of staying connecting. You are welcome to stop by the office but Mask are required. Sometimes faculty may ask to meet in a larger space besides their offices.