Instructor: Sally Ann Swearingen

**Course Time:**

- **M Lecture 9:00-9:50**
- Reference: Lab M 10-11:40
  - W 10-11:40

**Location:** HMS South Rm. 108

**Office:** HMS South 101-B

**Office Hours:**

- Mon 1:30-3:30
- Tues/Thursday 10:00-11:00 a.m.
  - Or by appointment.
  - If not in office, please look in classrooms, maybe meeting with other students.

**Course Fee $195.**

This fee pays for field trips, booklets, presentation materials, use of plotters, ink, paper, etc.

**NOTE:** It is YOUR responsibility to secure ALL Paper work for graduation. Please set up appointment with COED advising center to confirm. Meagan Kelley is our new advisor. Stacy Dicks is no longer with the university.

**Prerequisites:** HMS 314, 412

**I. Course Description:**

Continued exploration of varied commercial spaces and the impact of code regulations upon their development. Application of knowledge through large-scale design problems and specifications.

**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 interior 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.

This course is designed as a capstone course for the interior design program. Utilization and actual application of content from earlier studios and lectures will be implemented through a community or university-based commercial project. Through this hands-on learning approach, students will be challenged to increase their speed in design development and visual presentation. In addition, the experience will prepare students to work in design teams to generate commercial 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 the team process in generating design solutions.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
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</thead>
<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>
</tr>
<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>
</tr>
<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 and execute them in projects.</td>
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<tr>
<th>Student Learning Outcomes</th>
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<tbody>
<tr>
<td>The following 2020 Council for Interior Design Accreditation standards will be addressed, and upon successful completion of the course, the student will:</td>
</tr>
</tbody>
</table>

**Standard 4: Global Context**  
The Interior Design program provides:  
c) how systems thinking informs the practice of interior design.  
d) exposure to the current and relevant events that are shaping contemporary society and the world  

**Standard 5. Collaboration**  
Students understand.  
b) the terminology and language necessary to communicate effectively with members of allied disciplines. (2)  
c) technologically-based collaboration methods specific to the problem solving process for the built environment disciplines. (3)  
e) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions (5).  

i) career opportunities an interior design education can afford and the options for advanced study.  
The interior design program provides exposure to the role and value of:
| l) professional organizations  |
| m) life-long learning          |
| n) public service              |

**Standard 7. Human-Centered Design**

b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance. (2)

Student work demonstrates the **ability** to:
c) gather and apply human-centered evidence. (3)
d) analyze and synthesize human perception and behavior patterns to inform design solutions.
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions. (4)
f) apply wayfinding techniques to design solutions.

**Standard 8. Design Process**
a) student work demonstrates the ability to apply space planning techniques throughout the design process. (1)

Student work demonstrates the ability to **apply** knowledge and skills learned to:
b) solve progressively complex design problems.
c) identify and define issues relevant to the design problem (2)
d) synthesize information to generate evidenced-based design solutions.
e) use precedents to inform design concepts or solutions. (3)
f) explore and iterate multiple ideas
g) design creative and effective solutions. (4)
h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
i) students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions. (5)

**Program Expectations**
j) exposure to a range of problem identification and problem solving methods.
k) opportunities for innovation and risk taking.
l) exposure to methods of idea generation and design thinking.

**Standard 9. Communication**

Students are able to effectively:
a) interpret and communicate data and research.
b) Express ideas and their rationale
c) express ideas and their rational in written communication
d) express ideas and their rational developed in the design process through visual media: ideation drawings and sketches. (1)
e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences. (2)

The interior design program provides opportunities for:
g) students to develop active listening skills in the context of professional collaboration. (4)

**Standard 16. Regulations and Guidelines**

Student work demonstrates the ability to apply:
d) federal, state/provincial, and local codes including fire and life safety. (4)
e) barrier-free and accessibility regulations and guidelines.
This course has been identified as a SFA upper level core class:
The items below MUST be uploaded into LiveText

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Upload PDF (3 different areas) three preliminary floor plans then one final plan / preliminary plans can be block plan ideas</td>
<td>April 1</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Final Presentation PowerPoint to clients</td>
<td>April 25</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Written Program and Matrix of each of the spaces.</td>
<td>By April 1</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Upload PDF final floor plans of all areas</td>
<td>April 30</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Upload final critique of team member</td>
<td>May 1</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Upload Matrix / highlight of codes and summary of entire project</td>
<td>April 30</td>
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</tbody>
</table>

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

Course Assignments/ Activities: In-class/out-of-class assignments and exercises (may be announced or unannounced), project/presentation, community service and job shadowing.

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

Use of Technology may include: Blackboard (MyCourses), internet assignments/activities/research, and word processing.

1. HMS 414 is a D2L Enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments, links to related websites and videos, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon and/or chats. Please reference D2L in dropbox for All assignments.

2. Course content is delivered via class lectures and discussions, assigned readings and assignments 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.
Assignments that are posted on the D2L Management System are predominately saved in the Word 2007 format or later. 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 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 and lab is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course.

A=90-100% of required points; B=80-89%; C=70-79%; D=65-70%; F=0-64%.

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

***Note: ALL assignments, projects, and exams must be completed to receive a grade for the course.

Course Points are earned through:

Lecture: HMS 414.001

1. Design Series.
   Design Speaker Series (required to make 2) 15 pts each 30 points

2. Standards Manual  (Hotel and Dorm only) 200 points
   1. Furniture & Finish Standard booklet
      Standards manual
      The manual is organized into five divisions:
      - General Information
      - Finishes and Furniture by Area
      - Finish Specifications
      - Details
      - Equipment Specifications

3. Out - of class assignments. Students must be present in class to turn in all assignments that are due. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via email

   Hotel/Dorm-Residence Life/Bank/Retail/Coffee Shop-Bakery-Sandwich
   1. Written summaries of each commercial spaces for Project. (75 pts)
   2. Programming / of each space (75 pts)
   3. Complex Criteria Matrix (includes a breakdown of each area- plus exterior) 200 pts.
   4. Project Time Line (25 pts)
   5. Codes Plan: Illustrates, Means of Egress, Life Safety, etc. (100 pts)
   6. Group Evaluations due bi-weekly 6 at 20 pts each. (160 pts)
      Feb. 1, Feb 29, March 21, April 4, April 24, May 2.
Assignments:
1. List of emerging issues that determined how you solved the project:  50 pts

2. Provide a list of effective ways you collaborated with each other, and other disciplines in developing your design solutions. 50 pts
3. Provide a list of ways your solution conveys the relationship between the natural, built, virtual and technological environments as they relate to the human experience, wellbeing, behavior, and performance. Wellbeing could include physical and emotional wellbeing and physical and psychological security. Technological environments could include smart technology and interior environments; awareness of and response to technology; and the way in which users interface with various platforms. (50 pts)
4. Provide a list of ways how you applied human factors, ergonomics, inclusive, and universal design principles to design solutions. Universal design refers to the design of products and environments to be useable by all people to the greatest extent possible, without the need for adaptation or specialized design. (50 pts)
5. Define and identify issues relevant to the design problem and how you solved. (50 pts)
6. Provide a detail list of what surveys you did, what articles and publications you used, who you interviewed or met with and what you learned from the communication techniques. (50 pts)

Community Service hours (Min. 6 hours per semester) 60 points

TOTAL Lecture section 1,225 points

LAB HMS /414 050

Identified Areas:  All proposed areas in Residence Life/dorm and amenities, Hotel-teaching lab, bank, bakery-coffee shop – sandwich shop plus Outdoor areas, Signage.

A. Research Findings / Assignments/ Preliminary Presentations
   Of all areas listed above.  (This was started last semester, so evaluate before finalizing)  Items that could be included in booklet.  100 points
   1. Research
   2. Color and Lighting
   3. Wayfinding
   4. Codes (ADA/ Means of Egress, etc.)
   5. Concept of each area
   6. Evidence based design

D. Drawings/ Specifications of Project  400 points
   1. Existing Site
   2. Proposed Floor Plans
   4. Furniture Floor Plans with keyed furniture with schedule
   5. Finish Plan with Finish schedule
   6. Interior Elevations
   7. Flyout Plans
   Presentation Drawings  2D/3D  (8) Booklet and PPT only

E. Final Presentation with visuals  PPT  200 points
   Includes perspectives, plans, etc.
F. Booklet Part 2/ merged with Part 1 11 X 17 (2 copies) 300 points

G. Upload in D2L: LiveText
   a. Critical Thinking Skills (25 pts)
   b. Communication Skills upload (25 pts)
   c. Empirical and quantitative skills: Upload of Written Program (50 pts)
   d. Teamwork: Upload PDF of final floor plans = (50 pts)
   e. Upload of final critique of team = (25 pts)
   f. Social Responsibility – Upload of code summary of project = (50 pts)

I. Copies of All Projects (2 sizes and on a jump drive) 75 pts
   a. Drawings, Presentations, Standards etc. Must have all in place, put in separate
      files on your teams flash drive to receive points.

Total Lab 1300

Total Lecture: 1,225 points

A = 90%  B= 80%  C= 70%  D= 60%

Note: The student must retake the course if a semester grade of less than A-C is earned in either the lecture or lab.

Assignment format: All posted assignments must be typed in 12 point, Times New Roman font, and submitted electronically through Blackboard under the assignments tab. Handwritten assignments in any part are non-acceptable. Having problems with the computer and/or programs, or failing to view the assignment are unacceptable reasons for failing to submit an assignment on the due date. Do not request to turn in an assignment late for any of these reasons. Students may turn in an assignment late if prior arrangements have be made with the instructor, however the reduction of a letter grade will be accessed for each day the assignment is late.

4. Extra-Credit Options. Opportunities to earn extra-credit MAY be given during the semester. These assignments may not be announced ahead of time and cannot be made up if missed.

TENTATIVE/ Calendar
Note: Daily assignments, quizzes, etc. will be disbursed throughout the semester, those not in attendance will forfeit the grade. NOTE: we will try to adhere to the calendar dates but times may have to change due to interviews, speakers etc.

We will have a couple of speakers via Skype & Collaboration. Changes will be posted on the homepage of the course. Please review frequently. Read the Calendar, plan ahead and be prepared. Communication is crucial because changes happen.

Per SFA policy 5.4 your schedule should reflect that there is an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per
week for fifteen weeks over a long semester, or the equivalent amount of work over a different amount of time. (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. So, for instance, a 3 credit hour face-to-face course in the fall or spring term should approximate 150 minutes of classroom time/direct instruction and at least 6 hours of out-of-class work per week for fifteen weeks.

Note: A Capstone course takes team work and everyone working together to assure the best possible solution. Please work hard each week to create a balance in your life. Time will be allowed to work together in class but you MUST carve a designated time outside of class.

There will be readings and assignments plus research that will be out of the regular class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates &amp; Topic</th>
<th>Detail or outline when necessary</th>
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<tbody>
<tr>
<td>1</td>
<td>Day 1 Wed. Jan 15: Lab: Overview of course/ Objectives /Team collaboration /review Projects/ Review voids in research and booklet 1. review corrections in Packet 1 from last semester and determine direction and finalize methodology. Review outline of ideas to be in booklet. Discuss Group evaluations.</td>
<td>Work with team to finalize program, begin writing summaries of each commercial spaces for project and begin assembly of complex criteria Matrices (see due dates in dropbox). Determine a time line for how you will accomplish booklet, required drawings and presentations. Due in Dropbox Jan 22, 10 p.m. All submissions will be either Wednesday at 10 p.m. or Monday at 10 p.m. or Sat. at 10 p.m.</td>
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</table>
| 2    | Day 1: M Jan 20 Holiday  
Day 2: W Jan 22  
Lecture: Analyzing your information. Objectives: Analyzing and determine your time line to accomplish project. Lab Discuss briefly a Standards Manual. Discuss Group Evaluations and due dates. Guest speaker:  
Discuss: 312 working on Retail and what information you could pass on to them. Size/Shape, etc. Need a representative to meet with their team. | Research articles present to each other in team and discuss, how they could benefit your approach. Outline research approach and what other evidence needed. Project time line due. Begin Creating a complex Criteria Matrix |
| 3    | Day 1 –M Jan. 27  
Lecture/Lab Lecture: Guest Speaker Carrie Charley Standards Manual - Overview Lab: Finalize Program of each area, objectives, and work on | As a team will take an ideation approach and come up with two floor plans to present next Monday. Detailed program with summary of each space due Jan 27 |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Lecture/Activity</th>
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<tbody>
<tr>
<td>4</td>
<td>Day 1: M. Feb. 3</td>
<td>Lecture: Block diagrams of project. Discuss views and style of facility.</td>
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<td>Exterior Elevations or Exterior Rendering</td>
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<td>Teams will generate final proposed plans with exterior schematics</td>
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<td>Day 2: W. Feb. 5th</td>
<td>Lab: Work day In class on two floor plans in. List strengths and weakness of each and how they meet the project requirements. List sizes of each space, note wayfinding strategies, means of egress, etc.</td>
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<td>5</td>
<td>Day 1: M Feb. 10</td>
<td>Teams will present floor plans, show exterior proposal and sell your ideas. May add other items. Goal is to get feedback. Some areas may not be complete with furniture areas but detailing is always a plus. This will be presented to client soon.</td>
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<td></td>
<td>Day 2: W Feb. 12 Lab</td>
<td>Work days on floor plans, completing code plans, reviewing with faculty.</td>
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</table>
| 6   | Day 1 (M. Feb. 17) | Lecture: Wayfinding | Students will review time-line and create proposed schematics of changes. Create a **Complex Criteria matrix. Due Jan 29**

**Team evaluation Due Feb 1st by 10 p.m.**

Student identify additional research findings and assemble to be placed in booklet 2. (Note booklet 1 and 2 will be ONE booklet)

**Students will create in SketchUp or free hand – exterior rendering how visualization of volume of space of building(s)**

Goal is to review and mark a Code plan. Review Proposed plans for Codes: Means of Egress and Security Occupancy Loads Correct # of RR Location of extinguishers and pulls Travel distance

**Students will gather all research and compile information to be able to use in presentation and in booklet.**

**Review and Update Complex Criteria Matrix by Feb. 13**

Don’t forget to keep adding to your booklet and research process.

**Group/Team Evaluation due Feb. 29th 10 p.m.**
<p>| Day 1 M, Feb 24 | Lecture/ Lab Code review of plans. Outline and note all codes. Review Proposed plans for Codes: Means of Egress and Security Occupancy Loads Correct # of RR Location of extinguishers and pulls Travel distance |
| Day 2 W Feb. 26 | Lab: Code review day <strong>Code official to review plans</strong> Dissect each apartments/residence life to confirm layout is functional with appropriate amenities |
| Spring Break from Mary 7 – 15th | Teams need to review requirements and determine that you are on target. Re-work time line if necessary. |
| Day 1 M March 16 | Finalize floor plan with furniture &amp; finishes present to faculty Day 2 W March 18 Finalize floor plan with furniture &amp; finishes present to faculty |
| Day 2 (W March 26) | |
| Day 1 M March 23 | Lecture: Review due dates Lab: Layout of plans - flyouts |
| Day 2 (W March 25) Lab Work Day | |</p>
<table>
<thead>
<tr>
<th>Day 1</th>
<th>M– March 30</th>
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<tbody>
<tr>
<td>Lecture/ Lab Review with faculty plans, sections and Codes Plan.</td>
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<td>Day 2 (W – April 1)  In addition work on Booklet Part 2</td>
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<td>Group/Team Evaluation Due Sat. April 4th</td>
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<td>Day 1 (M– April 6)</td>
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<td>Lecture: Review of Codes Plan, reflective ceiling plan.</td>
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<td>Day 2 (W – April 8)  Review and Work on booklet</td>
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<td>Code and Life Safety Plan due April 13th.</td>
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<td>Day 1 (M– April 13)</td>
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<tr>
<td>Lecture/ Lab</td>
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<tr>
<td>Day 2 (W – April 15)  Codes Plan due along with reflective lighting plan</td>
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<td>Assignment of emerging issues that determined how and why you solved the project the way you did. Due April 15th</td>
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<td>Group/Team Evaluation Due Sat. April 18th</td>
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<tr>
<td>Day 1 (M April -20)</td>
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<td>Lecture: HMS Convocation at 3 p.m.</td>
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<td>Lab:  Day 2 (W April 22)</td>
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<td>Each team: Pre-Presentation with faculty.</td>
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<td>2nd Pre-Presentation with faculty and PPT</td>
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<td>Booklet due Friday April 24th at 5 p.m.</td>
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<tr>
<td>Day 1 (M April 27th)</td>
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<tr>
<td>Presentation Day</td>
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<td>Day 2 (W April 29th)  Work Day to assemble Drawings</td>
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<td>May 2nd – Social Responsibilities assignment due</td>
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<td>Group/Team Evaluation Due Sat. May 2</td>
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<td>Final Booklet Due and Set of Plans</td>
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<tr>
<td>Exterior Perspective</td>
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<td>Site Plan</td>
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<td>Exterior Elevations</td>
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<td>Floor Plan (all floors) Flyouts of Public RR, Bakery-coffee shop-sandwich shop, bank, one style of each dorm/residence style room.</td>
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<td>Furniture Floor Plan</td>
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<td>Finish Schedule</td>
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<tr>
<td>Interior Elevations</td>
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<td>Lighting Plan</td>
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<td>Reflective Ceiling Plan (Renderings were located in presentation and booklet).</td>
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<td>Check in of locker keys, etc.</td>
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<td>In addition all this on your teams: Memory stick</td>
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</table>
VI. Readings/Text (references)
IBC (Codes Book)

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 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-fitting clothing, bare midriffs, underwear that shows, low-rise pants which reveal naval abdomen or lower hips area, and low-cut tops which reveal the male chest or female cleavage.

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

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

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

**Student Academic Dishonesty: Policy 4.1**

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

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

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

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

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

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

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F, except as allowed through policy [(i.e., Active Military Service (6.14)]). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp

LiveText
LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

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.

IX. Other Relevant Course Information:
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. In particular, effort should be made to retrieve broken leads to preserve floor finish. Additionally, in an effort to maintain the appearance and aesthetics of the Human Sciences South Building, students are prohibited from the use of spray adhesives, spray paints, or any other damaging materials in the building, near the building or on any exterior surfaces connected to the building. These materials are to be used ONLY in designated areas.

3. Students should limit food or drink to the gallery of the Human Sciences South building. Per university policy, food and drink are not allowed in university classrooms.

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 student's request for a private conference with the professor serves 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 school director may be scheduled.

8. Modest, comfortable dress is expected for regular classes. For class presentations, professional dress 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.