Course Syllabus
CMGT 3316.602
Interior Lighting Seminar
Fall 2021

Instructor: Judy Kugle, RID, LEED ap, EDAC, MA Arch.

Course Delivery Method: Hybrid
Course Meeting Days: Wednesdays
Course Meeting Time: 6:00 PM - 8:30 PM
Course Location: Online-Livestream

Office Location: TBD
Office Hours: Virtual, by appointment only
Office Phone: 936-468-
Email: Judith.Kugle@sfasu.edu

I will be available to answer emails within 24 hours of receipt. If you would prefer to visit via ZOOM, please email 24 hours in advance to make arrangements. I would prefer you to use BrightSpace/D2L to send emails related to the course. If BrightSpace/D2L is unavailable, send email to Judith.Kugle@sfasu.edu and include “INDS 4213 - Exercise xx” somewhere in the subject line. Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through BrightSpace/D2L.

Course Information

I. Course Description:

CMGT 3316 - Interior Lighting Seminar is the study of lighting sources, techniques, installations, and specifications for residential and commercial interiors. Graphic presentations of lighting concepts.

**Justification: CMGT 3316 is a 3-hour credit course. This course typically will be taught two or three days a week for 150 minutes for 15 weeks culminating in a 2-1/2-hour final exam during week 16. Students complete significant readings, exercises, quizzes, and exams. These activities require a minimum of 6 hours of preparation time outside of the classroom each week.

Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility,
faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:

The College of Education’s mission is to prepare competent, successful, caring and enthusiastic professional 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
- Collaborative 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 in preparing students a foundation for success, the course goal is to accomplish a knowledgeable base of construction and sustainability/green issues faced with today in the interior design industry.

In preparing students’, a foundation for success, the course goal is to accomplish a knowledgeable base of computer-aided drafting techniques using Autodesk Revit. This course enhances student learning in the area of interior design and interior merchandising and serves as one of the foundation courses in the Interior Design and Interior Merchandising Programs 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.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to reflect, demonstrate, and be aware of professional dispositions relative to their chosen profession.</td>
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<tr>
<td>Students will have a clear understanding of the professional behavior required for their discipline.</td>
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<td>Students will demonstrate competence in their specific discipline through work samples required for that discipline.</td>
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<tr>
<td>Students will be able to demonstrate strong communication skills, a professional image, a good work ethic, and the ability to be prepared for their jobs.</td>
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<tr>
<td>Students will demonstrate satisfaction with their experience in the School of Human Sciences.</td>
</tr>
<tr>
<td>Graduates will be able to pursue professional interior design/merchandising/construction management goals successfully.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following Council for Interior Design Accreditation (CIDA) Professional Standards 2020 will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.</td>
</tr>
</tbody>
</table>

Standard 4 - Global Context
| Standard 4a | Students **understand** that human and environmental conditions vary according to geographic location and impact design and construction decisions. |
| Standard 4b | Students **understand** how social, economic, cultural, and physical contexts inform interior design. |
| Standard 4c | Students **understand** how systems thinking informs the practice of interior design. |
| Standard 4d | Students **apply** the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions. |
| **Standard 5 - Collaboration** |
| Standard 5a | Students have **awareness** of the integration of multi-disciplinary collaboration in design practice. |
| Standard 5b | Students **understand** the terminology and language necessary to communicate effectively with members of allied disciplines. |
| **Standard 6 - Business Practices and Professionalism** |
| Standard 6a | Students have **awareness** of the contexts for interior design practice. |
| Standard 6c | Students have **awareness** of the breadth and depth of interior design’s impact and value. |
| **Standard 7 - Human Centered Design** |
| Standard 7a | Students have **demonstrates** understanding of theories related to the impact of the built environment on human experience, behavior, and performance. |
| Standard 7b | Students have **demonstrates** understanding of the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance. |
| Standard 7c | Students have **demonstrates** the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. |
| Standard 7a | Students have demonstrates understanding of theories related to the impact of the built environment on human experience, behavior, and performance. |
| **Standard 8 - Design Process** |
| Standard 8b | Student work demonstrates the ability to **apply** knowledge and skills learned to solve progressively complex design problems. |
| Standard 8c | Student work demonstrates the ability to **apply** knowledge and skills learned to identify and define issues relevant to the design problem. |
| Standard 8d | Student work demonstrates the ability to **apply** knowledge and skills learned to synthesize information to generate evidenced-based design solutions. |
| Standard 8e | Student work demonstrates the ability to **apply** knowledge and skills learned to inform design concepts or solutions. |
| Standard 8f | Student work demonstrates the ability to **apply** knowledge and skills learned to explore and iterate multiple ideas. |
| Standard 8g | Student work demonstrates the ability to apply knowledge and skills learned to solve design creative and effective solutions. |
| **Standard 9 - Communication** |
| Standard 9b | Students are **able** to effectively express ideas and their rationale in oral communication. |
| Standard 9c | Students are **able** to effectively express ideas and their rationale in written communication. |
### Standard 9d:
Students are able to effectively express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.

### Standard 9e:
Students are able to effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

### Standard 12 - Light and Color

**Standard 12a:** Students are aware of the environmental impact of illumination strategies and decisions.

**Standard 12b:** Students understand the principles of natural and artificial lighting design.

**Standard 12c:** Students understand strategies for using and modulating natural light.

**Standard 12d:** Students competently select and apply luminaires and light sources.

**Standard 12e:** Students have awareness of a range of sources for information and research about color.

**Standard 12f:** Students understand how light and color impact health, safety, and wellbeing in the interior environment.

**Standard 12g:** Student work demonstrates understanding of color terminology.

**Standard 12h:** Student work demonstrates understanding of color principles, theories, and systems.

**Standard 12i:** Student work demonstrates understanding of color in relation to materials, textures, light, and form.

### Standard 15 - Construction

**Standard 15e:** Student work demonstrates understanding that design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).

### Standard 16 - Regulations and Guidelines

**Standard 16c:** Student work demonstrates understanding of sector-specific regulations and guidelines related to construction, products, and materials.

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

**Course Assignments/ Activities:** In-class/out-of-class assignments, exercises, quizzes, projects and presentation. Any of which may be announced or unannounced.

**Instructional strategies may include:** virtual lectures, class discussion, field trips, and video/podcasts/CD.

**Use of technology may include:** BrightSpace/D2L, ZOOM sessions, assignments, exercises, exams, quizzes, and research.

CMGT 3316 is a BrightSpace/D2L enhanced course. Information notices will be posted on the course homepage. The homepage includes icon for class assignments, links to related websites and videos, and grades. Course content is delivered via class technology, virtual lectures, discussions, assigned readings, and assignments directly relevant to the course content. **Students should check the class homepage on a daily basis** for notices, email, and assignments.  **Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.**
IV. Evaluation and Assessments (Tentative Grading):

Discussions on Zoom will include these items in determining your grade:

1. NO YELLING, PLEASE

There’s a time and a place for everything—but in most situations typing in all caps is inappropriate. Most readers tend to perceive it as shouting and will have a hard time taking what you say seriously, no matter how intelligent your response may be.

2. Sarcasm can (and will) backfire

Sarcasm has been the source of plenty of misguided arguments online, as it can be incredibly difficult to understand the commenter’s intent. What may seem like an obvious joke to you could come across as off-putting or rude to those who don’t know you personally. As a rule of thumb, it’s best to avoid sarcasm altogether in an online classroom. Instead, lean toward being polite and direct in the way you communicate to avoid these issues.

3. Don’t abuse the chat box

Chat boxes are incorporated into many online classes as a place for students to share ideas and ask questions related to the lesson. It can be a helpful resource or a major distraction—it all depends on how well students know their classroom netiquette.

4. Attempt to find your own answer

If you’re confused or stuck on an assignment, your first instinct may be to immediately ask your instructor a question. But before you ask, take the time to try to figure it out on your own.

For questions related to class structure, such as due dates or policies, refer to your syllabus and course FAQ. Attempt to find the answers to any other questions on your own using a search engine. If your questions remain unanswered after a bit of effort, feel free to bring them up with your instructor.

5. Stop ... grammar time!

Always make an effort to use proper punctuation, spelling and grammar. Trying to decipher a string of misspelled words with erratic punctuation frustrates the reader and distracts from the point of your message. While this is something you should pay attention for all your virtual communication, it’s especially important for the papers and assignments you’ll turn in. If grammar and spelling are generally a weakness for you, don’t get discouraged.

6. Set a respectful tone
Every day may feel like casual Friday in an online classroom where you don’t see anyone in person, but a certain level of formality is still expected in your communication with instructors. In addition to proper punctuation and spelling, it’s good netiquette to use respectful greetings and signatures, full sentences and even the same old “please” and “thank you” you use in real life.

7. Submit files the right way

You won’t be printing assignments and handing to them to your teacher in person, so knowing how to properly submit your work online is key to your success as an online student. Online course instructors often establish ground rules for file assignment submissions, like naming conventions that help them keep things organized or acceptable file formats. Ignoring these instructions is a common example of bad netiquette.

8. Read first

Take some time to read through each of the previous discussion post responses before writing your own response. If the original post asked a specific question, there’s a good chance someone has already answered it. Submitting an answer that is eerily similar to a classmate’s indicates to the instructor that you haven’t paid attention to the conversation thus far.

Remember, discussions can move fairly quickly so it’s important to absorb all of the information before crafting your reply. Building upon a classmate’s thought or attempting to add something new to the conversation will show your instructor you’ve been paying attention.

9. Think before you type

Not only is it good practice to be guarded when it comes to personal information, you always want to be just as respectful toward others as you would be if you were sitting in the same room together. Zink says a good rule of thumb to follow is if you’re comfortable standing up in front of a classroom and saying your message, then it’s most likely okay to share.

10. Be kind and professional

Online communication comes with a level of anonymity that doesn’t exist when you’re talking to someone face-to-face. Sometimes this leads people to behave rudely when they disagree with one another. Online students probably don’t have the complete anonymity that comes with using a screen name, but you could still fall prey to treating someone poorly because of the distance between screens. Make a point to be kind and respectful in your comments—even if you disagree with someone.

11. Dress code and other items while your camera is on:
Online communication comes with some responsibility when your camera is on. Please consider how you are dressed. Also quiet your camera should you have outside noise such as a barking dog or children wanting your attention. Create a quiet place where you are uninterrupted.

The course is graded on a letter grade basis (A-F). The grade will be percentage based and will be determined by the following grading criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>20%</td>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
<td>79 - 70</td>
<td>C</td>
</tr>
<tr>
<td>Projects</td>
<td>30%</td>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>59 - 0</td>
<td>F</td>
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**Grading Procedures & Missed Work:**

- Quizzes, assignments, projects, discussions, and exams will be graded electronically using BrightSpace/D2L. Each student should take the time to familiarize themselves with BrightSpace/D2L. Technical acuity with the BrightSpace/D2L system is required and lack of is **NOT** a valid excuse for missing assignments.

- Students will be held accountable for any work or assignments missed in their absence. Students must assume the responsibility for viewing all lecture notes/videos, other class information, and for meeting established deadlines.

- **No late work will be accepted without a University Excused Absence.** Late work with an excused absence must be turned in within a time period as negotiated with the instructor for no points being taken off. **After this time, 50% of the points will automatically be deducted.**

- If an assignment or project is not uploaded or is saved incorrectly in BrightSpace/D2L, **50% of the assignment points will automatically be deducted.**

- Technical difficulties should be approached with your classmates, then the instructor, in a reasonable time to resolve the problem before an assignment is due.
V. Tentative Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td>Getting Started</td>
<td>- Purchase Textbook</td>
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<tr>
<td><strong>August 25</strong></td>
<td>0</td>
<td>- Get the online access code from your textbook for the Fundamentals of Lighting Studio</td>
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<tr>
<td></td>
<td></td>
<td>- Review the Course Syllabus</td>
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<td></td>
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<td>- Review the Course Timeline</td>
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<td>- Participate in the Discussion Post - Introduce Yourself and respond to at least two of your peers by August 31, 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td>- Complete Getting Started Module by August 31, 11:59pm</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>1</td>
<td>Module 01 - Introduction to Quality Lighting</td>
<td>- Read the module content and assigned readings</td>
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<tr>
<td><strong>September 1</strong></td>
<td></td>
<td>- Participate in ZOOM Session</td>
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<td></td>
<td></td>
<td>- Complete and submit Module 01: Chapter 01 - Assignment by September 7, 11:59pm</td>
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<td>- Complete and submit Module 01: Chapter 01 - Quiz by September 7, 11:59pm</td>
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<td>- Complete Module 01 by September 7, 11:59pm</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>2</td>
<td>Module 02 - Color and Directional Effects of Lighting</td>
<td>- Read the module content and assigned readings</td>
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<td><strong>September 8</strong></td>
<td></td>
<td>- Participate in ZOOM Session</td>
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<td>- Complete and submit Module 02: Chapter 02 - Assignment by September 14, 11:59pm</td>
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<td>- Complete and submit Module 02: Chapter 02 - Quiz by September 8, 11:59pm</td>
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<td>- Complete Module 02 by September 14, 11:59pm</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>3</td>
<td>Module 03 - Natural and Electrical Light Sources</td>
<td>- Read the module content and assigned readings</td>
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<tr>
<td><strong>September 15</strong></td>
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<td>- Participate in ZOOM Session</td>
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<td>- Complete and submit Module 03: Chapter 03 - Assignment by September 21, 11:59pm</td>
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<td>- Complete and submit Module 03: Chapter 03 - Quiz by September 15, 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td>- Complete Module 03 by September 21, 11:59pm</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>4</td>
<td>Module 04 - Energy, the Environment, and Sustainable Design</td>
<td>- Read the module content and assigned readings</td>
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<tr>
<td><strong>September 22</strong></td>
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<td>- Participate in ZOOM Session</td>
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<tr>
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<td></td>
<td>- Complete and submit Module 04: Chapter 04 - Assignment by September 27, 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td>- Complete and submit Module 04: Chapter 04 - Quiz by September 22, 11:59pm</td>
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</tr>
<tr>
<td>Week</td>
<td>Title</td>
<td>Module</td>
<td>Assignment Details</td>
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</tbody>
</table>
| Week 6 | September 29 | 5 | **Module 05 - Illumination, Well-being, and Behavior**  
- Read the module content and assigned readings  
- Participate in ZOOM Session  
- **Complete and submit Module 05: Chapter 05 - Assignment by October 5, 11:59pm**  
- **Complete and submit Module 05: Chapter 05 - Quiz by September 29, 11:59pm**  
- **Complete Module 05 by October 5, 11:59pm** |
| Week 7 | October 6 | 6 | **Module 06 - Lighting Systems: Luminaires**  
- Read the module content and assigned readings  
- Participate in ZOOM Session  
- **Complete and submit Module 06: Chapter 06 - Assignment by October 12, 11:59pm**  
- **Complete and submit Module 06: Chapter 06 - Quiz by October 6, 11:59pm**  
- **Complete Module 06 by October 12, 11:59pm** |
| Week 8 | October 13 | 7 | **Module 07 - Lighting Systems: Controls**  
- Read the module content and assigned readings  
- Participate in ZOOM Session  
- **Start Project 01 - Light Box**  
- **Complete and submit Module 07: Chapter 07 - Assignment by October 19, 11:59pm**  
- **Complete and submit Module 07: Chapter 07 - Quiz by October 13, 11:59pm**  
- **Complete Module 07 by October 19, 11:59pm** |
| Week 9 | October 20 | 8 | **Module 08 - Quality of Light**  
- Read the module content and assigned readings  
- Participate in ZOOM Session  
- **Complete and submit Module 08: Chapter 08 - Assignment by October 26, 11:59pm**  
- **Complete and submit Module 08: Chapter 08 - Quiz by October 20, 11:59pm**  
- **Complete Discussion Post - What Have You Learned? #2 and respond to at least two of your peers by October 26, 11:59pm**  
- **Complete Module 08 by October 26, 11:59pm** |
| Week 10 | October 27 | 9 | **Module 09 - Lighting Design Process: Project Planning through Design Development**  
- Read the module content and assigned readings  
- Participate in ZOOM Session  
- **Start Project 02 - Lighting Specification**  
- **Complete Module 09: Chapter 09 - Assignment November 2, 11:59pm** |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>November 3</th>
<th>10</th>
<th><strong>Module 10</strong> - Lighting Design Process: Contract Documents through Post-occupancy Evaluation</th>
</tr>
</thead>
</table>
|          |            |    | ▪ Read the module content and assigned readings.  
|          |            |    | ▪ Participate in ZOOM Session  
|          |            |    | ▪ **Start Project 03** - Residential Lighting & Power Plans  
|          |            |    | ▪ Complete and submit Module 11: Chapter 11 - Assignment by November 16, 11:59pm  
|          |            |    | ▪ Complete and submit Module 11: Chapter 11 - Quiz by November 10, 11:59pm  
|          |            |    | ▪ Complete and submit Project 02 by November 16, 11:59pm  
|          |            |    | ▪ Complete Module 11 by November 15, 11:59pm |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>November 10</th>
<th>11</th>
<th><strong>Module 11</strong> - Residential Applications</th>
</tr>
</thead>
</table>
|          |             |    | ▪ Read the module content and assigned readings.  
|          |             |    | ▪ Participate in ZOOM Session  
|          |             |    | ▪ **Start Project 04** - Commercial Reflected Ceiling & Power Plans  
|          |             |    | ▪ Complete and submit Module 12: Chapter 12 - Assignment 14 by November 30, 11:59pm  
|          |             |    | ▪ Complete and submit Module 12: Chapter 14 - Quiz 14 by November 17, 11:59pm  
|          |             |    | ▪ Complete Module 12 by November 30, 11:59pm |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>November 17</th>
<th>12</th>
<th><strong>Module 12</strong> - Commercial Applications</th>
</tr>
</thead>
</table>
|          |             |    | ▪ Read the module content and assigned readings.  
|          |             |    | ▪ Participate in ZOOM Session  
|          |             |    | ▪ **Start Project 03** - Residential Lighting & Power Plans  
|          |             |    | ▪ Complete and submit Module 11: Chapter 11 - Assignment by November 16, 11:59pm  
|          |             |    | ▪ Complete and submit Module 11: Chapter 11 - Quiz by November 10, 11:59pm  
|          |             |    | ▪ Complete and submit Project 02 by November 16, 11:59pm  
|          |             |    | ▪ Complete Module 11 by November 15, 11:59pm |

**Thanksgiving Break (Week 14): November 22 - November 28, 2020**

<table>
<thead>
<tr>
<th>Week 15</th>
<th>December 1</th>
<th>-</th>
<th><strong>Module 13</strong> - Projects</th>
</tr>
</thead>
</table>
|          |            |    | ▪ Complete Discussion Post - What Have You Learned #3 and respond to at least two of your peers by December 5, 11:59pm  
|          |            |    | ▪ Complete and submit Project 03 by December 1, 11:59pm  
|          |            |    | ▪ Complete Module 13 by December 5, 11:59pm |

<table>
<thead>
<tr>
<th>Week 16</th>
<th>December 8</th>
<th>-</th>
<th><strong>Module 14</strong> - Final Examination Week</th>
</tr>
</thead>
</table>
|          |            |    | ▪ Complete and submit Project 04 by December 10, 11:59pm  
|          |            |    | ▪ Complete Module 14 by December 10, 11:59pm |
This schedule subject to change in order to facilitate class learning outcomes and objectives.

VI. Readings (Required):


Supplemental:
- Acuity Brands website
- ComCheck website
- Eaton’s Cooper Lighting website
- Egan, M. David. *Concepts in Architectural Lighting*
- Faulkner, Sarah. *Inside Today's Home*
- General Electric Lighting website
- Gordon, G. & Nuckolls, J. *Interior Lighting for Designers*
- Helm, Ronald N. *Illumination Engineering for Energy Efficient Luminous Environments*
- Illuminating Engineering Society website
- Nuckolls, James L. *Interior Lighting for Environmental Designers*
- Sylvania Industrial/Commercial Lighting. *Color is How You Light It*

VII. Course Evaluations:

The importance of completing the course evaluations is to improve faculty planning and instruction and course and program improvement to maintain CIDA accreditation. This is an opportunity for you to express what the faculty member can: start doing, stop doing, or continue doing in this course. This is not an opportunity to bash the instructor as this type of feedback is not helpful in improving course planning and instruction. The course evaluations are reviewed by the Director of the department and used when 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: Found at: [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record...
of each student’s attendance and participation as well as note this information in required reports and in
determining final grades.

Students may be excused from attendance for reasons such as health, family emergencies, or student
participation in approved university-sponsored events. However, students are responsible for notifying their
instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused,
a student is still responsible for all course content and assignments. Students with accepted excuses may be
permitted to make up work for up to three weeks of absences during a semester or one week of a summer
term, depending on the nature of the missed work. Make-up work must be completed as soon as possible
after returning from an absence.

**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,
936-468-3004 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/disabiitieservices/.

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

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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 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
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.

Student Handbook. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.