School of Human Sciences
INDS: 4112  Lecture 1 hour
Co-Requisite: INDS: 4212  Lab 2 hour
Commercial Design 1
Fall 2021

Instructor:
Sally Ann Swearingen, RID, IDEC, ASID, IIDA, TAID, TBAE
TBAE #2171, NCIDQ #11978

Course Time:
Monday Lecture 9:00 – 9:50
Lab 10:00 – 11:40
Wednesday
Team time 9:00 – 9:50
Lab 10:00 – 11:40
Course is located in HMSS 108 / HMSS

Office: HMS South 101B

Office Hours:
Mon 1:30-2:30 pm
Tues 9:30-11:30 am
Wed. 9-10 a.m.
Thursday By appointment only.
Friday 11-12 noon.

Phone:
Office (936) 468-2155
HMS Office: (936) 468-4502
Cell: 554-9596

Email: For course related issues, use sswearingen@sfasu.edu
Or text me.

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.

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, if possible. Here to assist in your success, so please contact me.

Prerequisites: CMGT 3114 & 3214

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.

**Course Justification Lecture INDS 4112:** Interior Design Lecture Capstone Studio I is a 1 hour credit course that meets once a week for 50 minutes for 14 weeks culminating with a 120 minute final exam. Students also participate in 50 minutes of asynchronous instruction (service-learning charrette) which totals 870 minutes of class activity. Students complete significant readings, daily exercises, written research, informal & formal oral presentations, 2 quizzes, a mid-term, and a final exam. These activities require a minimum of 2 hours of preparation time outside of the classroom each week.

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

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<tr>
<th>Program Learning Outcomes</th>
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<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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<td>Students will be able to graphically convey a perspective drawing in 3 dimensions.</td>
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<th>Student Learning Outcomes</th>
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Upon successful completion of the course, the student will:

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<th>4. Global Context. (Program Expectations)</th>
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<td>c) Student work demonstrates understanding of how systems thinking informs the practice of interior design.</td>
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<tr>
<td>d) The interior design program provides exposure to current and emerging issues that are shaping contemporary society and the world.</td>
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<th>5. Collaboration</th>
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<td>a) Students have awareness of the integration of multi-disciplinary collaboration in design practice. The interior design program provides opportunities for developing multi-cultural awareness.</td>
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<td>b) Students understand the terminology and language necessary to communicate effectively with members of allied disciplines.</td>
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<td>c) Students understand technology-based collaboration methods specific to the problem-solving process for the built environment disciplines.</td>
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<td>d) Students understand the dynamics of team collaboration and the distribution and structure of team responsibilities.</td>
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<tr>
<td>e) Students work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.</td>
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<td>g) Students understand instruments of service.</td>
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<th>7. Human-Centered Design</th>
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<td>Student work demonstrates:</td>
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<tr>
<td>a) understanding of theories related to the impact of the built environment on human experience, behavior, and performance.</td>
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<tr>
<td>c) the ability to gather and apply human-centered evidence.</td>
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<tr>
<td>f) the ability to apply wayfinding techniques to design solutions.</td>
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<th>8. Design Process</th>
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<td>Student work demonstrates the ability to apply knowledge and skills learned to:</td>
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<td>a) space planning techniques throughout the design process.</td>
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<td>b) learned to solve progressively complex design problems.</td>
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<tr>
<td>c) identify and define issues relevant to the design problem.</td>
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<tr>
<td>d) synthesize information to generate evidenced-based design solutions.</td>
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<td>f) explore and iterate multiple ideas.</td>
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<tr>
<td>g) design creative and effective solutions.</td>
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</table>
h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

i) understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

The interior design program includes:

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

k) opportunities for innovation and risk taking.

9. Communication

*Students are able to effectively:*

a) interpret and communicate data and research.

e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

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

12. Light and Color

e) Students have the awareness of a range of sources for information and research about color.

15. Construction

j) Students are able to contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

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](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)

\[
A = 90-100\% \text{ of required points; } B = 80-89\%; C = 70-79%; \text{ F} = 0-69\%.
\]

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

#### Lecture Grades

<table>
<thead>
<tr>
<th>Activity</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>
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<tr>
<td>Evaluations 1,3,5</td>
<td>75 pts</td>
</tr>
<tr>
<td>Team Grade</td>
<td>100 pts</td>
</tr>
<tr>
<td>Individual Grade</td>
<td>100 pts</td>
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</table>

**TOTAL 490 pts**
Lab Grades
Evaluation 2, 4, 6 & 7 100 pts
Mid Review 100 pts
Final Presentation 200 pts
Overall Research in Teams 100 pts
Team Grade 200 pts
Individual Grade 200 pts
Competition Grade 100 pts

Total 1000 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
Internship Presentations.

WATCH FOR POSTED DATES OF DESIGN CEU’S in GALLERY

TENTATIVE CALENDAR

LECTURE/Lab

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</table>
| 8/23 Monday | 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

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<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>Aug 25 M/Wed.</td>
<td>Lab: Team time – how will you divide and approach the research. First 2 weeks in the Lab we will participate in the IDEC Student competition. Review that you have additional team time from 9-9:50 on Wednesdays</td>
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<tr>
<td>August 30 Mon</td>
<td>Lecture: Review and Discuss Readings/ Posted Lots in the modules Lab: Work on IDEC Student competition with your team, present research</td>
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<tr>
<td>Sept. 1 Wed.</td>
<td>Lab: Research - Student competition</td>
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<tr>
<td>Sept. 6 Mon.</td>
<td>Lecture: Survey overview/ Complex Criteria Matrix and Programing Don’t forget Surveys due Sept. 27 Lab: Student competition</td>
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<tr>
<td>Sept. 8 Wed.</td>
<td>Lab: Student Competition</td>
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<tr>
<td>Sept. 13 Mon.</td>
<td>Lecture: Feasibility / Capstone Project/ How to assemble research Lab: Student Competition. Due by Wednesday at 11:30 p.m.</td>
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<tr>
<td>Sept. 15 Wed.</td>
<td>Lab: Work on Student Competition / CEU at 11 - Zoom</td>
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<tr>
<td>Sept. 20 Mon.</td>
<td>Lecture Survey and Feasibility of new project Lab: Meet with Teams - Plan the approach</td>
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<tr>
<td>Sept. 22 Wed.</td>
<td>Lab: Meet with Teams - Research/ The approach</td>
</tr>
<tr>
<td>Sept 27 Mon.</td>
<td>Lecture/Lab Discussion on Residence Halls/ Dining Facilities</td>
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<tr>
<td>Sept. 29</td>
<td>Lab: Site Plans/ Discuss Options Brainstorming on Housing/residence</td>
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<tr>
<td>Oct. 4 Mon.</td>
<td>Lecture: Overview/ of what we have learned &amp; Team with Hall Directors Lab: Research</td>
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<tr>
<td>Oct. 6 Wed.</td>
<td>Guest Speaker or Field Trip (Be prepared to take a All day field trip)</td>
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<tr>
<td>Oct. 11 Mon.</td>
<td>Lecture: Trends of Residence Halls</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Oct. 13</td>
<td>Lab: Brainstorming sessions with Residence Life Staff</td>
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<td>Oct. 18</td>
<td>Lab: Mid-Review Presentations on Research</td>
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<tr>
<td>Oct. 20</td>
<td>Lecture: Zoom meeting with designer who design Residence Halls</td>
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<tr>
<td>Oct. 22</td>
<td>Lab: Combining and Dissecting Research</td>
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<tr>
<td>Oct. 25</td>
<td>Lecture: Research Findings / Review the booklet, Discuss Methodology.</td>
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<tr>
<td>Nov. 1</td>
<td>Lab: Compile and Organize Research in Teams (Due Oct. 31st)</td>
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<td>Nov. 27</td>
<td>Lab: Work on Methodology storyboard</td>
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<tr>
<td>Nov. 1</td>
<td>Review your proposed circulation systems: arrival spaces, paths, and</td>
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<tr>
<td>Nov. 3</td>
<td>Lab: Present your concept of each of the areas and your vision, with</td>
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<tr>
<td>Nov. 8/10</td>
<td>Lab: Develop Relational diagrams to integrate your concept. Must fit</td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Lecture: Executive Summary: What are the key issues/ Goals of each</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>Lab: Review the User profile of the workers, clients, visitors, etc.</td>
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<td>Nov. 21-28</td>
<td>Thanksgiving Break/ Count your blessings! Almost done</td>
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<tr>
<td>Nov. 29</td>
<td>Lecture: Overview of Final Presentation</td>
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<tr>
<td>Dec. 1</td>
<td>Lab: Finalize pre-booklet and presentation. Work on presentation</td>
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<tr>
<td>Dec. 8</td>
<td>Final Presentations</td>
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<td>Wednesday from 8-10 &amp; 10:30-12:30 p.m.</td>
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<td>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:
http://hewv.com/knowledge-cafe/renovation-is-innovation/ Review and summarize
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 review and summarize
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

IBC Code Book 2015/2018

Additional References (not required to purchase)

Harmon, S. The Codes Guidebook for Interiors, edition 6/7
International Building Code Purchase 2012 edition of IBC


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/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 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](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:**
Wearing a mask is optional. Please look at university for additional information.