I. Course Description:

**CMGT 3214 - Building Construction Systems Lab:** Computer-based study of structures, building materials, construction techniques, model building, working drawing problems, and specifications.

****Justification:** CMGT 3214 - Building Construction Systems (Lab) is a 2-hour credit course that meets twice a week for 200 minutes for 15 weeks, culminating with a course project for a total of 2,800 minutes. Students complete significant building construction projects including building physical models and a course project. These activities require a minimum of 6 hours of preparation time outside of the classroom each week.

The delivery modality will be live-stream and face-to-face instruction.

**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 (Program/Student Learning Outcomes):

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 of this course is to accomplish a knowledge base of codes, construction, and sustainability issues used in the interior design industry. Students will use the textbook and lecture notes to create an understanding of different types of building construction used in interior design. In addition, the student will learn different components in building construction. Building construction terminology will be expanded. The lectures and presentations are presented so that students will have a better understanding of construction and how it is changing with new sustainable/green design. It also reinforces programming techniques used in the design process. Three-dimensional volumetric studies/models will be used to illustrate how the interior and exterior components of spaces interact.

The content of CMGT 3214 relates to the College of Education’s Conceptual Framework and Vision, Mission, Goals, and Core Values. As with all interior design courses, concerted effort is made in CMGT 3214 to prepare students for excellence in the design profession. In addition, the study of structural systems, mechanical systems, electrical systems, contract document content, building codes & zoning ordinances, and humanistic design principles in CMGT 3214 encourages the development of caring and compassionate designers.

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>
</tr>
</thead>
<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to fields of study in 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 fields of study in Human Sciences.</td>
</tr>
<tr>
<td>The student will demonstrate competence in his/her specific discipline using oral and written forms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised August 31, 2023</td>
</tr>
</tbody>
</table>
The following **Council for Interior Design Accreditation (CIDA) Professional Standards 2022** will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.

<table>
<thead>
<tr>
<th>Standard 4a:</th>
<th>Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 4c:</td>
<td>Student work demonstrates understanding of how systems thinking informs the practice of interior design.</td>
</tr>
<tr>
<td>Standard 5e:</td>
<td>Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.</td>
</tr>
<tr>
<td>Standard 9a:</td>
<td>Students are able to effectively interpret and communicate data and research.</td>
</tr>
<tr>
<td>Standard 9b:</td>
<td>Students are able to effectively express ideas and their rationale in oral communication.</td>
</tr>
<tr>
<td>Standard 12a:</td>
<td>Students are aware of the environmental impact of illumination strategies and decisions.</td>
</tr>
<tr>
<td>Standard 12b:</td>
<td>Students understand the principles of natural and artificial lighting design.</td>
</tr>
<tr>
<td>Standard 12c:</td>
<td>Students understand strategies for using and modulating natural light.</td>
</tr>
<tr>
<td>Standard 13c:</td>
<td>Students work demonstrates understanding of appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.</td>
</tr>
<tr>
<td>Standard 13d:</td>
<td>Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.</td>
</tr>
<tr>
<td>Standard 14a:</td>
<td>Students understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.</td>
</tr>
<tr>
<td>Standard 14b:</td>
<td>Students understand the principles of acoustical design.</td>
</tr>
<tr>
<td>Standard 14c:</td>
<td>Students understand appropriate strategies for acoustical control.</td>
</tr>
<tr>
<td>Standard 14d:</td>
<td>Students understand the principles of thermal design.</td>
</tr>
<tr>
<td>Standard 14e:</td>
<td>Students understand how active and passive thermal systems and components impact interior design solutions.</td>
</tr>
<tr>
<td>Standard 14f:</td>
<td>Students understand the principles of water systems and waste systems.</td>
</tr>
<tr>
<td>Standard 14g:</td>
<td>Students understand strategies for integrating water systems and waste systems.</td>
</tr>
<tr>
<td>Standard 14h:</td>
<td>Students understand the principles of indoor air quality.</td>
</tr>
<tr>
<td>Standard 14i:</td>
<td>Students understand how the selection and application of products and systems impact indoor air quality.</td>
</tr>
<tr>
<td>Standard 15a:</td>
<td>Students have awareness of the environmental impact of construction.</td>
</tr>
<tr>
<td>Standard 15b:</td>
<td>Student work demonstrates understanding that design solutions affect and are impacted by base-building structural systems and construction methods.</td>
</tr>
<tr>
<td>Standard 15c:</td>
<td>Student work demonstrates understanding that design solutions affect and are impacted by interior systems, construction, and installation methods.</td>
</tr>
</tbody>
</table>
Standard 15d: Student work demonstrates understanding that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.

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 15f: Student work demonstrates understanding that design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.

Standard 15g: Student work demonstrates understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.

Standard 15h: Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Standard 15i: Students are able to read and interpret construction documents.

Standard 15j: Students are able to contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

Standard 16a: Students have awareness of the origins and intent of laws, codes, and standards.

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 presentations. Any of which may be announced or unannounced.

Instructional strategies may include: projects, physical modeling field trips, and guest speakers.

Use of technology may include: BrightSpace/D2L, ZOOM sessions and AutoCAD/Revit.

CMGT 3214 is a BrightSpace enhanced course. Information notices will be posted on the course homepage. The homepage includes icons 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, mail, and assignments. **Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.**

In preparing students for a foundation for success, the goal of this course is to provide a knowledge base of codes, construction, and sustainability issues used in the interior design industry. Students will use the textbook and lecture notes to understand the different types of building construction used in interior design. In addition, the student will learn different components used in building construction. Building construction terminology will be expanded. The lectures and presentations are presented so that student will have a better understanding of construction and how it is changing with new sustainable/green design. It also reinforces programming techniques used in the design process.
Three-dimensional volumetric studies will be used to illustrate how interior and exterior components of spaces interact. In addition, the student will gain the following:

- Development of an understanding of structural, mechanical, and electrical systems.
- Development of contract documents (illustrative detailing).
- Understanding building codes in relation to project development, including zoning, plan submittals, and the review process by code officials.

Student activities include readings, design process activities (researching, space planning, sketching, drafting, sections, models, etc.), production of CAD construction documents, specifying finishes, reflection, illustration drawings of construction detailing, team building activities, peer evaluations, and oral/visual/digital/model presentation.

Instructional strategies involve lectures, demonstrations, Power Point presentations, audio/visual presentations, individual critiques, and written evaluations.

Computer-aided design (CAD), models, D2L course management, internet design resources, and audiovisuals are the primary means of technology integration in this course.

**IV. Evaluation and Assessments (Grading):**

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>Activity</th>
<th>Weight</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketching Exercises</td>
<td>10%</td>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>Framing Exercises</td>
<td>10%</td>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>Lighting &amp; Power Layout</td>
<td>20%</td>
<td>79 - 70</td>
<td>C</td>
</tr>
<tr>
<td>Physical Model</td>
<td>20%</td>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>Course Project - A</td>
<td>20%</td>
<td>59 - 0</td>
<td>F</td>
</tr>
<tr>
<td>Course Project - B</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td></td>
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</tr>
</tbody>
</table>
Grading Procedures & Missed Work:

- Quizzes 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 it 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.

- **Excused Absence:** Students are responsible for providing the professor with satisfactory documentation for an excused absence as explained above. Such documentation may include forms verifying visits to the Student Health Service, statement from a private physician, obituary, or official University listing of excused absences. Prior notice of an impending excused absence should be made in writing and given to the professor for acknowledgement and dating.

- **Missed Work:** As per University policy, students with an excused absence will be permitted to make-up missed work for absences totaling no more than a maximum of three weeks in a long semester or one week in a summer term. Design students shall request a conference with the professor to make the necessary arrangements. Students will be held accountable for work missed in their absence and all assignments made. For all absences, the student must assume the responsibility for securing all handouts, lecture notes, and other class information, and for meeting established deadlines.

- **Unexcused Absence:** In interior design classes, students with unexcused absences will forfeit the make-up of lecture notes, critiques, demonstrations, field trips, handouts, quizzes, exams, or other class activities or materials. In the event that a grade is recorded on the date of an unexcused absence, a grade of "0" will be entered. Students will be held accountable for all work missed, all assignments made, and all assignment due dates established in their absence. Each student is allowed THREE unexcused absences for a MWF class in a long semester, TWO for a TR class in a long semester, and ONE for a summer/7 wk semester; thereafter, a letter grade will be deducted from the semester grade for each additional unexcused absence.

- 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>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 28</td>
<td>-</td>
<td>Module 00: Getting Started</td>
<td>▪ Purchase Textbook&lt;br&gt;▪ Download Microsoft Office Suite software from Microsoft 365 website&lt;br&gt;▪ Review the Meet the Instructor document&lt;br&gt;▪ Read the Course Introduction&lt;br&gt;▪ Review the Course Syllabus&lt;br&gt;▪ Review the Course Timeline&lt;br&gt;▪ Read the Guidelines for Success&lt;br&gt;▪ Read the Communications document&lt;br&gt;▪ Participate in ZOOM Sessions&lt;br&gt;▪ Complete the Getting Started Module</td>
</tr>
<tr>
<td>Week of September 4</td>
<td>3 &amp; 4</td>
<td>Module 01: Chapter 03 - Designing for Human Health and Safety &amp; Chapter 04 - Building Forms, Structures and Elements</td>
<td>▪ Read the module content&lt;br&gt;▪ Participate in ZOOM Sessions&lt;br&gt;▪ <strong>Start Sketching Exercise 01 - Foundations</strong>&lt;br&gt;▪ <strong>Start Sketching Exercise 02 - Floors</strong>&lt;br&gt;▪ <strong>Start Sketching Exercise 03 - Walls</strong>&lt;br&gt;▪ Complete Module 01</td>
</tr>
<tr>
<td>Week of September 11</td>
<td>5 &amp; 6</td>
<td>Module 02: Chapter 05 - Floor/Ceiling Assemblies, Walls and Stairs &amp; Chapter 06 - Windows and Doors</td>
<td>▪ Read the module content&lt;br&gt;▪ Participate in ZOOM Sessions&lt;br&gt;▪ <strong>Start Sketching Exercise 04 - Stairs</strong>&lt;br&gt;▪ <strong>Start Sketching Exercise 05 - Roofs</strong>&lt;br&gt;▪ <strong>Start Framing Exercise 01 - Foundation/Floor</strong>&lt;br&gt;▪ <strong>Start Framing Exercise 02 - Roof</strong>&lt;br&gt;▪ <strong>Start Physical Model 01 - Wall Framing</strong>&lt;br&gt;▪ <strong>Start Physical Model 02 - House Framing</strong>&lt;br&gt;▪ Complete Module 02</td>
</tr>
<tr>
<td>Week of September 18</td>
<td>7 &amp; 8</td>
<td>Module 03: Chapter 07 - Acoustic Design Principles &amp; Chapter 08 -</td>
<td>▪ Read the module content&lt;br&gt;▪ Participate in ZOOM Sessions&lt;br&gt;▪ <strong>Start Project A - Residential Construction Drawings</strong></td>
</tr>
<tr>
<td>Week of</td>
<td>Module</td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>---------</td>
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<td></td>
</tr>
</tbody>
</table>
| September 25 | Module 04 | 9
| Module 04: Chapter 09 - Water Supply Systems | ▪ Start Project B - Musser Residence: Research & Programming  
▪ Complete Module 03 |
| October 2 | Module 05 | 10 & 11
| Module 05: Chapter 10 - Waste and Reuse Systems & Chapter 11 - Fixtures and Appliances | ▪ Read the module content  
▪ Participate in ZOOM Sessions  
▪ Complete and submit Sketching Exercise 03 - Walls  
▪ Complete and submit Sketching Exercise 04 - Stairs  
▪ Complete Module 05 |
| October 9 | Module 06 | 13
| Module 06: Chapter 13 - Indoor Air Quality, Ventilation and Moisture Control | ▪ Read the module contents  
▪ Participate in ZOOM Sessions  
▪ Complete and submit Sketching Exercise 05 - Roof  
▪ Complete Module 06 |
| October 16 | Module 07 | 14
| Module 07: Chapter 14 - Heating and Cooling | ▪ Read the module content  
▪ Participate in ZOOM Sessions  
▪ Complete and submit Framing Sketching Exercise 02 - Roof  
▪ Complete Module 07 |
| October 23 | Module 08 | 15
| Module 08: Chapter 15 - Electrical System Basics | ▪ Read the module content  
▪ Participate in ZOOM Sessions  
▪ Start Lighting & Power Layout  
▪ Complete Module 08 |
| October 30 | Module 09 | 16
| Module 09: Chapter 16 - Electrical Distribution | ▪ Read the module content  
▪ Participate in ZOOM Sessions  
▪ Complete and submit Physical Model 01 - Wall Framing |
<table>
<thead>
<tr>
<th>Week of November 6</th>
<th>18</th>
<th>Module 10: Chapter 18 - Fire Safety Design</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Complete and submit Physical Model 02 - House Framing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Complete Module 09</td>
</tr>
<tr>
<td>Week of November 13</td>
<td>19</td>
<td>Module 11: Chapter 19 - Conveyance Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Read the module content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Participate in ZOOM Sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Complete and submit Lighting &amp; Power Layout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Complete Module 10</td>
</tr>
</tbody>
</table>

**Thanksgiving Break (Week 14): November 18 - November 26, 2023**

<table>
<thead>
<tr>
<th>Week of November 27</th>
<th>20</th>
<th>Module 12: Chapter 20 - Communications, Security and Control Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Read the module content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Participate in ZOOM Sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Complete Module 12</td>
</tr>
<tr>
<td>Week of December 4</td>
<td></td>
<td>Module 13: Dead Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Complete and submit Project A - Residential Construction Drawings</td>
</tr>
<tr>
<td>Week of December 11</td>
<td></td>
<td>Module 14: Final Examination Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Complete and submit Project B - Musser Residence: Research &amp; Programming</td>
</tr>
</tbody>
</table>

This schedule subject to change in order to facilitate class learning outcomes and objectives.
VI. Readings:


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.

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Student 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 by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade 5.5 automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Grade Point Average**

Only grades earned at Stephen F. Austin State University (SFA) will be used for calculating grade point average (GPA). Grade points are assigned based on the letter grade for each course:
A = four grade points per semester hour;
B = three grade points per semester hour;
C = two grade points per semester hour;
D = one grade point per semester hour; and
F, QF, and WF = result in zero grade points.

The GPA is determined by dividing the sum of the grade points earned at SFA by the total number of GPA eligible hours recorded on the SFA transcript. In addition, repeating a course may affect the grade point calculation.

Repeat Grades
Students who make an F in a course can get credit only by repeating the course. Undergraduate students who want to repeat courses to improve their GPA at SFA must repeat those courses at SFA. For any course that is repeated at SFA, the grade earned in the most recent enrollment will be used to calculate the GPA. Credit hours for courses taken at other institutions to replace credit hours earned at SFA may be used to meet graduation credit-hour requirements, but not for GPA calculation.

Mid-Semester Grades
Mid-semester grades will be posted for 0000-, 1000- and 2000-level courses during fall and spring semesters. These grades will be posted before the last day to drop courses each semester or appropriate part of term. Appropriate academic personnel will provide students with recommendations and options regarding academic performance.

Final Grade Reporting
On the first day of final examinations of each semester or summer term, the Office of the Registrar will make grading available through online services. Instructors must enter student grades into the electronic student records database by the deadline established on the university calendar.

The Office of the Registrar will provide access for electronic verification grade sheets for each class to academic units. It is the responsibility of each instructor to verify accuracy of grade entry and to notify the registrar of any discrepancies.

Course grades may not be posted publicly.

Students who have not yet graduated from high school will receive a numeric grade from their instructor(s) in order to comply with the parent high school’s grade entry guidelines. These numeric grades will be converted to letter grades for official final SFA grades and transcript utilizing the following conversion standards.

Grade Changes
Grade changes within three semesters of the original posting should be entered into the online grade change system. Older grade changes require submission of a Grade Change Form with the appropriate approval signatures. During grading cycles, access to the online grade change system for the current semester is suspended until 19 days after the last day of finals. Grades should only be changed in cases of error or, in the case of WH, when the course requirements have been completed.
Academic Accommodation for Students with Disabilities: Policy 6.1
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/disabilityservices/.

Final Course Grade Appeals by Students: Policy 6.3
Faculty members are responsible for the evaluation of student course work conducted in their class and, under normal circumstances, only the instructor may change a grade. However, this policy provides a formal process for students to appeal final grades and determinations of academic dishonesty. Any further appeal must be made within ten (10) business days from the conclusion of each step. Recommendations at each level are generally made within four (4) weeks of receiving the appeal. The burden of proof rests with the student throughout the process.

A student may appeal a final course grade if it can be demonstrated that the instructor did not adhere to stated procedures or grading standards, or if other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or disagreement with the instructor’s professional judgment regarding the quality of the student’s work.

These steps are followed when making an appeal:

1. Students must first appeal in writing to the faculty member with whom they have a final grade dispute. Students must appeal to the instructor within thirty (30) calendar days after the first-class day of the next semester, fall or spring. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit head. If the dispute is not resolved, the student may appeal to the academic unit head. The academic unit head then requests a written statement from the faculty member and the student involved in the dispute. The academic unit head provides both parties a written recommendation.

2. If the dispute remains unresolved after a recommendation by the academic unit head, the student may appeal in writing to the academic dean. The dean notifies both parties of the continuation of the appeal. The faculty member may submit an additional response. The academic unit head will forward all documentation involved in the dispute to the dean. Prior to making a recommendation, the dean may refer the appeal to the relevant college council. If the college council has no student members, the dean asks the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. If consulted, the college council reviews all documentation and submits its recommendation to the dean. The dean provides both parties a written recommendation.

3. If the dispute remains unresolved after a recommendation by the dean, the student may appeal in writing to the provost and vice president for academic affairs. The provost and vice president for academic affairs notifies both parties of the continuation of the appeal. The
faculty member may submit an additional response. The dean will forward all documentation involved in the dispute to the provost and vice president for academic affairs. The college 6.3 Final Course Grade Appeals by Students Page 2 of 2 council may serve as an advisory body to the provost and vice president for academic affairs. The provost and vice president for academic affairs informs the student and all persons involved in the appeal process of the recommendation.

Under extraordinary circumstances (e.g., the instructor is deceased, is no longer at the institution or is in violation of university policy), a grade may be changed by the provost and vice president for academic affairs after consultation with the dean and academic unit head. The provost and vice president for academic affairs informs the student and all persons involved in the appeal process of the final decision.

**Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities: Policy 6.6**

Students, faculty or staff at Stephen F. Austin State University, who disagree with the provision of accommodations for students with disabilities, may submit an appeal to the director of disability services/ADA coordinator. Appeals related to decisions made by the director of disability services regarding the denial of accommodations should be submitted to the chief diversity officer, or their designee. Grievances or complaints of discrimination based on disability relating to other circumstances not described above should be addressed through the university's policy 2.11, Nondiscrimination.

**Appeals may be initiated by:**

1. student or faculty member, regarding academic accommodations;
2. student or staff member, regarding accommodations for non-academic programs, activities, or housing;
3. student, regarding accommodation decisions of the director of disability services;

**Appeals must:**

- be submitted in writing;
- state the specific nature and basis of the appeal;
- be signed and dated by the individual making the appeal; and
- be submitted no later than 180 days from the date of notification of the decision being appealed.

**Appeal Review**

Within two (2) working days of receiving the appeal, the director or chief diversity officer or their designee will schedule a meeting with the chair/director of the department involved, the faculty or staff member involved, and the student. The purpose of this meeting will be to review the circumstances and, if possible, to reach a mutually agreed upon resolution.
If unresolved, the appeal will be forwarded by the director or chief diversity officer or their designee to an Appeal Review Committee for a second and final decision.

**Appeal Review Committee**
The Appeal Review Committee will be composed of three members selected by the director or the chief diversity officer or their designee. The director will serve as chair and ex officio member of the committee except when their decision is being appealed; in such circumstances, the chief diversity officer or their designee will appoint a faculty or staff member or academic administrator with background and/or experience in disability-related matters to serve as chair.

- For academic accommodation appeals, the committee will be composed of one faculty member from the department involved, the dean or associate dean of the college involved, and a member of the ADA Advisory Committee.
- For appeals in non-academic programs/activities and housing accommodations, the committee will be composed of one staff member from the department involved, the director of the department involved, and a member of the ADA Advisory Committee.
- For appeals regarding decisions of the director of disability services, the committee will be composed of one faculty member from the Department of Human Services and two additional individuals knowledgeable about ADA issues.

When selecting committee members, the director or chief diversity officer or their designee shall exclude individuals who provided initial review of the documentation and/or request. The director or chief diversity officer or their designee will communicate the decision and/or recommendations of the Appeal Review Committee to the individual seeking the appeal.

In all circumstances listed above, the Appeal Review Committee may seek input from appropriate parties other than committee members, including the student making the appeal, a faculty or staff member with experience relevant to the circumstances, the provost/executive vice president for academic affairs, dean or associate dean of another college, or another director or department head with relevant experience. The Appeal Review Committee may seek advice from the university's general counsel.

It is the intent of the university that meetings related to the appeal are informal in nature to allow all parties the opportunity for reasonable input and discussion. The appeal process, including the initial meeting, the meeting of the Appeal Review Committee and communication of the final decision to the individual making the appeal should be completed with expediency, ideally within seven (7) working days to avoid any delay in provision of accommodations or support services. For specific information regarding provision of academic assistance, refer to policy 6.1, Academic Accommodation for Students with Disabilities. Refer to policy 13.2, Animals on University Property, for service animal or emotional support animal information. For general policy information, refer to policy 2.2, Accessibility for Persons with Disabilities.
Class Attendance and Excused Absence: Policy 6.7
Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

Absences
At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on MySFA.

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

Student Code of Conduct: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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 at SFA.

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 at SFA.
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential. See https://www.sfasu.edu/docs/policies/10.4.pdf

IX. Resources

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line:  Text HELLO to 741-741

X. Other Related 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.

Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

Student Grievance Procedures
If you have a concern about a course you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the SFA Student Handbook. If you do not resolve your concern you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the SFA Student Handbook. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.

Professional Dress Policy
There are times throughout the Interior Design 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.