Instructor: Susan S. Morris

Course Time: MWF 8-8:50 a.m. (Web-Enhanced)
2 Modalities
Face to Face OR Virtual for only online students/prior approval

Prerequisites: None

Office: HMS South, 104

Course Location: ANNEX 127

Office Hours/Student success time with faculty:
SFA Campus
MWF: 9-10am
TT: 2-4pm
By apt.
Available for zoom or face-to-face meetings. Email for an appointment.

Phone: Direct Office Line: (936) 468-1566
Cell: 8 a.m.-8 p.m.
(504) 248-0324

Credits: 3 hours (see justification below)

Email: morriss2@sfasu.edu

*Note your success is my success. I am here to help you succeed.

I. Course Description:
Overview of basic interior design concepts: relationships of principles and design elements in interior environments, measurements, specifications, and resources used by professional designers. Concepts learned in this course are reinforced throughout the curriculum.

Course Justification: INDS 1311 Introduction to Interior Design is a 3-hour credit course. This course will typically be taught three days a week for 150 minutes for 15 weeks, culminating with a 2-hour final exam in week 16. Students have significant readings, daily quizzes, daily homework, projects, 2 major exams, and a comprehensive final examination. These activities average a minimum 6 hours of work each week to prepare outside of classroom hours. Students will also participate in 50 minutes of asynchronous instruction (service-learning charrette), along with a resource room asynchronous task of 100 minutes, as an additional service-learning component.

TEXTBOOK: You must purchase the book.
PCOE 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 to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, culturally diverse people, and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

This course enhances student learning in residential design and serves as one of the foundation courses in the Interior Design Program in the School of Human Sciences. It also aligns with the standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment.

**Course content prepares students for successful completion of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of Texas.**

### Program Learning Outcomes

<table>
<thead>
<tr>
<th>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.</td>
</tr>
<tr>
<td>The student will be able to identify fundamentals such as the elements and principles of design. <em>(PLO 4: Assessment 1)</em></td>
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</tbody>
</table>

### Student Learning Outcomes

**Course content and objectives satisfy specific components from the CIDA 2020 Professional Standards. Through completion of this course, the student will:**

**Standard 4: Global Context**

- b) Student work demonstrates how social, economic, cultural, and physical contexts inform interior design.
- d) The interior design program provides exposure to current and emerging issues that are shaping
contemporary society and the world.

**Standard 6 - Business Practices and Professionalism**

a) Students have an awareness of the contexts for interior design practice.

b) Students know the breadth and depth of interior design's impact and value.

c) Students are aware of the components and responsibilities of business practice.

d) Students understand types of professional business formations.

e) Students understand professional ethics and conduct.

i) The interior design program provides exposure to career opportunities an interior design education can afford and the options for advanced study.

j) The interior design program provides exposure to role models qualified by education and experience in interior design.

k) The interior design program provides exposure to the role and value of legal recognition for the profession.

l) The interior design program provides exposure to the role and value of professional organizations.

m) The interior design program provides exposure to the role and value of life-long learning.

**Standard 9 – Communication**

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

**Standard 10 – History**

a) Students understand the basic context and framework of history as it relates to interior design.

**Standard 11 - Design Elements and Principles**

a) Students understand the elements and principles of design and related theories, including spatial definition and organization.

**Standard 12 - Light and Color**

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

f) Students understand how light and color impact health, safety, and well-being in the interior environment.

g) Student work demonstrates an understanding of color terminology.

h) Student work demonstrates an understanding of color principles, theories, and systems.

i) Student work demonstrates the ability to use color solutions across different modes of design communications appropriately.

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

**Course Assignments/ Activities:** In-class/out-of-class assignments and quizzes (may be announced or unannounced), projects/presentations, etc.

Instructional strategies may include lectures, class discussions, group participation, guest speakers, and videos.

Use of Technology may include Desire 2 Learn (D2L), internet assignments/activities/research, and word processing.

**Students should note Due Dates and Times.** In-class assignments will be due at the beginning of class. If a student is late to class, the assignment will be considered late. It will be at the discretion of the professor to accept the assignment or not.

1. INDS 1311 is a Web-enhanced course. Information notices will be posted on the course homepage. The homepage includes tabs that indicate Content, Quizzes (exams and quizzes), Dropbox (assignments), and Grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage email icon, chats, and/or discussion postings.

2. Course content is delivered via class lectures and discussions, assigned readings, assignments, and directly relevant to the course content. **Students should check D2L daily for notices, mail, and assignments.** Neglecting to check D2L 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 later.

4. Assignments posted on the D2L Learning Management System are predominately saved in the Word 2007-2013 format. Students should decide 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 2007-2013 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate all individual software available. Check with the Office of Instructional Technology (OIT) at 936-468-1919 with any technology questions.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Daily Quizzes (Announced &amp; Unannounced)</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes / may vary</td>
<td>150</td>
<td></td>
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<tr>
<td>Total of Daily Quizzes</td>
<td>150 pts.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Daily Grades</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interiors Declaration</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Chapter 1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>5-3-1 Video Assignment</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Chapter 3</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Humanscale video</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Three Theories</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Blind smell, feel, touch</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Inclusive 3-2-1 (Episode 9 – Inclusive Design)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Inclusive Video (team project/self-select team member)</td>
<td>50</td>
<td></td>
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<tr>
<td>Overview of Guest Speaker ASID &amp; IIDA</td>
<td>20</td>
<td></td>
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<tr>
<td>Benefits of being a member of ASID/ IIDA</td>
<td>20</td>
<td></td>
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<tr>
<td>TBAE / CIDA Speaker</td>
<td>20</td>
<td></td>
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<tr>
<td>Residential Questions – C5</td>
<td>10</td>
<td></td>
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<tr>
<td>Residential Panel/ Guest Speaker Assignment</td>
<td>20</td>
<td></td>
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<tr>
<td>Commercial Questions – C5</td>
<td>10</td>
<td></td>
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<tr>
<td>Commercial Panel/ Speaker Assignment</td>
<td>20</td>
<td></td>
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<tr>
<td>Chapter 6 Overview</td>
<td>50</td>
<td></td>
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<tr>
<td>Chapter 7 Overview</td>
<td>25</td>
<td></td>
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<tr>
<td>Elements PPT</td>
<td>120</td>
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<td>------------------------</td>
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<td></td>
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<tr>
<td>Principles of Design PPT</td>
<td>100</td>
<td></td>
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<tr>
<td>Impact of Color</td>
<td>20</td>
<td></td>
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<tr>
<td>Color 2</td>
<td>30</td>
<td></td>
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<tr>
<td>Theme Project</td>
<td>150</td>
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</tbody>
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(Miscellaneous Daily Grades—extra credit - Resource room & Charrette)

<table>
<thead>
<tr>
<th>Total of Daily grades</th>
<th>814 pts.</th>
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<table>
<thead>
<tr>
<th>Exams</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1 Ch 1 – 3</td>
<td>100</td>
<td></td>
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<tr>
<td>Exam #2 Ch 4- 7</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam #3 / Final Exam Ch 8-12</td>
<td>100</td>
<td></td>
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<tr>
<td>Final Project: Theme Presentation</td>
<td>75</td>
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<table>
<thead>
<tr>
<th>Total of Exams</th>
<th>375 pts.</th>
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<tr>
<th>Community Service</th>
<th>6 hours of Community Service—required for all ID students</th>
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<tbody>
<tr>
<td></td>
<td>Optional (Participating in the Virtual Design Charrette will satisfy the entire 6 hours—this requirement is in all ID classes.) It is 6 hours total for ALL classes</td>
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<td></td>
<td>60 pts</td>
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Possible Points 1290 | Actual Points
Semester Grade

Grading Scale:

- 90% and Above = A
- 80-89% = B
- 70-79% = C
- 60-69% = D Must Repeat course
- Below 59% - 0 = F Must Repeat course

*All ID students must make a C or better in all ID courses.

*NOTE: A letter grade will be deducted from the semester grade for over 3 unexcused absences.

Performance Evaluation

Completing an assignment does not automatically merit a grade of A. Average work will receive a grade of C. To receive a grade of B or A, the student must go above and beyond the basic requirements of the assignment.
A (Excellent)  Student's work is exceptional, and the solutions show depth of understanding of the project requirements. The project is fully developed and presented well, both orally and graphically. The full potential of the problem has been realized and demonstrated. An "A" indicates exceptional work, out of the ordinary, and **above and beyond what was required for the project**. Hard work does not always yield this. Several "all-nighters" do not always yield this.

B (Good)  Student's work shows above-average understanding and clear potential. All project requirements are fulfilled or exceeded and clearly and concisely presented. Being in class every day does not always yield this.

C (Fair)  Student's work meets the minimum objectives of the course and solves major project requirements. Work shows normal understanding and effort. The quality of the project, as well as the development of knowledge and skills, is average. A "C" means you have done everything that was expected; you came to class, worked very hard, and generated a response to the problem that was average and acceptable. It does not mean you have failed. Completing a project and working hard does not guarantee satisfactory results.

D (Poor)  Student's work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project or performance, development, and skills are below average.

F (Failure)  Student's work is unresolved, incomplete, and/or unclear. Minimum course objectives or project requirements are unmet, and the student's work lacks understanding and/or effort. The quality of the project or performance is not acceptable. Merely completing a project does not mean it earns at least a passing grade.

V. TENTATIVE SCHEDULE:  Students are expected to complete readings before class and be prepared to discuss the topic/s listed for each class day. For a Detailed Schedule of what is required Before Class, Expectations During Class, and Homework, please view the course calendar in D2L.

NOTE: **** (This syllabus/timeline is subject to change. All changes will be announced in class and/or posted in D2L. It is your responsibility to note them). The schedule is kept in the D2L module/ Getting Started / Course Calendar.

**Monday, August 28th** – Introduction to the Class

**Wednesday, August 30th** – Ch. 1

**Friday, September 1st** – Ch. 1
Monday, September 4th – Ch. 2

Wednesday, September 6th – Ch. 2

Friday, September 8th – Ch. 3

Monday, Sept. 11th – Ch. 3

Wednesday, Sept. 13rd – Ch. 3

Friday, September 15th – Exam Review

Monday, Sept. 18th – Exam

Wednesday, Sept. 20th – Ch. 4

Friday, Sept. 22nd – Ch. 4

Monday, Sept. 25th – Ch. 5

Wednesday, Sept. 27th – Ch. 5

Friday, Sept. 29th – Ch. 6

Monday, October 2nd – Ch. 6

Wednesday, October 4th – Ch. 7

Friday, October 6th – Ch. 7
Monday, October 9th – Ch. 7

Wednesday, Oct. 11th – Exam review

Friday, October 13th – Exam 2

Monday, Oct. 16th – Ch. 8

Wednesday, Oct. 18th – Ch. 8

Friday, Oct. 20th – Ch. 8

Monday, October 23rd – Ch. 9

Wednesday, October 25th – Ch. 9

Friday, Oct. 27th – Ch. 10

Monday, October 30th – Ch. 10

Wednesday, November 1st – Ch. 11

Friday, November 3rd – Ch. 11
Monday, November 6th – Ch. 12

Wednesday, November 8th – Ch. 12

Friday, November 10th – Exam Review

Monday, November 13th - Exam

Wednesday, November 15th – Ch. 13

Friday, November 17th – Ch. 13

Nov. 20th – 24th THANKSGIVING BREAK Classes Resume Monday, November 27th.

Monday, November 2nd 7: Ch. 14

Wednesday, Nov. 29th – Ch. 14

Friday, Dec. 1st – Ch. 15

Monday, Dec. 4th – Ch. 15th

Wednesday, Dec. 6th – Final Exam Review

Friday, Dec. 8th – Final Exam Review

Monday, Dec. 11th – 15th FINALS WEEK!
WATCH FOR POSTED DATES OF DESIGN CEU'S in GALLERY for any changes. CEU's are recorded in your schedule. You will want to select 3 to attend for extra credit.

VI. Readings (required)


Supplemental references:

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 various 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 can view the names of students who complete the survey, all ratings and comments are confidential and anonymous.** They will not be available to the instructor until final grades are posted.

VIII. Student Ethics and Other Policy Information:

Student Responsibilities
It is each student’s responsibility to read the chapters described in the class schedule as assigned. Course information will be announced in class or posted online via homepage icons, announcements, assignments, assessments, discussion, email, and grade book. Students must check the homepage daily, respond to announcements and emails, and submit assignments on time. Students will use Word documents in writing for this course for all submissions. The purpose of this course is to learn new things. You may not get everything right every time, but the goal is to take what we have learned and apply it in the future.

It is the responsibility of each student to read and print the Syllabus and Course Timeline. Assignment due dates and exam dates are non-negotiable. **Late work will not be accepted. Yes, life happens. If this is the case, communicate with me. Do not wait till the end and ask for help. Faculty are here to assist, but you have to communicate.**
Class Attendance and Excused Absence: Policy 6.7

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 (including the first 12 day attendance report) 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.

However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. We want to help you in anyway but you must communicate with the professor.

1. Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)
   a. When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
      i. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Shepherd
   b. When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
   c. If you have a request, say it politely. You can start with “I would like to …,” “I wonder if you can …,” “May I …,” “Is it possible to …,” “Do you mind …?” DO NOT WRITE: “I want to know …,” “I want you to …,” “Send this to me …,” “Tell me when ….” Just adding the word “please” does not mean that you are being polite.
   d. Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear Mrs. Swearingen I am a student enrolled in your on-line IND 1311 course.” Also, I will assume if you do not fill in the ‘Subject’ line that your communication is not very important. Please send complete emails.
   e. Be concise.
   f. Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
g. When making an appointment, you can suggest a few time slots, but always say something like, “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday]; however, I am available…” Do not say, “I am unavailable on [Monday].”

In the event of widespread technical difficulty (i.e., hurricane), due dates for assignments and exam deadlines will be adjusted. **Each student should have a backup plan for submitting assignments and taking exams** on or before the due date in case of individual technical difficulty. Individual computer problems and inability to access the internet are not an excuse for missed or late assignments or missed exams. **Students are advised not to wait until the last few minutes to submit assignments or log on to take exams.** Submit assignment and log on to exams early enough that you can implement a backup plan if necessary.

Each student should check their grade points regularly. Any grade point discrepancies must be resolved within one week after assignment grades have been posted, otherwise, the posted grade points are considered final.

**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. Failure to request services promptly may delay your accommodation. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is the 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 any information, including citations, on an assignment.
- helping or attempting to help another in 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 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;
- 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 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.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

**Final Exam**
Date and time for final exam is established by the university and is not to be changed. Plan to take the final exam for this course on the day and time posted on the Course Timeline.

It is the policy of this professor that once an exam has been passed out for an in-class exam if any students complete the exam and leave the room, then no additional students, if late, will be able to enter the room to begin the exam.

**Contacting the Instructor**

Students are encouraged to promptly contact the instructor with questions or individual concerns not addressed in the syllabus or other course information. Although a course may be fully or partially online, students are welcome to meet face-to-face. Office hours and contact information are provided in the course syllabi. Occasionally the instructor may have responsibilities (i.e., attending a conference, meeting across campus) that will interfere with posted office hours and alternate office hours will be posted. Students needing an individual office conference are advised to make an appointment to avoid conflicting with appointments of other students. Emails should be sent to the instructor sswearingen@sfasu.edu NOT through D2L.

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 Code of Conduct for Interior Design and Interior Merchandising classes:**

Interior Design/Interior Merchandising/Construction Management Policy

Unacceptable conduct includes but is not limited to the following:

- Ringing cell phones during class—turn phones off or set to silent
- Talking on cell phone in any class
- Texting in class
- Checking email or blogs (i.e. facebook, twitter) in class—computers are for classroom activities only
- Head phones/ear buds discourage studio interaction and synergy. Do not utilize these items during class meetings.
- Doing homework for other courses in class
- Bringing children to class—this is against University policy, so if you have a problem, please get with me and we will zoom that day.
- Discussing grievances in front of class or in hall—make appointments to talk with professors in their offices
- Dominating professors’ time in class—it is important that all students get equal time.
- Missing class excessively
- Arriving tardy to class—this is disruptive
• Coming to class unprepared – keep a close eye on the class schedule and always check D2L before class if your professor uses this tool.
• Taking long breaks during studios – it is acceptable for students to get a beverage or take a restroom break during studios if the professor is not lecturing– these breaks should not exceed 5 minutes in length. If the professor allows, beverage may be brought into the studio but no food is allowed.
• Missing deadlines for assignments and projects should be something you avoid. Students should consult the professor in special circumstances.
• Having beverages in class without knowing the professor’s policy.

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/Interior Merchandising/ Construction Management program(s) 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.

Work Retention Policy
The Design Faculty reserves the right to retain student work for the upcoming CIDA site visit. It is the responsibility of the student to photograph or duplicate projects for portfolios before graduation. All projects can be returned to the student after the CIDA site visit. In order to receive a notification, it is the responsibility of the student to maintain current contact information with the SFA Interior Design Faculty. The professors reserve the right to dispose of any project not picked up within 6 months of the CIDA site visit.
FOOD for THOUGHT
A food pantry at SFA is located on the 3rd floor of the Student Center 3.301 to assist / alleviate hunger among students. This is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available. Please note if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!

For students with caregiver responsibilities…
While I maintain the same high expectations for all students in my classes regardless of parenting/caregiver status, as a mother and grandmother myself, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

For students in need of mental health services….

The profession of teaching is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

“In keeping with our philosophy of promoting positive mental health and safety, counseling services assist SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for student and through outreach, presentations, training, and consultation for the campus community.”

For more information: http://www.sfasu.edu/counselingservices/

If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.

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.

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

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
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)
Did you know....
You can ask for a Chosen First Name. Log on to my SFA and go to Personal Information.

You can decide on the modality of attending class, if it is agreed upon prior to the start of the semester but you MUST be in attendance with your mic and camera on, and be engaged. If you are sick, or other circumstances, please join via Zoom. Let your professor know ahead of time why you are missing.

If you need assistance with your core classes you can go to the AARC in the library to get assistance. It is a great resource!

If you don’t understand how d2L works and have questions: contact Center for Teaching and Learning. 936 468-1919.

Friday’s are spirit day: We encourage everyone to wear purple. So start shopping.

INDS & CM faculty are here to assist you, if you have questions, please go and visit with them.