### Instructor:
Jennifer Luque  
RID, LEED AP ID+C

### Course Time:
T 12:30-1:20 p.m.

### Course Location:
HMSS 103

### Office:
HMS South 102A

### Office Hours:
M & W 9:30-12 pm  
Other times by appointment.

### Office Phone:
972.757.9250

### Other Contact Information:
HMS Office: (936) 468-4502  
HMS Fax: (936) 468-2140

### Course Credits:
1 hour

### Email:
For course related issues, please use the e-mail feature in D2L in MyCourses.

**Prerequisites:** INDS 2105/2205, INDS 2113/2213. Corequisite: INDS 3221 Lab

**I. Course Description:**
Study of needs and specific concerns of commercial interiors. Emphasis on universal design and public welfare. Application of knowledge through design problems and specifications.

**II. Intended Learning Outcomes/Goals/Objectives:**
This course is designed as a senior course for the interior design program. Utilization and actual application of content from earlier studios and lectures will be implemented through the design of a large-scale commercial space. Students will be challenged to document the entire design process, to increase their speed in design development, and to advance their skill in digital visual presentation. Emphasis will be placed on the health, safety, and welfare of the public as students generate commercial contract documents with interior specifications for furniture, finishes, and equipment.

The content of INDS 3121 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 INDS 3121 to prepare students for excellence in the design profession. In addition, the study of accessibility standards and humanistic design principles in 3121 encourages the development of caring and compassionate designers.

Program Learning Outcomes:
1. Students will be able to reflect, demonstrate and be aware of professional dispositions relative to their chosen profession.
2. Students will have a clear understanding of the professional behavior required for their discipline.
3. Students will demonstrate competence in their specific discipline through work samples required for that discipline.
4. Students will be able to demonstrate strong communication skills, a professional image, a good work ethic, and the ability to be prepared for their job.
5. Students will demonstrate satisfaction with their experience in the School of Human Sciences.
6. Graduates will be able to pursue professional interior design goals successfully.

Student Learning Outcomes:
Course content and objectives satisfy specific components from the 2022 Professional Standards of the Council for Interior Design Accreditation (CIDA). Through completion of the course, the student will:

Standard 7. Human Centered Design
b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.2
Student work demonstrates the ability to:
c) gather and apply human-centered evidence.3
d) analyze and synthesize human perception and behavior patterns to inform design solutions.
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions.
f) apply wayfinding techniques to design solutions.

Standard 8. Design Process
a) Student work demonstrates the ability to apply space planning techniques throughout the design process
Student work demonstrates the ability to apply knowledge and skills learned to:
b) solve progressively complex design problems.
c) identify and define issues relevant to the design problem.
d) synthesize information to generate evidenced-based design solutions.
e) use precedents to inform design concepts or solutions.
f) explore and iterate multiple ideas.
g) design creative and effective solutions.
h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

**Standard 9. Communication**

Students are able to effectively:

a) interpret and communicate data and research.

b) express ideas and their rationale in oral communication.

c) express ideas and their rationale in written communication.

d) express ideas and their rationale developed in the design process through visual media: ideation
drawings and sketches. 

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

**Standard 13. Products and Materials**

Students work demonstrates understanding of:

a) how furnishings, objects, materials, and finishes work together to support the design intent.

b) typical fabrication process, installation methods, and maintenance requirements for products and materials.

c) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.

d) 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.

e) Students are able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.

**Standard 14. Environmental Systems and Human Wellbeing**

Student Learning Expectations

a) Students understand that design decisions relating to acoustics Students understand:
b) the principles of acoustical design.
c) appropriate strategies for acoustical control.

**Standard 16. Regulations and Guidelines**

Student work demonstrates the ability to apply:

d) federal, state/provincial, and local codes including fire and life safety.

e) barrier-free and accessibility regulations and guidelines.

Course content prepares students for successful completion of the National Council for Interior Design (NCIDQ) Exam, the national certification exam for registered interior designers in the State of Texas.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course assignments include the space planning of accessible building components such as ramps, stairs, and public bathrooms. As the course progresses, these components are incorporated into the original design of a large-scale commercial facility.

Student activities involve disability simulations, readings, production of CAD drawings, selection and documentation of finishes, quizzes/exams, and presentation.

Instructional strategies involve lecture, demonstration, slide/Power Point presentation, audio/visual presentation, individual critique, and written evaluation.

CAD, D2L, internet resources, and audio-visuals comprise the primary examples of technology integration in INDS 3121.

IV. Evaluation and Assessments (Grading)

Homework Assignments (9)..........................................................................................................................100 pts/piece
Lab Assignments (7)........................................................................................................................................100 pts/piece
Project 1 Final................................................................................................................................................150 pts
Final Project Assignments (12)......................................................................................................................100 pts/piece
Final Project Final...........................................................................................................................................200 pts
CEU’s (3)..........................................................................................................................................................100 pts
Service Hours (6).............................................................................................................................................100 pts
Professionalism................................................................................................................................................100 pts
Final Process/Project notebook........................................................................................................................100 pts

You must retake the course if a semester grade of less than a “C” is earned.

Grading Scale:
90-100=A / 80-89=B / 70-79=C / 60-69=D / 0-59=F

LECTURE/LAB

flash drive for course backups/one drive/cloud access
Revit 2022
Trace paper
Drafting kit supplies
Rendering markers

V. Tentative Course Outline/Calendar:

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

My goal is to be sensitive of your time but utilizing your time will be important in and out of the classroom. Please use smartly. As you know I feel balance is important but you must not procrastinate and work some each day.

As stated, this is a TENTATIVE calendar, we try to adhere as close as possible but the best end results are important. Dates may change due to understanding, speaker needs to change date, etc.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week 1-  | Module 1     | **Lecture:** No Lecture  
Lab I: No Lab  
Lab II: Lab Assignment #1a Township Youth Organization  
**Homework:** Read Chapter 1, Chapter 1 Assignment (Due Jan. 28) |
| Jan. 15  | Classes start Jan. 18 Getting Started |                                                                                                                                            |
| Week 2-  | Module 2     | **Lecture:** Chapter 1 PowerPoint  
Lab I: Lab Assignment #1a Township Youth Organization  
Lab II: Lab Assignment #1b Township Youth Organization  
**Homework:** Read Chapter 2, Submit Chapter 1 & 2 Assignments. Submit Lab Assignments #1. |
| Jan. 22  | Chapter 1 Commercial Interior Design |                                                                                                                                             |
| Week 3-  | Module 3     | **Lecture:** Chapter 2 PowerPoint  
Lab I: Lab Assignment #2a Dual Pediatric  
Lab II: Lab Assignment #2b Dual Pediatric Final Plan.  
**Homework:** Read Chapter 3, Chapter 3 Assignment. Submit Assignments #2. |
| Jan. 29  | Chapter 2 Forces that Shape Commercial Interior Design |                                                                                                                                            |
| Week 4-  | Module 4     | **Lecture:** Chapter 3  
Lab I: Lab Assignment #3a Research on Health-grade furniture and Textiles.  
Lab II: Lab Assignment #3b Research on Health-grade furniture and Textiles.  
**Homework:** Read Chapters 5 & 6, Chapter 5 Assignment. Submit Assignments #3. |
| Feb. 5   | Chapter 3 Research and Project Processes |                                                                                                                                             |
| Week 5-  | Module 5     | **Lecture:** Chapters 5 & 6 |
| Feb. 12         | The Corporate Office Space & Commercial Furniture Chapters 5&6 | **Lab I:** Lab Assignment #4a. Regional Management Office.  
**Lab II:** Lab Assignment #4b. Regional Management Office  
**Homework:** Read Chapter 7, Chapter 7 Assignment. Submit Lab Assignment #4. |
|-----------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Week 6- Feb. 19 | **Module 6**  
Chapter 7  
Lodging Facilities | **Lecture:** Chapter 7  
**Lab I:** Lab Assignment #5a. The Cosmopolitan Club bubbles and space plan  
**Lab II:** Lab Assignment #5b The Cosmopolitan Club. Final plan into Revit  
**Homework:** Read Chapter 8, Chapter 8 Assignment. Submit Lab Assignment #5. |
| Week 7 Feb. 26  | **Module 7**  
Chapter 8  
Food and Beverage | **Lecture:** Chapter 8  
**Lab I:** Lab Assignment #6a. The Cosmopolitan Club RCP  
**Lab II:** Lab Assignment #6b The Cosmopolitan Club RCP  
**Homework:** Read Chapter 9, Chapter 9 Assignment. Submit Lab Assignment #6. |
| Week 8- March 4 | **Module 8**  
Chapter 9  
Retail | **Lecture:** Chapter 9  
**Lab I:** Lab Assignment #7a. The Cosmopolitan Club Finishes.  
**Lab II:** Lab Assignment #7b. The Cosmopolitan Club DD Board.  
**Homework:** Read Chapter 10, Chapter 10 Assignment. Submit Lab Assignment #7. |
| Week 9- March 11| **Module 9**  
SPRING BREAK | No Classes |
| Week 10- March 18| **Module 10**  
Chapter 10  
Healthcare | **Lecture:** Chapter 10/Final Intro  
**Lab I:** Final Research-Assignment 1  
**Lab II:** Final Room Typicals-Assignment 2  
**Homework:** Read Chapter 11, Chapter 11 Assignment. Submit Final Assignments 1&2. |
| Week 11- March 25| **Module 11**  
Chapter 11  
Senior Living | **Lecture:** Chapter 11  
**Lab I:** Final Bubble Plans- Assignment 3  
**Lab II:** Final Block Plans Assignment 4 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Lecture</th>
<th>Lab I</th>
<th>Lab II</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 - April 1</td>
<td>12</td>
<td><strong>Lecture:</strong> Finish Manuals</td>
<td><strong>Lab I:</strong> Final Plan Assignment 5</td>
<td><strong>Lab II:</strong> Final Finishes Assignment 6</td>
<td><strong>Homework:</strong> Submit Final Assignments 3 &amp; 4.</td>
</tr>
<tr>
<td>13 - April 8</td>
<td>13</td>
<td><strong>Lecture:</strong> Furniture Plans</td>
<td><strong>Lab I:</strong> Final Furniture Assignment 7</td>
<td><strong>Lab II:</strong> Final Textiles Assignment 8</td>
<td><strong>Homework:</strong> Submit Final Assignments 5 &amp; 6.</td>
</tr>
<tr>
<td>14 - April 15</td>
<td>14</td>
<td><strong>Lecture:</strong> RCP Plans</td>
<td><strong>Lab I:</strong> Final RCP Plans Assignment 9</td>
<td><strong>Lab II:</strong> Final Light Fixture Selections Assignment 10</td>
<td><strong>Homework:</strong> Submit Final Assignments 7 &amp; 8.</td>
</tr>
<tr>
<td>15 - April 22</td>
<td>15</td>
<td><strong>Lecture:</strong> Rendering</td>
<td><strong>Lab I:</strong> Final Renderings 2 total key areas as defined in module. Assignment 11</td>
<td><strong>Lab II:</strong> Final Renderings 2 total key areas as defined in module. Assignment 11</td>
<td><strong>Homework:</strong> Submit Final Assignment 11.</td>
</tr>
<tr>
<td>16 - April 29</td>
<td>16</td>
<td><strong>Lecture:</strong> No Lecture</td>
<td><strong>Lab I:</strong> Complete final 2 renderings-Assignment 12</td>
<td><strong>Lab II:</strong> Complete final 2 renderings-Assignment 12</td>
<td><strong>Homework:</strong> Submit Final Assignment 12. Complete Digital Presentation Board.</td>
</tr>
<tr>
<td>17 - May 6</td>
<td>17</td>
<td><strong>Lab 1:</strong> No lab</td>
<td><strong>Lab 2:</strong> Final PRESENTATIONS – Thursday, May 9th 10:30-12:30 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings

**Required:**

Revit Software.

**Supplemental:**
Null, R. & Cherry, K. *Universal Design: Creative Solutions for ADA Compliance.*
Belmont, California: Professional Publications, Inc.
Panero, J. & Zelnik, M. *Human Dimension and Interior Space.*
Pena, W. *Problem Seeking: An Architectural Programming Primer.*
Reznikoff, S.C. *Interior Graphic and Design Standards.*
Reznikoff. S.C. *Specifications for Commercial Interiors.*

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 Policy:

**Institutional Absences (HOP 04-110)**
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.
Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Additional Interior Design Student Conduct Criteria:**

**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 MW or TR class in a long semester, and **ONE** for a summer/8 wk semester; thereafter, a letter grade will be deducted from the semester grade for each additional unexcused absence.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion,
and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Late Work:
Late work without an excused absence will be accepted with the following penalties for being late: 10 points deducted per day the work is not turned in up to 10 calendar days. After 10 calendar days, the work not submitted will be a grade of zero and become the final grade for that assignment for the semester.

Project Reworks:
Students electing to rework major studio projects may resubmit them the first day of Dead Week. The projects will be regraded, and the new grade for each project, averaged with the prior grade, will determine a final project grade.

Professional Standards:
1. Students should prepare themselves adequately for class by completing assignments and securing necessary supplies. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
2. Students should maintain their individual work areas by returning materials to assigned locations and leaving work stations clean and orderly. In particular, effort should be made to retrieve broken leads to preserve floor finish.
3. Students are expected to work in the class area for the duration of the class period unless further instructions are provided by the professor.
4. Per university policy, smoking is prohibited in Human Sciences South.
5. Students should exhibit professional courtesy and conduct. Examples include a positive attitude, sensitivity to others, attentiveness, and cooperation.

6. Design faculty are committed to provide informative and prompt class sessions, return student work in a timely fashion, honor posted office hours, provide feedback on student progress, and allow work time as possible in design studios. Student creativity and input are welcomed; instructor training and experience will guide critiques.

If student dissatisfaction arises, the design program considers a student's request for a private conference with the professor as the first step toward resolution. The next step will involve a meeting of the student and professor with the program coordinator. If necessary, a follow-up meeting of student, professor, coordinator, and department chair may be scheduled.

**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 program coordinators before a date change will occur.

**Smoking Policy**
Per university policy, SFA is a tobacco-free campus.

**Work Retention Policy**
The Interior 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.

**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 (even in your lap). Place cell phones out of sight during class. Do not use them unless completing a requested course activity.
- Checking email or blogs (ie. Instagram, Twitter) in class – computers are for classroom activities only
- Head phones/ear buds discourage studio interaction/synergy; do not utilize these items during class.
- Doing homework for other courses in class
- Bringing children to class – this is against University policy
- **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 – pay attention to the class schedule and professor announcements. Check D2L before class for course updates.
- 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 eating food is not allowed during class.
- Missing deadlines for assignments and projects is not allowed. Students should consult the professor in special circumstances.
- Having beverages in class without knowing the professor’s policy.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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 coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](http://www.sfasu.edu/disabilityservices/).***

**IX: Resources**

**On-campus Resources:**

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  
  [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  
  936.468.7249
  
  dos@sfasu.edu

- **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

- **SFASU Human Services Counseling Clinic** • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  
  Human Services Room 202 • 936-468-1041

- **The Health and Wellness Hub “The Hub”**
  
  Location: corner of E. College and Raguet St.
  
  To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  
  Health Services
  Counseling Services
  Student Outreach and Support
  Food Pantry
  Wellness Coaching
  Alcohol and Other Drug Education
  
  [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  
  936.468.4008
Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343

National Suicide Crisis Prevention: 9-8-8

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741