School of Human Sciences  
HMS 4214 621  Lab  
Capstone 2  
Spring 2024  
2 Lab

Instructor:  
Sally Ann Swearingen

Course Time:  
Lab M 10-11:40  
W 10-11:40  
Reference  
M Lecture 9:00-9:50

Phone Office:  
(936) 468-2048  
HMS Office: (936) 468-4502  
Cell: (936) 554-9596

Location: HMS South Rm. 108

Office Hours:  
M: 11:40-12:10 & 1:30-5 p.m.  
W: 11:40-12:10 & 1:15-2:15  
Or by appointment.  
If not in office, please look in classrooms, maybe meeting with other students.

Email: For course related issues, please use the e-mail sswearingen@sfasu.edu or for large files use your team folder but text stating you are sending.  
Drawings send PDF files to sfasu.edu and through d2L when dropbox provided & use your teams folder.

NOTE: It is YOUR responsibility to secure ALL Paper work for graduation. Please set up appointment with COED advising center to confirm. Crystal Deckard is our advisor.

Prerequisites: HMS 314, 412

I. Course Description:

INDS 4114: Continued exploration of varied commercial spaces and the impact of code regulations upon their development. Application of knowledge through large-scale design problems and specifications.

**Justification:** 4114 – INDS Capstone (Lecture) is a 1-hour credit course that meets once a week for 50 minutes for 16 weeks, culminating with a 120-minute final exam for a total of 920 minutes. Students complete significant readings, discussions, written assignments, presentations, specification booklets and final document booklet. Students will take an assessment scenario. These activities require a minimum of 3 hours of preparation time outside of the classroom each week.

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

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 the area of interior 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.

This course is designed as a capstone course for the interior design program. Utilization and actual application of content from earlier studios and lectures will be implemented through a community or university-based commercial project. Through this hands-on learning approach, students will be challenged to increase their speed in design development, writing specifications and visual presentations. In addition, the experience will prepare students to work in design teams to generate commercial contract documents with interior specifications for furniture, finishes, and equipment. Through work with actual clients and collaboration with other professionals, students will gain a better understanding of the team process in generating design solutions.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
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<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Interior Design.</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 the field of Interior Design.</td>
</tr>
<tr>
<td>The student will demonstrate competence in his/her specific discipline using oral and written forms.</td>
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<tr>
<td>The student will be able to identify basic design and research fundamentals as it relates to the field of Interior Design.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>The following 2020 Council for Interior Design Accreditation standards will be addressed, and upon successful completion of the course, the student will:</td>
</tr>
</tbody>
</table>

**Standard 4: Global Context**

- B) how social, economic, cultural, and physical contexts inform interior design.
- D) exposure to current and emerging issues that are shaping contemporary society and the world.
- E) exposure to a variety of cultural norms

**Standard 5. Collaboration**

- A) Students have awareness that multiple disciplines and stakeholders are involved in creating an interior environment. 1
  Students Understand
- b) the terminology and language necessary to communicate effectively with members of allied disciplines. 2
- c) technology-based collaboration methods specific to the problem solving process for the built environment disciplines. 3
d) the dynamics of team collaboration and the distribution and structure of team responsibilities.

e) Student work demonstrates the ability to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.


The interior design program provides exposure to the role and value of:

n) life-long learning.

o) public service.

**Standard 7. Human-Centered Design**

Student work demonstrates understanding of:

a) theories related to the impact of the built environment on human experience, behavior, and performance.

b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.

Student work demonstrates the ability to:

c) gather and apply human-centered evidence.

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**

Student Learning Expectations

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.

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

**Program Expectations**

The interior design program includes:

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

k) opportunities for innovation and risk taking.

l) exposure to methods of idea generation and design thinking.

**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.

**Program Expectations**

The interior design program provides opportunities for:

f) exposure to evolving communication technologies.

g) students to develop active listening skills in the context of professional collaboration.
Standard 12 Light and Color
Students understand:
b) the principles of natural and artificial lighting design.1
c) strategies for using and modulating natural light.

Standard 13 Products and Materials
Student work demonstrates understanding of:
a) how furnishings, objects, materials, and finishes work together to support the design intent.
b) typical fabrication processes, installation methods, and maintenance requirements for products and materials.
d) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing. 1
e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.
f) 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. 2

Standard 14 Environmental Systems and Human Well-being
Students understand:
b) the principles of acoustical design.1

Standard 16. Regulations and Guidelines
a) Students have awareness of the origins and intent of laws, codes, and standards.1
Student work demonstrates understanding of:
b) standards and guidelines related to sustainability and wellness.2
c) sector-specific regulations and guidelines related to construction, products, and materials.3
d) detection such as active devices that alert occupants including smoke/heat and alarm systems. e) compartmentalization such as fire separation and smoke containment.
Student work demonstrates the ability to apply federal, state/provincial, and local codes4 including:
g) occupancy group and load calculations.
h) movement, travel distance, and means of egress.
i) barrier-free and accessibility regulations and guidelines

This course has been identified as a SFA upper level core class:
The items below MUST be uploaded into LiveText

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in Q classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Upload PDF (3 different floor plans of (major project) three preliminary floor plans then one final plan / preliminary plans can be block plan ideas. Plus your complex matrix of the project.</td>
<td>May 1</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Final Presentation PowerPoint to clients</td>
<td>May 1</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Written Program and Matrix of each of the spaces.</td>
<td>By April 1</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to</td>
<td>Upload PDF final floor plans of library</td>
<td>April 29</td>
</tr>
</tbody>
</table>
work effectively with others to support a shared purpose or goal.

<table>
<thead>
<tr>
<th>Personal Responsibility</th>
<th>To include the ability to connect choices, actions and consequences to ethical decision-making.</th>
<th>Upload final critique of team member, entire team will evaluate your team as a whole</th>
<th>May 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Upload standards – Excel furniture/finishes of library &amp; / highlight of codes and summary of entire project</td>
<td>April 29</td>
</tr>
</tbody>
</table>

Each team must upload the above into Qualtrics. You will designate one person.

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

Course Assignments/ Activities: In-class/out-of-class assignments and exercises (may be announced or unannounced), project/presentation, community service and CEU’s.

Instructional strategies may include: lectures, class discussion, group participation, guest speakers, and videos/podcasts.

Use of Technology may include: Blackboard (MyCourses), internet assignments/activities/research, and word processing.

1. INDs 4114/4214 is a D2L Enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments, links to related websites and videos, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon and/or chats. **Please reference D2L in dropbox for All assignments.**

2. Course content is delivered via class lectures and discussions, assigned readings and assignments directly relevant to the course content. **Students should check the homepage on a daily basis for notices, mail, and assignments.** Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted **otherwise the posted grade points are considered final and will not be reviewed at a later date.**

4. Assignments that are posted on the D2L Management System are predominately saved as a PDF, OR secondly in the Word 2007 format or later. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available.

IV. Evaluation and Assessments (Grading):

The course and lab is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course.

A=90-100% of required points; B=80-89%; C=70-79%; D=65-70%; F=0-64%.
(Final points may vary slightly due to pop quizzes and/or in class participation).

***Note:** ALL assignments, projects, and exams must be completed to receive a grade for the course.
You will receive a lecture grade and a lab grade. In depth information is in dropbox in d2L and in the modules.

Course Points are earned through:

LAB INDS /4214 (from Lab Syllabus)

Identified Areas: All proposed areas in Project Outdoor /Indoor areas, Signage.

Things to think about: **Research that should be in booklet:**
1. Research (other spaces – similar)
2. Color, Lighting, natural lighting
3. Wayfinding
4. Codes (ADA/ Means of Egress, etc.)
5. Concept of each area
6. Evidence based design

Course Points are earned through:

March 20  Life Safety Plan – group – 100 pts
April 3   Job Worksheet - group -125 pts
April 8   CD’s – Interior with site plan due – group 200 pts
March 27  Programing Due – group – 75 pts
April 10  Booklet Due (11 X 17) group – 275 pts
April 22  Presentation – Group – 200 pts
April 29  Individual Presentation Grade – individual – 85 pts
May 3    Individual Class Grade – individual – 300 pts
May 3    Qualtrics uploaded – team – 225 pts

**Total Lab: 1585 pts**
Senior Luncheon: Week of May 6th. TBA (aiming for Monday)

A = 90%  B= 80%  C= 70%  D= 60%

Lecture: INDS 4114.

Jan 24   Podcast summary – individual -25 pts
March 18 Community Service hours due – individual – 60 pts
Jan 31   Team Evaluations Due – individual – 30 pts
Feb. 29  Team Evaluations Due – individual – 30 pts
March 27 Preliminary Standards Manual – group -60 pts
March 31 Team Evaluations Due – individual – 30 pts
April 1  CEU's / speaker Due – individual – 30 pts
April 12 Standards Manual – group – 300 pts
April 30 Team Evaluations Due – individual -30 pts
May 1    Your teams folder updated. – group – 125 pts
May 3    Class Team folder everything uploaded – group – 125 pts
May 4    Team Evaluation Due – individual -30 pts
TOTAL Lecture section 905 points

A = 90%  B= 80%  C= 70%  D= 60%

Note: The student must retake the course if a semester grade of less than C is earned in either the lecture or lab.

Assignment format: All posted assignments must be typed in 12 point, Times New Roman font, and submitted electronically through Blackboard under the assignments tab. Handwritten assignments in any part are non-acceptable. Having problems with the computer and/or programs, or failing to view the assignment are unacceptable reasons for failing to submit an assignment on the due date. Do not request to turn in an assignment late for any of these reasons. Students may turn in an assignment late if prior arrangements have be made with the instructor, however the reduction of a letter grade will be accessed for each day the assignment is late.

Font size of booklet should NOT be larger than 14” font unless it is a title.

4. Extra-Credit Options. Opportunities to earn extra-credit MAY be given during the semester. These assignments may not be announced ahead of time and cannot be made up if missed.

TENTATIVE/ Calendar
Note: Daily assignments, etc. will be disbursed throughout the semester, those not in attendance will forfeit the grade. NOTE: we will try to adhere to the calendar dates but times may have to change due to interviews, speakers etc.

We will have a couple of speakers via Skype, zoom and or teams. Changes will be posted on the homepage of the course. Please review frequently. Read the Calendar, plan ahead and be prepared. Communication is crucial because changes happen.

NOTE: This is a capstone course: Lectures are listed and final due dates are listed, it is YOUR teams responsibility to determine your time table (how your team will accomplish the project/assignment deadline). NOTE – you must meet with faculty a minimum of one week to review information prior to a projects due date.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates &amp; Topic</th>
<th>Detail or outline when necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Day 1 M W Jan 22-27 Overview of course/ Objectives /Team collaboration /review Projects/ Review voids in research and booklet. review corrections from last semester comments and determine direction and finalize methodology. Review outline of ideas to be in booklet. Discuss Group evaluations, meeting times with team.</td>
<td>Work with team to finalize program, begin writing summaries of each commercial spaces for project and determine voids in the assembly of complex criteria Matrices (see due dates and create your own Gant chart) Discuss Podcast Determine a time line/ Gantt chart for how you will accomplish booklet, required drawings and presentations. Per deadlines above Due in Dropbox and dates above All submissions will be 11:59. Note: No late submissions will be accepted, s work one week ahead of time. Review your preliminary plan and start determining if the areas documented can meet</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Lecture</td>
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| 2   | Jan 29th | **Lecture**: Analyzing your information. / **Gantt Schedules**  
**Objectives**: Analyzing and determine your time line to accomplish project.  
**Lab**  
**Discuss Standards Manual**  
What is included and how do you assemble.  
**Day 2 W J**  
**Lab**: Present plan to faculty | Confirm that the areas have the appropriate spaces required to meet the need of the department and the public spaces. |
| 3   | Feb. 5th |  
**Day 2: W. Feb. 7**  
**Lab**: Group time  
**Service Learning opportunity**: Chairished Blessings – Feb.9-10 at County Expo Center 9 a.m. – 10 p.m. | For your records – create an items list of what you do and how much time it takes.  
Make corrections and finalize plan  
Note each Wed. CEU presentations at 8 a.m. |
| 4   | Feb. 12 | **Lecture**: Lab  
**Discuss Code Plan**  
**Day 2 W Feb. 8**  
**Exterior Elevations or Exterior Rendering**  
Teams will generate final proposed plans with exterior schematics | Field Trip Feb. 16 Depart at 5:30 a.m. arrive back at 9:30 p.m.  
Put in your time table  
Group Evaluations Due at the end of month.  
Service learning due March 13 |
| 5   | Feb. 19 | **Lecture**: Review of Codes, Occupancy Loads |  
**Day 2: W Feb. 21**  
**Lab**  
**Work day**  
**Review Proposed plans for Codes: Means of Egress and Security Occupancy Loads** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>Feb. 15th</td>
<td>Field trip Depart at 5:30 a.m.</td>
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</table>
| 6          | **Day 1 (M. Feb. 26)**  
Lecture: Updates  
Lab: **Preliminary meeting with faculty to see work progress**  
Day 2 Wed Feb 28  
Work Day on updating plans |
|            | Students will update all research and compile information to be able to use in presentation and in booklet.  
Review and Update Complex Criteria Matrix  
Don’t forget to keep adding to your booklet and research process.  
**Watch dates of Evaluations due** |
| 7          | **Day 1 M. March 4**  
Lecture: Security/ Means of Egress  
Code review of plans. Outline and note all codes.  
_ and mark a Code plan.  
Review Proposed plans for Codes: Means of Egress and Security  
Occupancy Loads  
Correct # of RR  
Location of extinguishers and pulls  
Travel distance  
Day 2 W March 1  
Lab:  
Dissect each department/ spaces to confirm layout is functional with appropriate amenities, and furniture specified |
|            | Review your Gantt chart to see if your team is on schedule  
Put in your time table  
This week will have a review of Life Safety Plan  
Group Evaluations Due the end of each month.  
Note: dates may change depending on progress of team. |
| 7          | **Day 1 M. Feb 27**  
Lecture: Security/ Means of Egress  
Code review of plans. Outline and note all codes.  
_ and mark a Code plan.  
Review Proposed plans for Codes: Means of Egress and Security  
Occupancy Loads  
Correct # of RR  
Location of extinguishers and pulls  
Travel distance |
|            | Students will red-line plans for Means of Egress and note Security issues. What are security issues?  
Put in your time table  
/  
6 hours of Community Service Due |
| Day 2 W March 1  |
| Lab: Dissect each department/spaces to confirm layout is functional with appropriate amenities, and furniture specified |

Spring Break 9-17

| 8 |
| Day 1 (March 20)  |
| Lecture: Reviewing standards manual.  |
| Lab: Code review day  |
| Code official to review plans  |
| Life Safety Plan Due  |
| Day 2 (W March 22)  |
| Finalize Plans see your Gantt chart  |
| Lab Work Day with team  |
| Teams to review and update plans |

| 9 |
| Day 1 (March 25 & 27)  |
| Review due dates  |
| Lecture/ Lab Review with faculty plans, and Codes Plan. |
| Day 2 (W –) Team review  |
| Standards Manual Due April 12 th or earlier.  |
| Complex Criteria Matrix and Program Due March 27  |
| CEU or Speaker Series assignment due – April 1 |
| Put in your time table  |
| Easter Break Thursday and Friday  |
| Don’t forget Evaluations Due |

| 10 |
| Day 1 (M-April 1 & 3)  |
| Lecture: Presentations  |
| Lab: Work with teams and finalizing projects |
| Don't forget Upload of Critical thinking skills in Qualtrics. (see syllabus above) |
| Standards Manual Due April 12 and Booklet Due April 10 |

| 11 |
| (M April 8 & 9  |
| Lecture: Presentations |
| Lab Day 2 (Preliminary Presentations with faculty) |
| NOTE: 11 X 17 Booklet Due Friday, April 10 a.m. |

| 12 |
| April 15 & 17  |
| Rehearsal of Presentations |

| 13 |
| April 22 & 24  |
| Presentations rehearsed again. |

| 14 |
| April 29 – May 1  |
| Monday – Final Presentations  |
| Review what is to be uploaded and due |
| CIDA arrives 27th and departs 30th |
| Presentations will be Monday the 29th |
VI. Readings/ Text (references)


IBC (Codes Book)

VII. Course Evaluations and Assessments: (Grading)

The importance of completing the course evaluations is to improve faculty planning and instruction and course and program improvement to secure ACCE accreditation. This is an opportunity for you to express what the faulty 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:
  - Course and program improvement, planning, and accreditation;
  - Instruction evaluation purposes; and
  - 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 summarized data 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.

My policy is if you miss three unexecused times, it will be automatica one lower grade. This course is based on team work, and cannot be done if you are absent. Six unexcused is an automatic two letter grades.

**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.

**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)***

**IX: Resources**

- **On-campus Resources:**  
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)  
    www.sfasu.edu/deanofstudents  
    936.468.7249  
    dos@sfasu.edu  
  - **SFASU Counseling Services** • 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  
    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
936.468.4008
thehub@sfasu.edu

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

X: Dress Policy: Professional Dress Policy
There are times throughout the Construction Management program when students are required to wear “professional attire.” This attire might be needed to present a project, to visit a CMGT company, attend career day, or to interview for an internship or job. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit or jacket and add one or two items to the wardrobe each semester. Other appropriate attire maybe business casual, men khaki pants and polo shirts. Women, slacks and polo. This will provide you with adequate professional clothing throughout the program and give you a wardrobe for your internship and first job.

Field trips to job sites or labs that require appropriate field attire include: Steel toed shoes, safety glasses, hard hat, hair pulled back in a pony tail if long and gloves when appropriate.

XI: Other Relevant Course Information:

Dept./School 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/coordinators before a date change will occur.

Service Learning
Students are required to document 6 hours of service-learning hours that is preferred related to their major. The form is located in a module in bright-space. The six hours is for the entire semester and can be used in each CMGT course for the documented 60 points. Hours must be completed before the final exam week. You must fill out the form, have the service sign, document with a picture of the service and a small written summary of what you did. Join the ABC Construction Jacks to get easy service hours within construction.