School of Human Sciences  
HMS 414 001 Lecture/Lab HMS 414 050  
Commercial II  
Spring 2014  
2 Hour Lecture / 4 Hour Lab

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Phone Office: (936) 468-2048</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Ann Swearingen</td>
<td>HMS Office: (936) 468-4502</td>
</tr>
<tr>
<td></td>
<td>Cell: (936) 554-9596</td>
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<table>
<thead>
<tr>
<th>Location: HMS South Rm. 108</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td></td>
<td>M- 2:45-4:45 p.m.</td>
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<td></td>
<td>T 2-4:45 p.m.</td>
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<td></td>
<td>W- 4:45-5 p.m.</td>
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<td></td>
<td>Totally open to Schedule; by appt.</td>
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NOTE: It is YOUR responsibility to secure ALL Paper work for graduation. Please set up appointment with COED advising center to confirm

**Prerequisites:** HMS 314, 410, 412

**I. Course Description:**

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.

**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

**Email:**

For course related issues, please use the email sswearingen@sfasu.edu or for large files use saswearingen@yahoo.com
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 and visual presentation. 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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</thead>
<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 Human Sciences.</td>
</tr>
<tr>
<td>The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.</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 fundamentals such as the elements and principles of design and execute them in projects.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>The following 2017 Council for Interior Design Accreditation standards will be addressed, and upon successful completion of the course, the student will:</td>
</tr>
<tr>
<td><strong>Standard 3: Learning Environment and Resources</strong></td>
</tr>
<tr>
<td>c) The program provides a constructive and respectful learning environment that encourage professionalism and engagement across faculty, staff, and students.</td>
</tr>
<tr>
<td>d) Equipment and technological support is available and appropriate to support program objectives and course goals.</td>
</tr>
<tr>
<td>e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciplines as well as product information and samples.</td>
</tr>
<tr>
<td><strong>Standard 5. Collaboration</strong></td>
</tr>
<tr>
<td>Students have awareness of:</td>
</tr>
<tr>
<td>a) the nature and value of integrated design practices. 1</td>
</tr>
<tr>
<td>b) the terminology and language necessary to communicate effectively with members of allied disciplines.</td>
</tr>
<tr>
<td>c) technologically-based collaboration methods.</td>
</tr>
<tr>
<td>2 Students understand:</td>
</tr>
<tr>
<td>d) team work structures. 3</td>
</tr>
<tr>
<td>e) leadership models and the dynamics of collaboration.</td>
</tr>
<tr>
<td>f) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions. 4</td>
</tr>
</tbody>
</table>
**Standard 6: Business Practices and Professionalism**

Students understand:
g) instruments of service; contract documents, transmittals, schedules, budgets, and specification.
h) professional ethics and conduct.

**Program Expectations.**

The interior design program provides exposure to:
i) career opportunities and interior design education can afford and the options for advanced study.
j) role models who are qualified by education and experience in interior design.

The interior design program provides exposure to the role and value of:
l) professional organizations
m) life-long learning
n) public service

**Standard 7. Human-Centered Design**

Student work demonstrates understanding of:

a) the impact of the built environment on human experience, behavior, and performance. 1

c) methods for gathering human-centered evidence. 2

Student work demonstrates the ability to:

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

e) apply human factors, ergonomics, and universal design principles to design solutions. 3

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. 1

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. 2
d) execute the design process: pre-design, schematic design, and design development. e) synthesize information to generate evidenced-based design solutions.
f) explore and iterate multiple ideas.
g) design original and creative solutions. 3
h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions. 4

**Program Expectations**

The interior design program includes:
i) exposure to a range of problem identification and problem solving methods.
j) opportunities for innovation and risk taking.
k) exposure to methods of idea generation and design thinking.

**Standard 9. Communication**

**Interior designers are effective communicators.**

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

- Students are able to effectively:
  - a) distill and visually communicate data and research. 1
  - b) express ideas in oral communication.
  - c) express ideas in written communication.
  - d) express ideas developed in the design process through visual media: ideation drawings and sketches.2
  - e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences. Program Expectations
  - f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

**Standard 10. History and Theory**

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems. Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Student Learning Expectations

- Students understand the social, political, and physical influences affecting historical changes in design of the built environment. Students understand significant movements, traditions, and theories in:
  - b) interior design.
  - c) furniture, decorative arts, and material culture. 1
  - f) Students apply precedents to inform design solutions.

**Standard 11: Design Elements and Principles**

Interior designers apply elements and principles of design. Intent: This standard ensures graduates are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

- Students understand the elements and principles of design, including spatial definition and organization. 1

Student work demonstrates the ability to:

- b) explore two- and three-dimensional approaches across a range of media types. Students effectively apply the elements and principles of design throughout the interior design curriculum to:
  - c) two-dimensional design solutions. 1
  - d) three-dimensional design solutions. 1

**Standard 13. Products and Materials**

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes. Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.
Student Learning Expectations

a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing.  

Student work demonstrates understanding of:

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

c) typical fabrication, installation methods, and maintenance requirements.

d) appropriate design or specification of products and materials in relation to project criteria and human well being.

e) 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.

f) Students are able to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

**Standard 15. Construction**

Interior designers understand interior construction and its interrelationship with base building construction and systems. Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Student Learning Expectations

a) Students have awareness of the environmental impact of construction. 1

Student work demonstrates understanding that design solutions affect and are impacted by:

b) base-building structural systems and construction methods. 2

c) interior systems, construction, and installation methods.

Students are able to:

i) read and interpret base-building construction documents.5

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

**Standard 16. Regulations and Guidelines**

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces. Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

a) Students have awareness of the origins and intent of laws, codes, and standards. Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including:

Students apply:

g) industry-specific regulations and guidelines related to construction. 2

h) industry-specific regulations and guidelines related to products and materials.3

i) federal, state/provincial, and local codes and guidelines. 4

j) barrier-free and accessibility regulations and guidelines.
This course has been identified as a SFA upper level core class:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</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 areas) three preliminary floor plans then one final plan / preliminary plans can be block plan ideas</td>
<td>April 11</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>April 25</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 25</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Upload PDF final floor plans of all areas</td>
<td>May 1</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Upload final critique of team member</td>
<td>May 9</td>
</tr>
<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 Matrix / highlight of codes and summary of entire project</td>
<td>May 1</td>
</tr>
</tbody>
</table>

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 job shadowing.

**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. HMS 414 is a D2L Enhanced course. Information notices will be posted on the course homepage. The homepage includes icons for class assignments, links to related websites and videos, and grades. 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 in the Word 2007 format or later. Students should make arrangements to secure the “patch” that will enable them to open these documents in advance, if they do not currently have or anticipate having access to the Word 2007 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available.

IV. Evaluation and Assessments (Grading):

The course 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.

Course Points are earned through:

Lecture: HMS 414.001

1. Scores on exams. There will be 1 exam during the semester, which will be administered in class. Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason. All exams must be made up within 2 class days or a grade of zero will be recorded.

   Exams include: (total of points) 100 pts 100 points

2. Standards Manual (SFA Assignment) 200 points

   1. Furniture & Finish Standard booklet

   Standards manual

   The manual is organized into five divisions:

   - General Information
   - Finishes and Furniture by Area
   - Finish Specifications
   - Details
   - Equipment Specifications
3. **Out-of-class assignments.** Students must be present in class to turn in all assignments that are due. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via email.  

   1. Firms name, logo, budget, officers 15 pts.
   2. Written summaries of interviews 75 pts
   3. Programming / Scope of Services 75 pts
   4. Complex Criteria Matrix 100 pts.
   5. Project Time Line (25 pts)
   6. Group Evaluations due bi-weekly 6 at 20 pts each. (160 pts)
   7. Peer evaluations (100 pts)
4. Community Service hours (6 hours per semester) 60 points
5. Scholar Works 50 points

**TOTAL Lecture section** 960 points

**LAB HMS /414 050**

Identified Areas: Bar, Bar & Steak Restaurant, Café, Lobby, Basement, Conference and Conference entry, Hotel rooms/restrooms, Outdoor area 1, Outdoor area 2, Signage.

A. **Research Findings / Assignments/ Preliminary Presentations**  
   Of all areas listed above. 500 pts
   1. Research
   2. Color and Lighting
   3. Wayfinding
   4. Codes (ADA/ Means of Egress, etc.)
   5. Concept of each area
   6. Evidence based design

B. **Drawings/ Specifications of Entire Fredonia** 400 points
   a. Existing Plans
   b. Proposed Floor Plans
   c. Furniture Floor Plans with keyed furniture with spec book
   d. Finish Plan with Finish schedule
   c. Presentation Drawings 2D/3D

C. **Final Presentation with visuals** 200 points

D. **Senior Exhibit in Library** 700 points

E. **Upload of all Livetext items:** 520 points
   a. Critical Thinking Skills (10) @ 25 pts each = 250
   b. Communication Skills upload 50 pts
   c. Empirical and quantitative skills: Upload of Written Program 50 pts
   d. Teamwork: Upload PDF of final floor plans = 75 pts
   e. Upload of final critique of team = 45 pts
   f. Social Responsibility – Upload of code summary of project = 50 pts
D. **Copies of All Projects (2 sizes and on a jump drive)** 75 pts

   a. Drawings, Presentations, Standards etc. Must have all in place, put in separate files on your teams flash drive to receive points.

**Total Lab 2,395**

**Total Lecture: 910**

A = 960-864  B= 863-768  C= 767-672  D= 576-

Total Lab
A= 2395- 2155  B= 2154-1916  C= 1915-1676  D=1675-

**Note:** The student must retake the course if a semester grade of less than A-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 been made with the instructor, however the reduction of a letter grade will be assessed for each day the assignment is late.**

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, quizzes, 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 & Collaboration. 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.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>W 1-20</td>
<td>Orientation, Lecture: Layout of Criteria Matrix, Time Line, Discuss Project &amp; Overview, Team Lab: Overview of course requirements, Senior Exhibit, Room set up</td>
<td>Lect: Firms Name, Logo, Team Captain given Lab: Sample board w/ Color Scheme, sketch mounted on 8:1/2&quot;</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Additional Notes</td>
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<tr>
<td>M 1-25</td>
<td>Lecture on Hospitality, Interviewing Lab Tour of Fredonia, discuss existing plans</td>
<td>Logo, Team name due Set up Complex Criteria Matrix Create a Time-line for semester Begin writing Hotel Program.</td>
</tr>
<tr>
<td>M 2-1</td>
<td>Lecture: Review Presentation Methods, Research component Lab: Drawings of Existing building due, photo’s of exterior, Group Presentations on Bar’s.</td>
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<tr>
<td>W 2-3</td>
<td>Lecture: Work day on Senior Exhibit: Lab: Group pictures and individual pictures at 12 noon</td>
<td>Group Picture 12 noon</td>
</tr>
<tr>
<td>S 2-6</td>
<td>Opening of Senior Exhibit – 2nd floor of Ralph Steen Library</td>
<td>All students Must be in attendance from 10:30-12 noon</td>
</tr>
<tr>
<td>M 2-8</td>
<td>Field Trip</td>
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<tr>
<td>W 2-10</td>
<td>Lecture: Café’s/ Dining area, Presentations Lab: Presentation on Bar #1</td>
<td>Final Time Line Due Presentation on Bar: Research Assignment Bar Due</td>
</tr>
<tr>
<td>M 2-15</td>
<td>Lecture: Standards Manuals &amp; Schedules Lab: Preliminary Presentation to client on Bars &amp; Café/Restaurant to instructor. Recap findings and re-work Bars and Restaurant and Cafe</td>
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</tr>
<tr>
<td>W 2-17</td>
<td>Lecture: Signage, Lobby of Hotels Lab: Presentation to Client on Bar and Café – Older clientele</td>
<td>Presentation on Bar Café Due.</td>
</tr>
<tr>
<td>M 2-22</td>
<td>Lecture: Entries to Convention Centers and Meeting Rooms Lab: Work Day on Entries to Convention Centers and Meeting rooms.</td>
<td></td>
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<tr>
<td>W 2-24</td>
<td>Lecture: Wayfinding Lab: Present to Client: Entry and Convention Center</td>
<td>Group Evaluation due #1 Presentation on Convention Center &amp; Entry to client.</td>
</tr>
<tr>
<td>M 2-29</td>
<td>Lecture: Outdoor areas Lab: Work time with groups</td>
<td>Work on Research of outdoor areas</td>
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<tr>
<td>W 3-2</td>
<td>Lecture: Review for Exam Lab: Preliminary review with part of clients/ review matrix and client summary with faculty.</td>
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<td>S 3-5</td>
<td>Move out date for Senior Exhibit</td>
<td></td>
</tr>
<tr>
<td>M 3-7</td>
<td>Lecture: Review for Exam Lab: Presentation to client on Outdoor areas</td>
<td>Research uploaded on Outdoor areas Presentation to client on Both outdoor areas #1 &amp; 2.</td>
</tr>
<tr>
<td>W 3-9</td>
<td>Lecture: Exam Lab: Work day with team Please confirm everything is uploaded in Livetext and in dropbox</td>
<td>2nd group evaluation due</td>
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<tr>
<td>3-12</td>
<td>Spring Break</td>
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<tr>
<td>Date</td>
<td>Lecture</td>
<td>Lab</td>
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<tr>
<td>M 3-21</td>
<td>Recap</td>
<td>Overview of what you have learned.</td>
</tr>
<tr>
<td>W 3-23</td>
<td>Standards Manual</td>
<td>Review lobby presentation and research</td>
</tr>
<tr>
<td>M 3-28</td>
<td>Work Day – Easter Holiday</td>
<td>Work Day – Easter Holiday</td>
</tr>
<tr>
<td>W 3-30</td>
<td>No Lecture – uploads due on Research and Codes</td>
<td>Presentation to client on Lobby</td>
</tr>
<tr>
<td>M 4-4</td>
<td>Hotel Rooms</td>
<td>Work Day Research</td>
</tr>
<tr>
<td>W 4-6</td>
<td>Code review</td>
<td>Preliminary Presentation to faculty</td>
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<td></td>
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<tr>
<td>M 4-11</td>
<td>Recap</td>
<td>Preliminary Presentation on Both Hotel rooms/ Cabana and family area.</td>
</tr>
<tr>
<td>W 4-13</td>
<td>Overview of final Presentation</td>
<td>Review of Final Presentation with faculty</td>
</tr>
<tr>
<td>M 4-18</td>
<td>Review of Standards Manual</td>
<td>Review of Final Presentation</td>
</tr>
<tr>
<td>W 4-20</td>
<td>Recap</td>
<td>Final Presentation to Clients All spaces</td>
</tr>
<tr>
<td>M 4-25</td>
<td>Working drawing requirements of ALL areas</td>
<td>Full Plan with specifications, Finish Plan with specifications, Reflective ceiling plan with lighting schedule</td>
</tr>
<tr>
<td>W 4-27</td>
<td>Working drawing requirements</td>
<td>Work day on working drawings</td>
</tr>
<tr>
<td>M 5-2</td>
<td>Recap</td>
<td>Working Drawings Due 6 p.m.</td>
</tr>
<tr>
<td>W 5-4</td>
<td>Standard Manual Due</td>
<td>No later than 9 p.m.</td>
</tr>
<tr>
<td>M 5-9</td>
<td>No Lecture</td>
<td>Work Day on saving and uploading</td>
</tr>
</tbody>
</table>

**VI. Readings/ Text (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 a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

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

VIII. Student Ethics and Other Policy Information:

**Attendance: (Interior Design Policy)**

Class attendance is vital to success in this course and is expected from all students. Class will begin and end on time. Students are encouraged to be punctual out of courtesy for others, but also to ensure that they will not miss important announcements or be late for a quiz, test, or special activity. In addition, any hard copy assignments and projects due will be due at the beginning of class. Due to the potential for excessive disruption in the learning environment, the classroom door will be locked once class begins, starting the third week of class. As a courtesy, interior design faculty permit students One free, undocumented absences per course each semester. Please use wisely.

This absence covers any type of need such as illness, weddings, car problems, family emergencies, and personal travel, etc. (excludes planned absences for SFA extracurricular function). If **additional** absences are incurred, **3 points will be deducted from the final point total** for each day the student is not in attendance. Attendance will be taken from the sign-in sheet circulated each class session or roll.

It is the student’s responsibility to sign-in personally. Do not sign the attendance sheet for another student nor ask someone else to sign for you. This is dishonest and unethical and is inappropriate behavior for an emerging professional. Students may not sign the attendance sheet after class has been dismissed for the day. Students are expected to arrive on time and remain for the entire class session to receive attendance credit. Students who leave early and/or neglect to sign in may be counted absent.

The instructor should be notified immediately if an extended illness occurs. Documentation of an extended illness is mandatory. Any student having a **PLANNED ABSENCE** for an SFA university function **MUST NOTIFY** the professor IN WRITING prior to the absence. This note should be accompanied by an official, signed SFA memo stating the necessity of the absence. Notes may be verified on the web page for the Registrar’s Office that documents the absence of students for University related functions. It is the responsibility of the student to make arrangements for missed time BEFORE the absence occurs.

Policy 6.7 University Policy: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health,
family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Class participation:**
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility to read the material assigned in the class schedule prior to the class period to be able to participate effectively in class discussions and/or activities.

**Cell Phones:**
Cell phones must be **turned off** and placed out of sight during class. It is considered unprofessional and disrespectful to engage in text messaging, internet usage, and/or email while in class. Students who habitually violate this policy will be asked to leave the class. In the unusual circumstance that one must leave his/her phone on vibrate (with a sick child at home or waiting for emergency information via phone), notifying the instructor at the beginning of class is appropriate and expected to avoid confusion.

**Presentation Attire:**
Modest, comfortable dress is expected for regular classes. For class presentations, professional dress is required. In general, professional dress includes: a jacket or jacket-substitute such as a vest or cardigan, modest full-length pant or knee-to-calf length skirt, modest shirt with sleeves, and closed-toe shoes. Hair of shoulder-length or longer should be pulled up or back. Common professional dress **ERRORS TO AVOID** are denim clothing, tennis shoes, flip-flops, sleeveless clothing, tight-form-fitting clothing, bare midriffs, underwear that shows, low-rise pants which reveal naval abdomen or lower hips area, and low-cut tops which reveal the male chest or female cleavage.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Final Exams:**
Final exam date and time is established by the university, and are not to be changed by the faculty. Please do not ask to change the final exam date or time.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilities/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:
(1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
(2) the falsification or invention of any information, including citations, on an assigned exercise; and/or
(3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are:
(1) submitting an assignment as if it were one’s own work when it as at least partly the work of another person;
2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
(3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3)

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically
becomes an F, except as allowed through policy [(i.e., Active Military Service (6.14)]. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp).

**LiveText**

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

**Instructor Conferences:**

All students are encouraged to take time to meet individually with the instructor during the semester. Every effort will be made to respond to individual needs. If at any time a student feels that s/he is having problems related to the course, s/he is advised to contact the instructor as soon as possible. Likewise, the instructor may request a meeting with a student outside of class time if necessary. Many problems can be resolved easily if promptly addressed. Students are invited to “chat” with their instructor, in addition to face to face meetings. While the instructor does hold regular office hours, it is strongly recommended that students make an appointment to avoid unforeseeable conflicts.

**IX. Other Relevant Course Information:**

**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. Additionally, in an effort to maintain the appearance and aesthetics of the Human Sciences South Building, students are prohibited from the use of spray adhesives, spray
paints, or any other damaging materials in the building, near the building or on any exterior surfaces connected to the building. These materials are to be used ONLY in designated areas.

3. Students should limit food or drink to the gallery of the Human Sciences South building. Per university policy, food and drink are not allowed in university classrooms.

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.

7. If student dissatisfaction arises, the student’s request for a private conference with the professor serves 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 school director may be scheduled.

8. Modest, comfortable dress is expected for regular classes. For class presentations, professional dress is required. In general, professional dress includes: a jacket or jacket-substitute such as a vest or cardigan, modest full-length pant or knee-to-calf length skirt, modest shirt with sleeves, and closed-toe shoes. Hair of shoulder-length or longer should be pulled up or back. Common professional dress ERRORS TO AVOID are denim clothing, tennis shoes, flip-flops, sleeveless clothing, tight-form-fitting clothing, bare midriffs, underwear that shows, low-rise pants which reveal naval abdomen or lower hips area, and low-cut tops which reveal the male chest or female cleavage.