

SYLLABUS

Class	Location	<i>Arranged by the student at approved work site off-campus</i>
	Day & Time	<i>Work hours arranged between the student and the work supervisor</i>
Instructor	Name	<i>Dr. Mandana Motamed</i>
	Contact Information	Office Location: <i>Margaret Lea Houston, Room 119G</i>
		Phone: 936-294-1241
		Email: mxm194@shsu.edu
	Office Hours	Address: 1700 University Avenue, Huntsville, TX 77340
		<i>Mondays & Wednesdays 11:00 am – 1:30 pm</i>

COURSE DESCRIPTION:

Internship in the Department of Family and Consumer Sciences consists of a supervised off-campus work experience in an approved cooperative business or agency to better understand the challenges and potential of various careers in family and consumer sciences professions and services. Student obtains own position in keeping with the major program area. A minimum of three hundred (300) supervised clock hours is required for appropriate credit. Student must be concurrently enrolled in FACS 4369. Taken on acceptance of the application. Prerequisite: Senior standing (100 semester hours credit) in program major. Offered every semester and through the summer. Credit 3.

TEXT: Burleson, Laura K. and White, Janis H. *Internship Handbook*, 7th Ed., Sam Houston State University Press, 2014 available online at:

<http://www.shsu.edu/dotAsset/d36565fc-761b-40ef-943d-a2b518b30ace.pdf>

COURSE OBJECTIVES:

This purpose of this course is to provide pertinent working experiences that complement course work within various program areas housed in the Department of Family and Consumer Sciences. The student will seek and obtain his/her own position and is required to work a minimum of 300 supervised clock hours. Upon completion of this course, the student should be able to:

1. cite the importance of human relations as they apply to customers or clients, co-workers, and supervisory personnel.
2. understand the interrelationship between characteristics, needs and wants of customers and business, including ways in which the business strives to meet the needs of the customer.
3. apply selling techniques appropriate to the merchandise, the organization and its customers, clients or patrons.
4. prioritize responsibilities for the greatest combination of efficiency and effectiveness.
5. make a positive contribution to the organization as an employee/intern.
6. understand the importance of paperwork and record-keeping in the management of an organization.
7. demonstrate a general understand of the workings of an organization, including its mission and its practical, every-day activities.

CIDA 2017 Standards: For interior design program

Standard 4. Global Context - Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Student work demonstrates **understanding** of:

c) how environmental responsibility informs the practice of interior design.

The interior design program provides:

- d) exposure to the current and relevant events that are shaping contemporary society and the world.
- e) exposure to a variety of cultural norms.

Standard 5. Collaboration - Interior designers collaborate and also participate in interdisciplinary teams. Students have **awareness** of:

- a) the nature and value of integrated design practices.
- b) the terminology and language necessary to communicate effectively with members of allied disciplines.

Students **understand**:

- d) team work structures.
- e) leadership models and the dynamics of collaboration.
- f) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.

Standard 6. Business Practices and Professionalism - Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Students have **awareness** of the:

- a) contexts for interior design practice.
- b) impact of a global market on design practices.
- c) breadth and depth of interior design's impact and value.
- d) components of business practice.

Students **understand**:

- e) types of professional business formations.
- f) elements of project management.
- g) instruments of service: contract documents, transmittals, schedules, budgets, and specifications.
- h) professional ethics and conduct.

The interior design program provides exposure to:

- i) career opportunities an 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:

- k) legal recognition for the profession.
- l) professional organizations.
- m) life-long learning.

Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.

Student work demonstrates **understanding** of:

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

Standard 8. Design Process - Interior designers employ all aspects of the design process to creatively solve a design problem.

- c) identify and define issues relevant to the design problem.
- e) synthesize information to generate evidenced-based design solutions.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- k) exposure to methods of idea generation and design thinking.

Standard 9. Communication - Interior designers are effective communicators.

Students are **able** to effectively:

- a) distill and visually communicate data and research.
- c) express ideas in written communication.
- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

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.

a) Students **understand** the social, political, and physical influences affecting historical changes in design of the built environment.

Standard 12. Light and Color - Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Student work demonstrates the **ability** to appropriately:

j) select and apply color to support design concepts.

k) select and apply color to multiple design functions.

l) use color solutions across different modes of design communication.

Standard 13. Products and Materials - Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

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.

GRADING PLAN:

Form A (Application), Resume, and Transcript	20 points
Form B (Internship Approval) and Networking Statement	20 points
Form C (Demographic Information) and Contract	10 points
Assignment 1 (Orientation Questions)	50 points
Assignment 2 (Performance Goals)	50 points
Weekly Time Sheets and Log Reports	200 points
Final Evaluation	100 points
Intern Performance Appraisal (business supervisor)	100 points
Site visit discussion (internship coordinator/supervisor)	50 points
Total possible points	600 points

ACADEMIC DISHONESTY: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cell phones, backpacks, purses, etc. may not be at the student's desk or table during exams. If they are in the classroom during exam time, they are to be

placed at the front of the room. The student assumes all responsibility for personal property.

CLASS POLICIES AND PROCEDURES: The policies and procedures for Internship in the Department of Family and Consumer Sciences are very clearly outlined in the *Internship Handbook* which also serves as the textbook for the course. Policies, procedures and timelines as outlined in the handbook will be adhered to strictly. Each student in the course should purchase TWO handbooks, and one of them should be provided to the business supervisor of the internship.

STUDENTS WITH DISABILITIES POLICY: It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling 936.294.1720. NOTE: No accommodation can be made until the student registers with the Counseling Center.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

ACADEMIC GRIEVANCE PROCEDURES FOR STUDENTS POLICY: Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.
<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Q-DROPS: A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the date for which a drop would result in a grade of 'F' as published in the Academic Calendar.

Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University. Classes that are dropped prior to the Q-drop date will not count toward the limit. Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class. This

limit was effective with the start of the Fall 2004 semester. Any drops accumulated prior to the Fall 2004 semester will not be included in the five Q-drop limit, nor will Q-drops from other universities.

COURSE OUTLINE (varies with program major):

<p><u>UNIT I</u> Triad Responsibilities 1. Student Intern Responsibilities 2. Intern Coordinator Responsibilities 3. Business Supervisor Responsibilities</p> <p><u>UNIT I</u> Triad Responsibilities 1. Student Intern Responsibilities 2. Intern Coordinator Responsibilities 3. Business Supervisor Responsibilities</p> <p><u>UNIT III</u> Responsibilities Typical of Fashion Merchandising Interns 1. Customer Service 2. Loss Prevention 3. Customer Relations 4. Merchandising Information 5. Merchandise Maintenance 6. Inventory Maintenance 7. Visual Presentation of Merchandise 8. Sales Associate Staffing and Supervision 9. Store or Department Critique</p> <p><u>UNIT IV</u> Responsibilities Typical of Interior Design Interns 1. Material Resource Information & Ordering Process 2. Updating Merchandise Catalogs 3. Relations with Wholesalers, Manufacturers, Installers 4. Understanding Installation Processes 5. Client Relations and Specific Needs 6. Measuring for Ordering and Installation 7. Project Development 8. Assistance with Space Planning 9. Interior Design Forms and Paperwork 10. Visual Presentations of Designs</p>	<p><u>UNIT V</u> Responsibilities Typical of Food Service Management Interns 1. Customer Relations 2. Preparation in Service Areas 3. Ordering from Suppliers 4. Supervision of Servers 5. Visual Presentation of Food Items 6. Inventory Maintenance 7. Food Preparation 8. Cash Register Maintenance and Paperwork</p> <p><u>UNIT VI</u> Responsibilities Typical of General Home Economics Interns 1. Client and Patron Relations 2. Preparation in Service Areas 3. Inventory Maintenance 4. Food Preparation 5. Maintenance of Clothing Items 6. Maintenance of Appliances 7. Maintenance of Home Furnishings Items 8. Ordering from Suppliers 9. Supervision of Clients, Volunteers and Personnel</p>
---	--

RECOMMENDED REFERENCES (varies with program major):

Interior Design

Ching, F. *Building Construction Illustrated*, 4rd Ed., John Wiley & Sons, Inc., Somerset, New Jersey, 2014.

Harmon, S. K. and K. E. Kennon. *The Codes Guidebook for Interiors*, 6th Edition, John Wiley & Sons,

FACS 4369: Internship, Family and Consumer Sciences (3 Credit Hours)
College of Health Sciences, Department of Family and Consumer Sciences, Interior Design Program
Spring 2018

Inc., Somerset, New Jersey, 2012.

Piotrowski, C. *Professional Practices for Interior Designers*, 4th Ed., John Wiley & Sons, Inc., Somerset, New Jersey, 2011.

TEXAS ACCESSIBILITY STANDARDS (TAS) of the Architectural Barriers Act Article 9102, Texas Civil Statutes <http://www.license.state.tx.us/ab/tas/abtas.htm>

Texas Board of Architectural Examiners (TBAE) www.tbae.org

Fashion Merchandising

Easterling, C. R., E. Flottman, M. H. Jernigan, and B. E. S. Wuest. *Merchandising Mathematics for Retailing*, 4th Ed.,

Pearson Prentice Hall, Upper Saddle River, New Jersey, 2008.

Frings, G. S. *Fashion: From Concept to Consumer*, 7th Ed., Pearson Prentice Hall, Upper Saddle River, New Jersey, 2002.

Kadolph, S. J. *Textiles*, 11th Ed., Pearson Prentice Hall, Upper Saddle River, New Jersey, 2010.

Family & Consumer Sciences

Kato, S. L. *Foundations of Family and Consumer Sciences: Careers Serving Individuals, Families and Communities*,

Goodheart-Wilcox Co., Tinley Park, Illinois, 2008.

Foodservice Management

Knight, J. B. and L. H. Kotschar. *Quantity Food Production, Planning, and Management*, 5th Ed., John Wiley & Sons,

Inc., Somerset, New Jersey, 2010.

McWilliams, M. *Food Fundamentals*, 8th Ed., Pearson Prentice Hall, Upper Saddle River, New Jersey, 2006.

Molt, M. *Food for Fifty*, 12th Ed., Pearson Prentice Hall, Upper Saddle River, New Jersey, 2006.

Van Hoof, H. B., G. K. Vallen, M. E. McDonald, and P. J. Wiener. *A Host of Opportunities: An Introduction to*

Hospitality Management, 2nd Ed., Pearson Prentice Hall, Upper Saddle River, New Jersey, 2007.

Warfel, M. C. and M. L. Cremer, R.D., Ph.D. *Purchasing for Food Service Managers*, 4th Ed., McCutchan Publishing

Corp., Berkeley, CA, 2002.

Periodicals:

Architectural Record

Interior Design

Women's Wear Daily

Food Management