I. Course Description:

HMS 310 (INDS 2113) - Interior Graphics I - (Studio): Introduction to graphic communication techniques for interior design; architectural lettering, mechanical drafting and/or CAD drawing, perspective drawing, problem identification, problem solving and information gathering with a residential focus. (1 credit hour lecture, 2 credit hours lab). **Course Fee required: 76.00. Prerequisites: HMS 208 & L. Co-requisite: HMS 310L. Failure to make a C or higher in either lecture or lab will require repeating both courses concurrently.

**Justification:** HMS 310 (INDS 2113) Interior Graphics I Lecture is a 1 hour credit course. This course typically will be taught one day a week for 50 minutes for 15 weeks culminating a 2 hour final exam during week 16. Students complete significant readings, daily exercises, written research, informal oral presentations, 4 quizzes, a mid-term and a final exam. These activities require a minimum of 2 hours of preparation time outside of the classroom each week.

II. Intended Learning Outcomes/Goals/Objectives:

The College of Education’s mission is to prepare competent, successful, caring and enthusiastic professional 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
- Collaborative 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 preparing students a foundation for success, the course goal is to accomplish a knowledgeable base of construction and sustainability/green issues faced with today in the interior design industry.
**Program Learning Outcomes**

The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.

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.

The student will demonstrate competence in his/her specific discipline using oral and written forms.

The student will be able to identify basic design fundamentals such as the elements and principles of design.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td>The following <a href="https://www.cida.org">Council for Interior Design Accreditation (CIDA) Professional Standards 2018</a> will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.</td>
</tr>
<tr>
<td>Awareness of the nature and value of integrated design practices</td>
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<tr>
<td>Awareness of the terminology and language necessary to communicate effectively with members of allied disciplines.</td>
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<tr>
<td>Awareness of technologically-based collaboration methods specific to the built environment disciplines.</td>
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<tr>
<td>Students understand the dynamics of team collaboration and the distribution and structure of team responsibilities.</td>
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<tr>
<td>Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.</td>
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<tr>
<td>Students have awareness of contexts for interior design practice.</td>
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<tr>
<td>Students have awareness of impact of a global market on design practices.</td>
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<tr>
<td>Students have awareness of breadth and depth of interior design’s impact and value.</td>
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<tr>
<td>Student work demonstrates understanding of theories related to the impact of the built environment on human experience, behavior, and performance.</td>
</tr>
<tr>
<td>Student work demonstrates understanding of the relationship between the natural and built environment as it relates to the human experience, wellbeing, behavior, and performance.</td>
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<tr>
<td>Student work demonstrates the ability to apply knowledge and skills learned to: b) solve progressively complex design problems.</td>
</tr>
<tr>
<td>Student work demonstrates the ability to identify and define issues relevant to the design problem.</td>
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<tr>
<td>Student work demonstrates the ability to execute the design process: pre-design, schematic design, and design development.</td>
</tr>
<tr>
<td>Student work demonstrates the ability to apply space planning techniques throughout the design process.</td>
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<tr>
<td>Student work demonstrates the ability to synthesize information to generate evidenced-based design solutions.</td>
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<tr>
<td>Student work demonstrates the ability to explore and iterate multiple ideas.</td>
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<tr>
<td>Student work demonstrates the ability to design original and creative solutions.</td>
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<tr>
<td>Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.</td>
</tr>
<tr>
<td>Students are able to effectively distill and visually communicate data and research.</td>
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<tr>
<td>Students are able to effectively express ideas and their rationale in oral communication</td>
</tr>
<tr>
<td>Students are able to effectively express ideas and their rationale in written communication.</td>
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<tr>
<td>Students are able to effectively express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.</td>
</tr>
<tr>
<td>Students are able to effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.</td>
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</tbody>
</table>
Students understand the elements and principles of design and related theories, including spatial definition and organization. Student work demonstrates the ability to explore a range of two- and three-dimensional design solutions using a variety of media.

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

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

Student work demonstrates understanding of how furnishings, objects, materials, and finishes work together to support the design intent.

Student work demonstrates understanding of typical fabrication, installation methods, and maintenance requirements.

Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.

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.

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

Students have awareness of the origins and intent of laws, codes, and standards.

Student work demonstrates understanding of standards and guidelines related to sustainability and wellness.

Student work demonstrates understanding of sector-specific regulations and guidelines related to construction, products, and materials.

Student work demonstrates the ability to apply federal, state/provincial, and local codes including fire and life safety.

Student work demonstrates the ability to apply barrier-free and accessibility regulations and guidelines.

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

- Lectures
- Class discussion of selected readings/topics
- Integrated Design process
- Course assignments and quizzes
- Activities related to the design of kitchens and bathrooms

Students will use textbooks, research, student presentations, student projects, roundtable discussion, and lecture notes to create a better understanding of the impact of building construction, materials, and environmental factors confronting the interior design profession. In-class/out-of-class assignments and exercises may be announced or unannounced.

Instructional Strategies: Instructional strategies may include lectures, slide/PowerPoint presentations, field trips, audio/visual presentations, product demonstration/samples, written evaluation, group participation, videos/podcasts, quizzes, and exams.

Students should check the course BrightSpace 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. 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.

Assignments that are posted on the BrightSpace are predominately saved in the Word 2007 format. 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.

**Use of Technology:** Use of technology may include BrightSpace and ZOOM, internet assignments/activities/research, and word processing. HMS 310 (INDS 2113) is a BrightSpace. Enhanced course. Information notices will be posted on the course home page. Within the Content tab, there is a Dropbox Tab 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.

**IV. Evaluation and Assessments (Tentative Grading):**

Evaluation is based on participation, attitude, attendance, punctuality, presentation skills, and design merit. The course is graded on a letter grade basis A - F. Interior Design students must make a C or higher in the course, or the course must be repeated. The final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation (discussions, attendance, field trips) - 14</td>
<td>5%</td>
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<tr>
<td>Assignments - 14</td>
<td>5%</td>
</tr>
<tr>
<td>Lab Activities - 4</td>
<td>5%</td>
</tr>
<tr>
<td>Lab Design - 5</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Presentations (House Design) - 2</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes - 4</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term Exam - 1</td>
<td>20%</td>
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<tr>
<td>Final Exam - 1</td>
<td>20%</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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</tbody>
</table>

100-90 A  
89-80 B  
79 - 70 C  
69 - 60 D  
59 - 0 F

**Grading Procedures & Missed Work:**

- Quizzes, exercises, projects and exams will be graded electronically using BrightSpace. Each student should take the time to familiarize themselves with BrightSpace. Technical acuity with the BrightSpace system is required and lack of is NOT a valid excuse for missing assignments.
- Students will be held accountable for any work or assignments missed in their absence. Students must assume the responsibility for viewing all lecture notes/videos, other class information, and for meeting established deadlines.
- No late work will be accepted without a University Excused Absence. Late work with an excused absence must be turned in within a time period as negotiated with the instructor for no points being taken off. After this time, 50% of the points will automatically be deducted.
- If an assignment or project is not uploaded or is saved incorrectly in BrightSpace 50% of the assignment points will automatically be deducted.
- Technical difficulties should be approached with your classmates, then the instructor, in a reasonable time to resolve the problem before an assignment is due.
## V. Tentative Course Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Textbook Reading Topics</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Week of August 26 | 1       | Chapter 1 - Drafting and the Design Process | ▪ Pickup the Textbook from the Bookstore  
▪ Review the Course Syllabus  
▪ Review the Course Timeline  
▪ Read Chapter 1 - Drafting and the Design Process  
▪ Participate in the Class Discussion  
▪ Complete Chapter 1 - Drafting and the Design Process Review Questions by August 28, 2019, 11:59pm |
| Week of September 2 | 2       | Chapter 2 - Tools, Scales, and Media      | ▪ Read Chapter 2 - Tools, Scales, and Media  
▪ Participate in the Class Discussion  
▪ Complete Chapter 2 - Tools, Scales, and Media Review Questions by September 4, 2019, 11:59pm  
▪ Lab Design #1 - Programming a Residence |
| Week of September 9 | 3       | Chapter 3 - 2D Versus 3D                 | ▪ Read Chapter 3 - 2D Versus 3D  
▪ Participate in the Class Discussion  
▪ Complete Chapter 3 - 2D Versus 3D Review Questions by September 11, 2019, 11:59pm  
▪ Take Quiz #1  
▪ Lab Activity #1 - Horizontal Room Dimensions |
| Week of September 16 | 4       | Chapter 4 - Drafting Conventions         | ▪ Read Chapter 4 - Drafting Conventions  
▪ Participate in the Class Discussion  
▪ Complete Chapter 4 - Drafting Conventions Review Questions by September 18, 2019, 11:59pm  
▪ Lab Design #2 - Criteria Matrix & Bubble Diagram |
| Week of September 23 | 5       | Chapter 5 - The Floor Plan              | ▪ Read Chapter 5 - The Floor Plan  
▪ Participate in the Class Discussion |
<table>
<thead>
<tr>
<th>Week of</th>
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</table>
| September 30         | 6   | Chapter 6 - Interior Elevations and Section Views | ▪ Complete Chapter 5 - The Floor Plan Review Questions by September 25, 2019, 11:59pm  
▪ Lab Activity #2 - Vertical Room Dimensions |
| 7                    |     |                             | ▪ Read Chapter 6 - Interior Elevations and Section Views  
▪ Participate in the Class Discussion  
▪ Complete Chapter 6 - Interior Elevations and Section Views Review Questions by October 2, 2019, 11:59pm  
▪ Take Quiz #2  
▪ Lab Design #3 - Schematic Floor Plans and Elevations |
| October 7            | 7   | Chapter 7 - Dimensioning a Floor Plan and Elevation & Chapter 8 - Door and Window Symbols | ▪ Read Chapter 7 - Dimensioning a Floor Plan and Elevation & Chapter 8 - Door and Window Symbols  
▪ Participate in the Class Discussion  
▪ Complete Chapter 7 - Dimensioning a Floor Plan and Elevation & Chapter 8 - Door and Window Symbols Review Questions by October 9, 2019, 11:59pm  
▪ Lab Activity #3 - Kitchen Design |
| October 14           | -   | -                           | ▪ Complete the Mid-term Exam by October 17, 2019, 8:00am - 10:00am  
▪ Lab Presentation #1 - October 15 & 17, 2019 |
| October 21           | 9   | Chapter 9 - Building Construction and Details | ▪ Read Chapter 9 - Building Construction and Details  
▪ Participate in the Class Discussion  
▪ Complete Chapter 9 - Building Construction and Details Review Questions by October 23, 2019, 11:59pm  
▪ Take Quiz #3  
▪ Lab Design #4 - Material and Furniture Selection |
<p>| October 28           | 10  | Chapter 10 - Unity Systems and Other Plans | ▪ Read Chapter 10 - Unity Systems and Other Plans |
| 7                    |     |                             |                                                                   |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter(s)</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Nov 4</td>
<td>11</td>
<td>Participate in the Class Discussion</td>
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<tr>
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<td></td>
<td>Complete Chapter 10 - Unity Systems and Other Plans Review Questions by October 30, 2019, 11:59pm</td>
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<td>Lab Activity #4 - Bathroom Design</td>
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<td>Chapter 11 - Stairs</td>
<td>Read Chapter 11 - Stairs</td>
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<td>Participate in the Class Discussion</td>
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<td>Complete Chapter 11 - Stairs Review Questions by November 6, 2019, 11:59pm</td>
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<td>Lab #5 - Construction Documentation</td>
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<td></td>
<td>Chapter 12 - Legends, Keys, and Schedules</td>
<td>Read Chapter 12 - Legends, Keys, and Schedules</td>
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<td></td>
<td>Participate in the Class Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Complete Chapter 12 - Legends, Keys, and Schedules Review Questions by November 13, 2019, 11:59pm</td>
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<td></td>
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<td>Take Quiz #4</td>
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<tr>
<td></td>
<td>Chapter 13 - Isometric and Perspective Drafting &amp; Chapter 14 - Incorporating the Computer</td>
<td>Read Chapter 13 - Isometric and Perspective Drafting &amp; Chapter 14 - Incorporating the Computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in the Class Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Chapter 13 - Isometric and Perspective Drafting &amp; Chapter 14 - Incorporating the Computer Review Questions by November 20, 2019, 11:59pm</td>
</tr>
<tr>
<td>Nov 23- Dec 1</td>
<td>Lab Presentation #1 - December 3 &amp; 5, 2019</td>
<td>Lab Presentation #1 - December 3 &amp; 5, 2019</td>
</tr>
<tr>
<td>Dec 9</td>
<td>Final Exam</td>
<td>Complete the Final Exam by December 10, 2019, 8:00am - 10:00am</td>
</tr>
</tbody>
</table>

Course timeline subject to change in order to facilitate class learning outcomes and objectives.
VI. Required Readings:


FEM Statement:  
In this course you must purchase and activate the LiveText/Watermark add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.LiveText/Watermark.com for a fee of $18.00 for a multiple year subscription.

LiveText/Watermark Statement:  
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Include a statement about the importance of course evaluations, the process, and if the instructor allows, outline how the students will be rewarded/recognized for completing the survey, i.e. extra points.

“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: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7  
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is
registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

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

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

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service](http://www.sfasu.edu/disabilityservices/).
If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

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. 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 policy 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. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEXES exams (additional information available at www.texas.ets.org/registrationBulletin/http://www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderkel@sfasu.edu.

IX. Other Relevant Course Information:

The Syllabus

Students must read and adhere to the policies of the course syllabus. The syllabus states objectives, requirements, supplies, and grading criteria for each course.

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

Interior Design/Interior Merchandising Policy

Unacceptable conduct includes but is not limited to the following:

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

**Student Grievance Procedures**

If you have a concern about a course you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the *SFA Student Handbook*. If you do not resolve your concern you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the *SFA Student Handbook*. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.

**Professional Dress Policy**

There are times throughout the Interior Design/Interior Merchandising program when students are required to wear “professional dress.” This attire might be needed to present a project, to visit a showroom or to interview for an internship. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit (three pieces) and add one or two items to the wardrobe each semester. This will provide you with adequate professional clothing throughout the program and give you a wardrobe for your internship and first job.

**Final Exam Policy**

Final exam date and time are established by the university and are not to be changed by the faculty. Students may not ask to change the final exam date or time without having a legitimate reason. If this is the case, then the student must submit a letter to the School Director which then must be approved by all HMS faculty before a date change will occur.