Instructor: Dr. Mitzi R. Perritt  
Office: Human Sciences South  
Room 102C  
Office Phone: 936-468-2155 Voice mail available  
Office Hours: M 11am-12pm; 1-2pm;  
W 1:30-3pm; R 1:30-3pm  
If the professor is not in the office, please check the studios; students may have requested help at their tables. If a committee/faculty meeting is called during office hours, a note will be posted on the office door.  
Credits: 3 semester hours  
Other Contact Information: 936-468-4502 (secretary)  
Email: BRIGHTSPACE email preferred for course related matters  
Prerequisites: Passed Readiness Assessment, 314/314L  
Course Fee: $10.00

I. Course Description:

Study of lighting sources, techniques, installations, and specifications for residential and commercial interiors. Graphic presentations of lighting concepts.

Course Justification

HMS 316 Lighting Studio is a 1 hour credit course. This course typically will be taught one day a week for 50 minutes for 15 weeks culminating in a 2-hour final exam during week 16. Students complete significant readings, exercises, quizzes, and exams. These activities require a minimum of 6 hours of preparation time outside of the classroom each week.

II. Intended Learning Outcomes/Goals/Objectives:

The content of HMS 316 relates to the James I Perkins College of Education’s Mission to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds who are dedicated to responsible service, leadership, and continued professional and intellectual development.

Furthermore, the HMS 316 course content contributes to the College of Education’s commitment to:

- Academic excellence through critical, reflective and creative thinking
- Lifelong learning
- Collaboration and shared decision-making
- Openness to new ideas, culturally diverse people, innovation and change
- Integrity, responsibility, diligence and ethical behavior
- Service that enriches the community.

This course is a junior-level course in the interior design curriculum. Student learning from HMS 316 Interior Lighting enhances student performance in the junior studio HMS 312 Graphics II and the senior studios of HMS 412 Commercial Design I and HMS 414 Commercial Design II. These courses require lighting plans and reflected ceiling plans as key components in the overall goal of protecting the health, safety, and welfare of the public.

As with all interior design courses, concerted effort is made in HMS 316 to prepare students for excellence in the design profession and knowledgeable contributions to the interior design professional organizations such as ASID, IIDA, and IES. In particular, HMS 316 explores lighting design as a specialty area which, in and of itself, can provide a career direction for the design graduate. Many professional designers view lighting as both a functional necessity and an aesthetic embellishment for a space.

Program Learning Outcomes.
The Program Learning Outcomes for the Interior Design Program are listed below. The content of HMS 316 addresses student development in all outcomes, but in particular, items 3 and 4.
1. Students will be able to reflect, demonstrate and be aware of professional dispositions relative to their chosen profession.
2. Students will have a clear understanding of the professional behavior required for their discipline.
3. Students will demonstrate competence in their specific discipline through work samples required for that discipline.
4. Students will be able to demonstrate strong communication skills, a professional image, a good work ethic, and the ability to be prepared for their job.
5. Students will demonstrate satisfaction with their experience in the School of Human Sciences.
6. Graduates will be able to pursue professional interior design goals successfully.

Student Learning Outcomes:

Course content and objectives satisfy the following components from the current Professional Standards of the Council for Interior Design Accreditation (CIDA). Upon completion of the course, the student will:

<table>
<thead>
<tr>
<th>Standard 4. Global View</th>
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<tbody>
<tr>
<td>c) how environmental responsibility informs the practice of interior design.</td>
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<tr>
<td>d) exposure to the current and relevant events that are shaping contemporary society and the world.</td>
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<tr>
<th>Standard 5. Collaboration</th>
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<tr>
<td>a) team work structures</td>
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<tr>
<th>Standard 7. Human-Centered Design</th>
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<tbody>
<tr>
<td>a) the impact of the built environment on human experience, behavior, and performance.</td>
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<tr>
<td>b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.</td>
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<tr>
<td>d) analyze and synthesize human perception and behavior patterns to inform design solutions.</td>
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<tr>
<th>Standard 8. Design Process</th>
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<tbody>
<tr>
<td>a) apply space planning techniques throughout the design process.</td>
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<tr>
<td>c) identify and define issues relevant to the design problem.</td>
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<td>e) synthesize information to generate evidence-based design solutions.</td>
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<td>g) design original and creative solutions.</td>
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<tr>
<td>h) understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.</td>
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<tr>
<th>Standard 9. Communication</th>
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<tr>
<td>d) express ideas developed in the design process through visual media: ideation drawings and sketches.</td>
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<tr>
<td>e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.</td>
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<tr>
<th>Standard 10. History and Theory</th>
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<tr>
<td>b) understand significant movements, traditions, and theories in interior design.</td>
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<tr>
<th>Standard 11. Design Elements and Principles</th>
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<tr>
<td>b) explore two-and three-dimensional approaches across a range of media types.</td>
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<tr>
<td>d) apply elements and principles of design in three-dimensional design solutions.</td>
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<tr>
<th>Standard 12. Light and Color</th>
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<tbody>
<tr>
<td>a) aware of the environmental impact of illumination strategies and decisions.</td>
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<tr>
<td>b) understand the principles of natural and artificial lighting and design.</td>
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<tr>
<td><strong>c)</strong> understand strategies for using and modulating natural light.</td>
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<tr>
<td><strong>d)</strong> competently select and apply luminaires and light sources.</td>
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<tr>
<td><strong>f)</strong> understand how light and color in the interior environment impact health, safety, and wellbeing.</td>
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<tr>
<td><strong>i)</strong> understand color in relation to materials, textures, light, and form.</td>
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<tr>
<td><strong>j)</strong> select and apply color to support design concepts.</td>
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<tr>
<td><strong>l)</strong> use color solutions across different modes of design communication.</td>
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**Standard 13. Products and Materials**

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<tr>
<td><strong>b)</strong> understand how furnishings, objects, materials, and finishes work together to support the design intent.</td>
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<tr>
<td><strong>d)</strong> understand appropriate design or specification of products and materials in relation to project criteria and human wellbeing.</td>
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<tr>
<td><strong>e)</strong> 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.</td>
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<tr>
<td><strong>f)</strong> lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.</td>
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**Standard 15. Construction**

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<tr>
<td><strong>c)</strong> understand interior system, construction, and installation methods.</td>
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<td><strong>d)</strong> understand detailing and specification of interior construction materials, products, and finishes.</td>
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<tr>
<td><strong>e)</strong> understand the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.</td>
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<tr>
<td><strong>f)</strong> understand monitoring systems including energy, security, and building controls systems.</td>
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<tr>
<td><strong>j)</strong> contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.</td>
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**Standard 16. Regulations and Guidelines**

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<tr>
<td><strong>a)</strong> aware of the origins and intent of laws, codes, and standards that impact health, wellness, security, and fire and life safety.</td>
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<tr>
<td><strong>b)</strong> understand sustainable environmental guidelines.</td>
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<tr>
<td><strong>d)</strong> understand movement: access to the means of egress including stairwells, corridors, exitways.</td>
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<tr>
<td><strong>c)</strong> understand detection: active devices that alert occupants including smoke/heat detectors and alarm systems.</td>
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<tr>
<td><strong>g)</strong> apply industry-specific regulations and guidelines related to construction.</td>
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<tr>
<td><strong>h)</strong> apply industry-specific regulations and guidelines related to products and materials.</td>
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<tr>
<td><strong>j)</strong> apply barrier-free and accessibility regulations and guidelines.</td>
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In general, HMS 316 explores artistic lighting techniques, various lighting sources, lighting calculations for quantity and spacing of luminaires, and other types of graphic lighting communication.

**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

Course assignments include the Lighting Model Design which encourages intellectual and creative discovery and the Lighting Specification Project in which lighting quantities for a space are calculated, documented in both a lighting and reflected ceiling plan, and the luminaires specified. Both projects provide application opportunities for content discussed in readings and class lectures.

Student activities involve readings, worksheets, diagram analysis, sketching lighting plans, model-building, computer lighting calculations, selection and documentation of luminaires, and completion of quizzes and exams.

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

Computer calculations using lighting software, study of audio-visual materials, lighting product searches on the internet, and the use of BRIGHTSPACE are the primary examples of technology integration in HMS 316.
IV. Evaluation and Assessments (Grading):

HMS 316
Semester Scoresheet
LAB

Part A. Application
- Light Meter Exercise (20 pts)
- General Lighting Calculation Printout (25 pts)
- Com-Check Printout (25 pts)
- IES Preliminary Design Board and Critique (100 pts)
- IES Project Final Design Board (200 pts)
- IES Lighting Project Notebook (50 pts)

Part B. Professionalism (arrive on time, cell phones stored, attentive in class/on task, supplies/text ready, positive attitude, respectful, helpful) (50 pts)

TOTAL (470 pts)

Bonus
- Guest Speaker Analysis (submit to BRIGHTSPACE) (15 pts)

See list below.

SEASON TOTAL

Grading Scale: 423-470=A 376-422=B 329-375=C 282-328=D 0-281=F

Notes:
* Majors in ID and IM must make a C or better in all design/merchandising courses.
* A letter grade will be deducted for more than two (2) unexcused absences.

ALSO: Watch for posted dates of design lectures in HMS South. You can earn bonus points for attending and submitting a written analysis which is available in Brightspace.

SFA Speaker Series CEU Opportunities for ID & CM (Submit the Guest Speaker Analysis to the 206L section)

September 17th & 18th, HMSS Room 108 @ 11:00 a.m.-1 p.m. – Bring a lunch
Tuesday/ Wednesday
Interior Design seniors share their Internship Experiences

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Why be a Professional member of ASID? – presented by ASID Texas Gulf Coast Chapter – Alexis Murphey

Vertical Charrette – for ALL ID, IM and CM majors
Thursday, Sept. 26th from 5-8 p.m. & Friday, Sept. 27th from
8-5 p.m. and presentations from 6-8 p.m.

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Accessibility Standards in Texas
Wednesday – Norman Kicke, Program Specialist V with Architectural Barriers Program, TDLR

November 4, 2019 HMSS Room 108 11:00 a.m. – noon
Monday.
Acoustics -- Tred-MOR Presenters Steve Patterson & Shawn Holladay.

November 6 OR 13th waiting on confirmation
Texas Board of Architectural Examiners -- Wednesday, 11-12 noon. Glen Garry
Quick Facts

Project Poster due Tues. April 14, 2020. Final submission is due on or before Mon. June 1, 2020.

Individuals vs. Teams - Submissions can be made by individual students or teams of students up to 3 people. All persons submitting must be registered in an undergraduate level of study at an accredited university. All work for the submission must be done by the student individual or teams only. Scholarship prizes will be split evenly among team members.

Scholarship Levels - 1st award is $2,000, 2nd award is $1,500, 3rd award is $1,000, 4th award is $500, 5th award is $500, and an Owner’s Choice award at $500. Checks will be issued on or before August 31, 2020.

Purpose

To encourage students to explore a project with special consideration for lighting effect & function.

To have students participate in a lighting design and prepare the main deliverables.

To provide professional feedback for all who participate in this program.

To award the highest achievers with a scholarship from the IES Dallas Section for their efforts.

To increase awareness of the Illuminating Engineering Society, and to encourage student’s participation now and after their graduation.

Concept

A well-executed lighting design is the synthesis of creativity, science & technology. Through this program we wish to encourage students to dream of a creative solution for a real lighting challenge. We want them to understand the various technologies available to address lighting needs (sources, luminaires, controls.) And we want them to be able to use the science of lighting to measure and evaluate their proposed solutions, (illuminance calculations, energy calcs and codes, as well as budget and maintenance considerations.)

Problem

The design challenge is to develop a complete lighting design for a university library. This consists of an entry porch that leads through a vestibule to a grand lobby area (double height) with a welcome/info/help desk. Typical library function complement the rest of the space. Approx. 16,500 sq.ft.

The interior design is the choice of the student. The judges do not grade/rate the interior design, just how well the lighting design supports the interior design concept. Feel free to modify the interior/ceiling design as desired and be sure to call out modifications. (Section cuts and interior elevations are encouraged to be descriptive.) Be sure to note the ceiling height changes throughout the space.

The university is interested in a space that makes the student feel welcome and encourage the pursuit of study. Study may take place on paper or electronic devices and the space should support both. One of the most critical factors is that the lighting design should support the student’s concept of the space. Use lighting as a tool to provide functional illumination as well as a welcoming/comfortable atmosphere. Alter the interior design as needed to achieve optimal lighting design expression (not a real world opportunity, so take advantage of it here!)

When it comes to controls the university would like the space to respond to daylight and time of day as well as any applicable energy codes to be met.
IES Dallas
Student Lighting Design Competition 2020

Judging Matrix:

1) **CONCEPT**
   a. Is the light design intent clearly communicated, and does the lighting solution support this concept?  
      MAX 8 PTS

2) **DESIGN**: How well does the lighting design support the interior design
   a. Architectural integration  
      MAX 10 PTS
   b. Appropriate focus (hierarchy of design layers/local pts, pathway for eye, pathway for movement)  
      MAX 10 PTS
   c. Visual comfort - avoidance of glare, allowance of sparkle and/or glow  
      MAX 8 PTS
   d. Design appears to be original and/or displays creativity  
      MAX 7 PTS

3) **EXECUTION**: Knowledge or understanding of lighting is demonstrated
   a. Luminaire choices make sense for application (size, lumens, etc.)  
      MAX 8 PTS
   b. Light level appears to be adequate/appropriate (coverage, calc)  
      MAX 8 PTS
   c. Integration details are called out, how well are the documents?  
      MAX 8 PTS

4) **EXECUTION/COMMUNICATION**: Documentation is clear
   a. Tags on drawings match up with schedule  
      MAX 5 PTS
   b. Schedule clearly defines each luminaire used & pertinent details  
      MAX 5 PTS
   c. Overall presentation quality (board & book are well designed and communicate the design well and efficiently to the judges  
      MAX 5 PTS

5) **ENERGY**: Incorporates energy efficiency principles
   a. Watts/sq ft. is calculated  
      MAX 3 PTS
   b. Watts/sq ft. is related to an energy standard, and there is an understanding if this is low, high or average on energy consumption  
      MAX 3 PTS
   c. Sources with high efficiencies are used and mentioned/described  
      MAX 3 PTS

6) **MAINTENANCE**: Ease of maintenance for this design, either via
   a. Design attributes or strategies for hard-to-maintain installations  
      MAX 5 PTS

7) **BUDGET**: Is student aware of budgetary issues,
   a. What has been shown to illustrate this  
      MAX 4 PTS

8) **DISCRETIONARY BONUS**: For unusual excellence  
   MAX 10 PTS

**Maximum score before bonus is 100 PTS**
**Maximum score with bonus is 110 PTS**

*This judging matrix is included so that you may understand the importance of each aspect for the design and judging.*
### V. Tentative Course Outline/Calendar: (Tuesday/Thursday)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Lab</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Orientation to course.</td>
<td>Introduction to lighting techniques.</td>
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<tr>
<td>8/29</td>
<td></td>
<td>Ch. 1. Introduction to Quality Lighting. Intro to IES Competition.</td>
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<tr>
<td>9/03</td>
<td>Ch. 3a: Daylighting—Benefits/problems/control.</td>
<td>IES research.</td>
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<tr>
<td>9/05</td>
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<td>Ch. 3b: Lamps (Incandescent, Halogen, Fluorescent)—Types of lamps, advantages/disadvantages, uses. Energy Act.</td>
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<tr>
<td>9/10</td>
<td>Ch. 3c: Lamps (Specialty: Remote Source Illumination Systems; LED)—New lighting types and their application.</td>
<td>IES research due. IES lighting concept.</td>
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<tr>
<td>9/12</td>
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<td><strong>Quiz 1</strong> Ch. 1, 3a, 3b, 3c. Ch. 3d – Lamps (Fluorescent)—advantages/disadvantages, uses.</td>
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<tr>
<td>9/17</td>
<td>Ch. 3c: Lamps (HID)—Types of lamps, advantages/disadvantages, uses.</td>
<td>IES Lighting Plan.</td>
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<tr>
<td>9/19</td>
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<td>Ch. 3: Lamps—Conclude/review chapter. Compare/contrast natural and artificial sources.</td>
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<td>9/26</td>
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<td>Ch. 6: Luminaires—lighting fixtures, aesthetic considerations, and installation types.</td>
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<td><em>4:30 pm - ID/IM Program Charrette required community service.</em></td>
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<td>9/30</td>
<td>Ch. 7: Controls—Types of switches and other lighting controls. <strong>Lutron speaker?</strong></td>
<td>IES Control Plan</td>
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<td>10/02</td>
<td></td>
<td><strong>Exam I</strong> (Ch. 1,3,6,7).</td>
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<tr>
<td>10/07</td>
<td>Ch. 8: Quantity of Light—Design tools for planning.</td>
<td>IES point-to-point calculations.</td>
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<tr>
<td>10/09</td>
<td></td>
<td>Ch. 8. Quantity of Light—Photometrics</td>
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<tr>
<td>10/14</td>
<td>Ch. 8: Quantity of Light—Key terms, formulas, calculations, exercises.</td>
<td>IES Conclude calculations</td>
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<td>MID-TERM</td>
<td><strong>Quiz 2</strong> (Ch. 8).</td>
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<td>10/16</td>
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<td>MID-TERM</td>
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<td>10/21</td>
<td>Ch. 10. Lighting Details</td>
<td>IES Lighting Details</td>
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<tr>
<td>10/23</td>
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<td>Ch. 10: Lighting Design Process/Contract Docs—symbols and electrical/lighting plans.</td>
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<tr>
<td>10/28</td>
<td>Ch. 10: Lighting Design Process —Exercises in lighting plans, RCPs, and schedules.</td>
<td><strong>Guest critique from Dallas</strong></td>
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<tr>
<td>10/30</td>
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<td>IES Revisions.</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>11/04</td>
<td>Ch. 10: Lighting Design Process — Exercises in lighting plans, RCPs, and schedules.</td>
<td>IES Renderings</td>
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<tr>
<td>11/06</td>
<td>Review for exam.</td>
<td>IES Renderings</td>
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<tr>
<td>11/11</td>
<td>Exam II (Ch. 8 &amp; 10).</td>
<td>Exam return. Ch. 4: Energy, the Environment, and Sustainable Design</td>
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<td>11/13</td>
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<td>IES Com-Check report.</td>
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<tr>
<td>11/21</td>
<td>Thanksgiving Break.</td>
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<tr>
<td>11/23</td>
<td>Thanksgiving Break.</td>
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<tr>
<td>11/27</td>
<td>Ch. 5: Illumination, Wellbeing, and Behavior</td>
<td>IES Booklet</td>
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<td>11/29</td>
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<td>IES Booklet</td>
</tr>
<tr>
<td>12/04</td>
<td>Ch. 2 (conclude). Review.</td>
<td>IES Booklet</td>
</tr>
<tr>
<td>12/06</td>
<td>Review.</td>
<td>IES Booklet due</td>
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<tr>
<td>12/10</td>
<td>Exam III (Comprehensive), Tuesday, 8-10 am</td>
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**November 6 OR 13th waiting on confirmation**
Texas Board of Architectural Examiners – Wednesday, 11-12 noon. Glen Garry
VI. Readings

Required:

Supplemental:
Faulkner, Sarah. *Inside today's home*.
Gordon, G. & Nuckolls, J. *Interior Lighting for Designers*.
Helm, Ronald N. *Illumination Engineering for Energy Efficient Luminous Environments*.
Halo Lighting publications.
Nuckolls, James L. *Interior Lighting for Environmental Designers*.
Sylvania Industrial/Commercial Lighting. *Color is how you light it*.

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 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:
Regular, punctual attendance, documented participation, and 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.

Additional Interior Design/Merchandising Attendance Criteria:
Removal of absences recorded due to tardiness is the student's responsibility. The student should speak with the professor at the end of the class period on the same day the absence may have been recorded prematurely.

Excused Absence: Students are responsible for providing the professor with satisfactory documentation for an excused absence as explained above. Such documentation may include forms verifying visits to the Student Health Service, statement from a private physician, obituary, or official University listing of excused absences. Prior notice of an impending excused absence should be made in writing and given to the professor for acknowledgement and dating.
Missed Work: As per University policy, students with an excused absence will be permitted to make-up missed work for absences totaling no more than a maximum of three weeks in a long semester or one week in a summer term. Design students shall request a conference with the professor to make the necessary arrangements. Students will be held accountable for work missed in their absence and all assignments made. For all absences, the student must assume the responsibility for securing all handouts, lecture notes, and other class information, and for meeting established deadlines.

Unexcused Absence: In interior design classes, students with unexcused absences will forfeit the make-up of lecture notes, critiques, demonstrations, field trips, handouts, quizzes, exams, or other class activities or materials. In the event that a grade is recorded on the date of an unexcused absence, a grade of "0" will be entered. Students will be held accountable for all work missed, all assignments made, and all assignment due dates established in their absence. Each student is allowed THREE unexcused absences for a MWF class in a long semester, TWO for a TR class in a long semester, and ONE for a summer semester; thereafter, a letter grade will be deducted from the semester grade for each additional unexcused 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, 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/

Student Academic Dishonesty: Policy 4.1

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

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 that has been purchased or otherwise obtained from an Internet source or another source; and (2) 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: 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 (6.14)]. 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 (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. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information: (Does not apply to HMS 316)

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, drivers 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 Martin 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.

Additional Interior Design/Interior Merchandising Student Conduct Criteria:

Unacceptable conduct includes but is not limited to the following:
• Ringing cell phones during class—turn phones off or set to silent
• Talking on cell phone in any class
• Texting in class (even in your lap)
• Checking email or blogs (ie. facebook, myspace) in class – computers are for classroom activities only
• Head phones/ear buds discourage studio interaction/synergy; do not utilize these items during class.
• Doing homework for other courses in class
• Bringing children to class – this is against University policy
• Discussing grievances in front of class or in hall – make appointments to talk with professors in their offices
• Dominating professors’ time in class – it is important that all students get equal time.
• Missing class excessively
• Arriving tardy to class – this is disruptive
• Coming to class unprepared – pay attention to the class schedule and professor announcements. Check BRIGHTSPACE before class for course updates.
• Taking long breaks during studios – it is acceptable for students to get a beverage or take a restroom break during studios if the professor is not lecturing— these breaks should not exceed five minutes in length. If the professor allows, beverage may be brought into the studio but eating food is not allowed during class.
• Missing deadlines for assignments and projects is not allowed. Students should consult the professor in special circumstances.
• Having beverages in class without knowing the professor’s policy.

IX. Other Relevant Course Information:

Late Work: Late work in interior design classes will be accepted within a one-week grace period following the initial due date of the assignment. Prior notice should be given the professor when a late submittal is imminent. The late work will receive a penalty of one letter grade. Work will not be accepted beyond the one-week extension, and a grade of "0" will be entered for the assignment. Exceptions are possible only with professor approval; however, work is subject to further penalty. Promptness and maturity are encouraged in preparation for successful practicum and work experiences.

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

Professional Standards:

1. Students should prepare themselves adequately for class by completing assignments and securing necessary supplies. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
2. Students should maintain their individual work areas by returning materials to assigned locations and leaving work stations clean and orderly. In particular, effort should be made to retrieve broken leads to preserve floor finish.
3. Students are expected to work in the class area for the duration of the class period unless further instructions are provided by the professor.
4. Per university policy, smoking is prohibited in Human Sciences South.
5. Students should exhibit professional courtesy and conduct. Examples include a positive attitude, sensitivity to others, attentiveness, and cooperation.
6. Design faculty are committed to provide informative and prompt class sessions, return student work in a timely fashion, honor posted office hours, provide feedback on student progress, and allow work time as possible in design studios. Student creativity and input are welcomed; instructor training and experience will guide critiques.
7. If a student dissatisfaction arises, the design program considers a student's request for a private conference with the professor as the first step toward resolution. The next step will involve a meeting of the student and professor with the program coordinator. If necessary, a follow-up meeting of student, professor, coordinator, and department chair may be scheduled.

Supplies: highlighter
notepaper
white colored pencil for light rendering highlights
small triangle or straightedge
French curve for drawing switching patterns
small circle templates for drawing lighting symbols
graphic pencil for shading
drafting supplies or CAD for project drawings
calculator
white matboard, glue, and exacto knife