I. Course Description:

HRT/AGM 326 - Design Application Software II (CAD): 2 hours lecture, 2 hours laboratory per week. Advanced course on the use of computer-assisted design (CAD) software. Emphasis is placed on three-dimensional drawing and customized design. Experience with latest architectural, mechanical and landscape software. **Course Fee Required: 35.00. Prerequisites: AGM/HRT 326L**

II. Intended Learning Outcomes/Goals/Objectives:

In preparing students’ a foundation for success, the course goal is to accomplish a knowledgeable base of computer-aided drafting techniques using Autodesk Revit Architecture.

This course enhances student learning in the area of interior design and interior merchandising and serves as one of the foundation courses in the Interior Design and Interior Merchandising Programs in the School of Human Sciences. It also aligns with the standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to fields of study in Human Sciences.</td>
</tr>
<tr>
<td>The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in fields of study in Human Sciences.</td>
</tr>
<tr>
<td>The student will demonstrate competence in his/her specific discipline using oral and written forms.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following <strong>Council for Interior Design Accreditation (CIDA) Professional Standards 2018</strong> will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.</td>
</tr>
</tbody>
</table>
Student understands the elements and principles of design and related theories, including spatial definition and organization.

Students 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 of two-dimensional design solutions.

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

The following standards for the Department of Agriculture/Horticulture will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.

<table>
<thead>
<tr>
<th>Student Learner Outcomes</th>
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</thead>
<tbody>
<tr>
<td>The student will exhibit problem-solving skills based on quantitative and analytical reasoning.</td>
</tr>
<tr>
<td>The student will demonstrate effective communication skills.</td>
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</table>

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

Course Assignments/ Activities: In-class/out-of-class assignments, exercises, quizzes, projects and presentation. Any of which may be announced or unannounced.

Instructional strategies may include: virtual lectures, class discussion, field trips, and video/podcasts/CD.

Use of technology may include: BrightSpace and ZOOM, internet assignments/activities/research.

HRT 326 is a BrightSpace enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments, links to related websites and videos, and grades. Course content is delivered via class technology, virtual lectures, discussions, assigned readings, and assignments directly relevant to the course content. Students should check the class 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.*

IV. Evaluation and Assessments (Tentative Grading):

The course is graded on a letter grade basis (A-F). The grade will be percentage based and will be determined by the following grading criteria:

<table>
<thead>
<tr>
<th>Discussions</th>
<th>20%</th>
<th>100 - 90</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>79 - 70</td>
<td>C</td>
</tr>
<tr>
<td>Course Project</td>
<td>30%</td>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>59 - 0</td>
<td>F</td>
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</table>

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 Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Week of August 26     | N/A     | Getting Started                            | ▪️ Order Textbook  
▪️ Download Revit 2019 software from Autodesk.com website  
▪️ Review the Course Syllabus  
▪️ Review the Course Timeline  
▪️ Participate in the Discussion Post - Introduce Yourself and respond to at least two of your peers by September 1, 11:59pm  
▪️ Complete Getting Started Module by September 1, 11:59pm |
| Week of September 2   | 1       | Module 01 - Getting Started with Autodesk Revit 2019 | ▪️ Read the module content and assigned readings  
▪️ Participate in ZOOM Session  
▪️ Complete and submit Module 01 - Assignment by September 8, 11:59pm  
▪️ Complete and submit Chapter 1 Quiz by September 8, 11:59pm  
▪️ Complete Module 01 by September 8, 11:59pm |
| Week of September 9   | 2       | Module 02 - Lake Cabin: Floor Plan (The Basics) | ▪️ Read the module content and assigned readings.  
▪️ View and take notes on the videos within this module  
▪️ Participate in ZOOM Session  
▪️ Complete and submit Module 02 - Assignment by September 15, 11:59pm  
▪️ Complete and submit Chapter 2 - Quiz by September 15, 11:59pm  
▪️ Complete Module 02 by September 15, 11:59pm |
| Week of September 16  | 3       | Module 03 - Overview of Linework and Modify Tools | ▪️ Read the module content and assigned readings.  
▪️ Participate in ZOOM Session  
▪️ Complete and submit Module 03 - Assignment by September 22, 11:59pm  
▪️ Complete and submit Chapter 3 - Quiz by September 22, 11:59pm  
▪️ Complete Module 03 by September 22, 11:59pm |
| Week of September 23  | 4       | Module 04 - Drawing 2D Architectural Objects | ▪️ Read the module content and assigned readings.  
▪️ View and take notes on the videos within this module |
<table>
<thead>
<tr>
<th>Week of</th>
<th></th>
<th>Module</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>September 30</td>
<td>5</td>
<td><strong>Module 05</strong>- Floor Plan (First Floor)</td>
<td></td>
</tr>
<tr>
<td>October 7</td>
<td>6</td>
<td><strong>Module 06</strong>- Floor Plan (Second Floor and Basement Plans)</td>
<td></td>
</tr>
<tr>
<td>October 14</td>
<td>7</td>
<td><strong>Module 07</strong>- Annotation</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>8</td>
<td><strong>Module 08</strong>- Roof</td>
<td></td>
</tr>
</tbody>
</table>

- Participate in ZOOM Session
- Complete and submit Module 04 - Assignment by **September 29, 11:59pm**
- Complete and submit Chapter 4 - Quiz by **September 29, 11:59pm**
- Complete Discussion Post - What Have You Learned? #1 and respond to at least two of your peers by **September 29, 11:59pm**
- Complete Module 04 by **September 29, 11:59pm**

- Read the module content and assigned readings.
- View and take notes on the videos within this module
- Participate in ZOOM Session
- Complete and submit Module 05 - Assignment by **October 6, 11:59pm**
- Complete and submit Chapter 5 - Quiz by **October 6, 11:59pm**
- Complete Module 05 by **October 6, 11:59pm**

- Read the module content and assigned readings.
- View and take notes on the videos within this module
- Participate in ZOOM Session
- Complete and submit Module 06 - Assignment by **October 13, 11:59pm**
- Complete and submit Chapter 6 - Quiz by **October 13, 11:59pm**
- Complete Module 06 by **October 13, 11:59pm**

- Read the module content and assigned readings.
- Participate in ZOOM Session
- Complete and submit Module 07 - Assignment by **October 20, 11:59pm**
- Complete and submit Chapter 7 - Quiz by **October 20, 11:59pm**
- Complete Module 07 by **October 20, 11:59pm**

- Read the module content and assigned readings.
- View and take notes on the videos within this module
- Participate in ZOOM Session
- Complete and submit Module 08 - Assignment by **October 27, 11:59pm**
<table>
<thead>
<tr>
<th>Week of October 28</th>
<th>9</th>
<th><strong>Module 09</strong> - Floor Systems and Reflected Ceiling Plans</th>
</tr>
</thead>
</table>
|                    |   | ▪ Complete and submit Chapter 8 - Quiz by October 27, 11:59pm  
|                    |   | ▪ Complete Discussion Post – What Have You Learned? #2 and respond to at least two of your peers by October 27, 11:59pm  
|                    |   | ▪ Complete Module 08 by October 27, 11:59pm |

<table>
<thead>
<tr>
<th>Week of November 4</th>
<th>10</th>
<th><strong>Module 10</strong> - Elevations</th>
</tr>
</thead>
</table>
|                    |    | ▪ Read the module content and assigned readings.  
|                    |    | ▪ View and take notes on the videos within this module  
|                    |    | ▪ Participate in ZOOM Session  
|                    |    | ▪ Complete and submit Module 09 - Assignment by November 3, 11:59pm  
|                    |    | ▪ Complete and submit Chapter 9 - Quiz by November 3, 11:59pm  
|                    |    | ▪ Complete Module 09 by November 3, 11:59pm |

<table>
<thead>
<tr>
<th>Week of November 11</th>
<th>11 &amp; 12</th>
<th><strong>Module 11</strong> - Sections &amp; Interior Design</th>
</tr>
</thead>
</table>
|                    |         | ▪ Read the module content and assigned readings.  
|                    |         | ▪ View and take notes on the videos within this module  
|                    |         | ▪ Participate in ZOOM Session  
|                    |         | ▪ Complete and submit Module 11 - Assignment by November 17, 11:59pm  
|                    |         | ▪ Complete and submit Chapter 11 & 12 - Quiz by November 17, 11:59pm  
|                    |         | ▪ Complete Module 11 by November 17, 11:59pm |

| November 18 | 13 & 14 | **Module 12** - Schedules & Site Tools and Photo-Realistic Rendering |
|            |        | ▪ Read the module content and assigned readings.  
|            |        | ▪ View and take notes on the videos within this module  
|            |        | ▪ Participate in ZOOM Session  
|            |        | ▪ Complete and submit Chapter 13 & 14 - Quiz by November 24, 11:59pm  
|            |        | ▪ Complete Discussion Post - What Have You Learned #3 and respond |
Week 14 - Thanksgiving Break: November 23 - December 1

| Week of December 2 | 15 | Module 13 - Construction Documents Set  
| | | Course Project - Two-Story Residential Design Project Submission  
| Week of December 9 | - | -  
| | | Submit Final Course Project by December 15, 2019, 11:59pm  

Course schedule subject to change in order to facilitate class learning outcomes and objectives.

VI. Readings (Required):

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 e-mails.

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/.

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 (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. 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 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.texes.ets.org/registrationBulletin/http://www.texes.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 snyderke1@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 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.