Course Syllabus
INDS 2213.051
Interior Graphics I - Residential Design Studio Lab
Fall 2020

Instructor: Jennifer Luque
RID, LEED AP ID+C

Course Delivery Method: Hybrid Face-to-Face/Livestream
Course Meeting Days: Tuesdays & Thursdays
Course Meeting Time: Lecture Lab (Tuesdays & Thursdays 3:00 PM - 4:40 PM)

Course Location:
Lecture: HSN - Room #201
Lab: HSS -Room #107
Face-to-Face/Online-Livestream

Office Location: HSS - Room #121A
Office Hours: Virtual, by appointment only
Office Phone: 972.757.9250
Email: jennifer.luque@sfasu.edu

I will be available to answer emails within 24 hours of receipt. If you would prefer to visit via ZOOM, please email 24 hours in advance to make arrangements. I would prefer you to use BrightSpace/D2L to send emails related to the course. If BrightSpace/D2L is unavailable, send email to jennifer.luque@sfasu.edu and include “INDS 2213 - Exercise xx” somewhere in the subject line. Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through BrightSpace/D2L.

Course Information

1. Course Description:

INDS 2213L - Interior Graphics I Lab (Residential Design Studio Lab): 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 hour lab). **Course Fee required: 76.00. Prerequisites: INDs 2108 & 2208L. Co-requisite: INDs 2113. Failure to make a C or higher in either lecture or lab will require repeating both courses concurrently.

**Justification: INDs 2213 - Interior Graphics I Lab is a 2-hour credit course. This course typically
will be taught twice a week for 1 hour and 40 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.

Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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 in 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.

In preparing students’, a foundation for success, the course goal is to accomplish a knowledgeable base of computer-aided drafting techniques using Autodesk Revit. 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>
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<tbody>
<tr>
<td>Students will be able to reflect, demonstrate, and be aware of professional dispositions relative to their chosen profession.</td>
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<tr>
<td>Students will have a clear understanding of the professional behavior required for their discipline.</td>
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<td>Students will demonstrate competence in their specific discipline through work samples required for that discipline.</td>
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<tr>
<td>Students will be able to demonstrate strong communication skills, a professional image, a good work ethic, and the ability to be prepared for their jobs.</td>
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<tr>
<td>Students will demonstrate satisfaction with their experience in the School of Human Sciences.</td>
</tr>
</tbody>
</table>
Graduates will be able to pursue professional interior design/merchandising/construction management goals successfully.

### Student Learning Outcomes

The following Council for Interior Design Accreditation (CIDA) Professional Standards 2020 will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.

#### Standard 4 - Global Context

**Standard 4b**: Students understand how social, economic, cultural, and physical contexts inform interior design.

**Standard 4c**: Students understand how systems thinking informs the practice of interior design.

**Standard 4d**: Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

#### Standard 5 - Collaboration

**Standard 5a**: Students have awareness of the integration of multi-disciplinary collaboration in design practice.

**Standard 5b**: Students understand the terminology and language necessary to communicate effectively with members of allied disciplines.

#### Standard 6 - Business Practices and Professionalism

**Standard 6a**: Students have awareness of the contexts for interior design practice.

**Standard 6b**: Students have awareness of the impact of regional and global markets on design practices.

**Standard 6c**: Students have awareness of the breadth and depth of interior design’s impact and value.

#### Standard 7 - Human Centered Design

**Standard 7a**: Students have demonstrates understanding of theories related to the impact of the built environment on human experience, behavior, and performance.

**Standard 7b**: Students have demonstrates understanding of the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

**Standard 7c**: Students have demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.

**Standard 7a**: Students have demonstrates understanding of theories related to the impact of the built environment on human experience, behavior, and performance.

#### Standard 8 - Design Process

**Standard 8b**: Student work demonstrates the ability to apply knowledge and skills learned to solve progressively complex design problems.

**Standard 8c**: Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.

**Standard 8d**: Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions.

**Standard 8e**: Student work demonstrates the ability to apply knowledge and skills learned to inform design concepts or solutions.
Standard 8f: Student work demonstrates the ability to apply knowledge and skills learned to explore and iterate multiple ideas.

Standard 8g: Student work demonstrates the ability to apply knowledge and skills learned to solve design creative and effective solutions.

Standard 9 - Communication

Standard 9b: Students are able to effectively express ideas and their rationale in oral communication.

Standard 9c: Students are able to effectively express ideas and their rationale in written communication.

Standard 9d: Students are able to effectively express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.

Standard 9e: 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.

Standard 13 - Products and Materials

Standard 13d: 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.

Standard 16 - Regulations and Guidelines

Standard 16c: Student work demonstrates understanding of sector-specific regulations and guidelines related to construction, products, and materials.

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

Course Assignments/Activities: In-class/out-of-class assignments, exercises, quizzes, projects, exams, and presentations. 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/D2L, ZOOM sessions, assignments, exercises, exams, quizzes, and research.

INDS 2213L is a BrightSpace/D2L enhanced course. Information notices will be posted on the course homepage. The homepage includes icon 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, email, 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>Component</th>
<th>Weight</th>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>10%</td>
<td>100 - 90</td>
<td>A</td>
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<tr>
<td>Lab Activities</td>
<td>10%</td>
<td>89 - 80</td>
<td>B</td>
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<td>Discussions</td>
<td>10%</td>
<td>79 - 70</td>
<td>C</td>
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<td>Quizzes</td>
<td>10%</td>
<td>69 - 60</td>
<td>D</td>
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<tr>
<td>Presentations</td>
<td>10%</td>
<td>59 - 0</td>
<td>F</td>
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<tr>
<td>Mid-term Examination</td>
<td>15%</td>
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<td>Final Examination</td>
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<td>Course Project</td>
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<td>Total</td>
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Grading Procedures & Missed Work:

- Quizzes, assignments, projects, discussions, and exams will be graded electronically using BrightSpace/D2L. Each student should take the time to familiarize themselves with BrightSpace/D2L. Technical acuity with the BrightSpace/D2L 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/D2L **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:

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<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week of August 24</td>
<td>-</td>
<td>Getting Started</td>
<td>§ Purchase Textbook &lt;br&gt; § Review the Course Syllabus &lt;br&gt; § Review the Course Timeline &lt;br&gt; § Participate in the Discussion Post - Introduce Yourself and respond to at least two of your peers by August 30, 11:59pm &lt;br&gt; § Complete Getting Started Module by August 30, 11:59pm</td>
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<tr>
<td>Week of August 31</td>
<td>1</td>
<td>Module 01 - Drafting and the Design Process</td>
<td>§ Read the module content and assigned readings &lt;br&gt; § Participate in ZOOM Sessions &lt;br&gt; § Start Course Project &lt;br&gt; § Complete and submit Module 01 - Lab Activity 01 by September 6, 11:59pm &lt;br&gt; § Complete and submit Module 01 - Assignment 01 by September 6, 11:59pm &lt;br&gt; § Complete and submit Module 01 - Quiz 01 by September 6, 11:59pm &lt;br&gt; § Complete Module 01 by September 6, 11:59pm</td>
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<td>Week of September 7</td>
<td>2</td>
<td>Module 02 - Tools, Scales, and Media</td>
<td>§ Read the module content and assigned readings &lt;br&gt; § Participate in ZOOM Sessions &lt;br&gt; § Complete and submit Module 02 - Lab Activity 02 by September 6, 11:59pm &lt;br&gt; § Complete and submit Module 02 - Assignment 02 by September 6, 11:59pm &lt;br&gt; § Complete and submit Module 02 - Quiz 02 by September 6, 11:59pm &lt;br&gt; § Complete Module 02 by September 13, 11:59pm</td>
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<tr>
<td>Week of September 14</td>
<td>3</td>
<td>Module 03 - 2D Versus 3D</td>
<td>§ Read the module content and assigned readings &lt;br&gt; § Participate in ZOOM Sessions &lt;br&gt; § Complete and submit Module 03 - Lab Activity 03 by September 20, 11:59pm &lt;br&gt; § Complete and submit Module 03 - Assignment 03 by September 20, 11:59pm &lt;br&gt; § Participate in Module 03 - Programming Presentation 01 by September 20, 11:59pm &lt;br&gt; § Complete and submit Module 03 - Quiz 03 by September 20, 11:59pm &lt;br&gt; § Complete Module 03 by September 20, 11:59pm</td>
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<td>Week of</td>
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<td>September 21</td>
<td><strong>Module 04</strong></td>
<td>- Read the module content and assigned readings</td>
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<td>- Participate in ZOOM Sessions</td>
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<td>- Complete and submit Module 04 - Lab Activity 04 by September 27, 11:59pm</td>
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<td>- Complete and submit Module 04 - Assignment 04 by September 27, 11:59pm</td>
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<td>- Complete and submit Module 04 - Quiz 04 by September 27, 11:59pm</td>
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<td>- Complete Discussion Post - What Have You Learned? #1 and respond to at least two of your peers by September 27, 11:59pm</td>
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<td>- Complete Module 04 by September 27, 11:59pm</td>
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<td>September 28</td>
<td><strong>Module 05</strong></td>
<td>- Read the module content and assigned readings</td>
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<td>- Participate in ZOOM Sessions</td>
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<td>- Complete and submit Module 05 - Lab Activity 05 by October 4, 11:59pm</td>
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<td>- Complete and submit Module 05 - Assignment 05 by October 4, 11:59pm</td>
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<td>- Complete and submit Module 05 - Quiz 05 by October 4, 11:59pm</td>
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<td>- Complete Module 05 by October 4, 11:59pm</td>
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<td>October 5</td>
<td><strong>Module 06</strong></td>
<td>- Read the module content and assigned readings</td>
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<td>- Participate in ZOOM Sessions</td>
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<td>- Complete and submit Module 06 - Lab Activity 06 by October 11, 11:59pm</td>
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<td>- Complete and submit Module 06 - Assignment 06 by October 11, 11:59pm</td>
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<td>- Complete and submit Module 06 - Quiz 06 by October 11, 11:59pm</td>
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<td>- Participate in Module 06 - Schematic Design Presentation 02 by October 11, 11:59pm</td>
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<td>- Complete Module 06 by October 11, 11:59pm</td>
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<td>October 12</td>
<td><strong>Module 07</strong></td>
<td>- Read the module content and assigned readings</td>
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<td>- Participate in ZOOM Sessions</td>
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<td>- Complete and submit Module 07 - Lab Activity 7 by October 18, 11:59pm</td>
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<td>- Complete and submit Module 07 - Assignment 07 by October 18, 11:59pm</td>
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<td>- Complete Module 07 - Quiz 07 by October 18, 11:59pm</td>
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<td>- Complete Module 07 by October 18, 11:59pm</td>
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</table>
| Week of October 19 | Module 08 - Door and Window Symbols | Read the module content and assigned readings  
Participate in ZOOM Sessions  
Complete and submit Module 08 - Lab Activity 08 by October 25, 11:59pm  
Complete and submit Module 08 - Assignment 08 by October 25, 11:59pm  
Complete and submit Module 08 - Quiz 08 by October 25, 11:59pm  
Complete Discussion Post - What Have You Learned? #2 and respond to at least two of your peers by October 25, 11:59pm  
Complete and submit Mid-term Examination by October 25, 11:59pm  
Complete Module 08 by October 25, 11:59pm |
|---|---|---|
| Week of October 26 | Module 09 - Building Construction Details | Read the module content and assigned readings  
Participate in ZOOM Sessions  
Complete and submit Module 09 - Lab Activity 09 November 1, 11:59pm  
Participate in Module 09 - Design Development Presentation 03 by November 1, 11:59pm  
Complete Module 09 by November 1, 11:59pm |
| Week of November 2 | Module 10 - Building Construction Details | Read the module content and assigned readings  
Participate in ZOOM Sessions  
Complete and submit Module 10 - Assignment 09 by November 8, 11:59pm  
Complete and submit Module 10 - Quiz 09 by November 8, 11:59pm  
Complete Module 10 by November 8, 11:59pm |
| Week of November 9 | Module 11 - Utility Systems and Other Plans | Read the module content and assigned readings  
Participate in ZOOM Sessions  
Complete and submit Module 11 - Lab Activity 10 November 15, 11:59pm  
Complete and submit Module 11 - Assignment 10 by November 15, 11:59pm  
Complete and submit Module 11 - Quiz 10 by November 15, 11:59pm  
Complete Module 11 by November 15, 11:59pm |
| Week of November 16 | Module 12 - Stairs | Read the module content and assigned readings  
Participate in ZOOM Sessions  
Complete and submit Module 12 - Lab Activity 11 November 20, 11:59pm  
Complete and submit Module 12 - Assignment 11 by November 20, 11:59pm |
<table>
<thead>
<tr>
<th>Week of November 30</th>
<th>12</th>
<th>Module 13 - Legends, Keys, and Schedules</th>
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<tr>
<td></td>
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<td>▪ Complete and submit Module 12 - Quiz 11 by November 20, 11:59pm</td>
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<td></td>
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<td>▪ Participate in Module 12 - Construction Documents Presentation 04 by November 20, 11:59pm</td>
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<td>▪ Complete Module 11 by November 20, 11:59pm</td>
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**Thanksgiving Break (Week 14): November 21 - November 29, 2020**

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<thead>
<tr>
<th>Week of December 7</th>
<th>Module 14 - Final Examination Week</th>
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<tbody>
<tr>
<td></td>
<td>▪ Read the module content and assigned readings</td>
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<td>▪ Participate in ZOOM Sessions</td>
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<td></td>
<td>▪ Complete and submit Module 13 - Lab Activity 12 by December 6, 11:59pm</td>
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<td></td>
<td>▪ Complete and submit Module 13 - Assignment 12 by December 6, 11:59pm</td>
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<tr>
<td></td>
<td>▪ Complete and submit Module 13 - Quiz 12 by December 6, 11:59pm</td>
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<td>▪ Complete Discussion Post - What Have You Learned #3 and respond to at least two of your peers by December 6, 11:59pm</td>
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<td>▪ Complete Module 13 by December 6, 11:59pm</td>
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</table>

This schedule subject to change in order to facilitate class learning outcomes and objectives.
VI. Readings (Required):

VII. Course Evaluations:
The importance of completing the course evaluations is to improve faculty planning and instruction and course and program improvement to maintain CIDA accreditation. This is an opportunity for you to express what the faculty member can: start doing, stop doing, or continue doing in this course. This is not an opportunity to bash the instructor as this type of feedback is not helpful in improving course planning and instruction. The course evaluations are reviewed by the Director of the department and used when 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 POCE 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](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 is 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 (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.
COVID-19 Mask Policy
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate
physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical
distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing
appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students
who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical
distancing may be subject to disciplinary actions.


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. Please go to TAC 247.2
– Code of Ethics and Standard Practices for Texas Educators. This can be found at


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:


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.

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