I. Course Description:

**HMS 314 - Building Construction Systems:** Computer-based study of structures, building materials, construction techniques, mechanical and electrical systems, model building, working drawing problems, and specifications. **Course Fee Required: 195.00 (Lecture) and 10.00 (Lab).** **Prerequisites: HMS 310 & HMS 310L**

**Justification:** HMS 314 - Building Construction Systems is a 1-credit course. This course typically will be taught one day a week for 50 minutes for 15 weeks culminating a 2-hour final exam during week 16. Students complete significant readings, daily exercises, bi-weekly quizzes, informal oral presentations, a mid-term examination and a final examination. These activities require a minimum of 2 hours of preparation time outside the classroom each week.

**Justification:** HMS 314L - Building Construction Systems Lab is a 2-credit course. The lab course typically will be taught two days a week for 200 minutes for 15 weeks culminating in the submission of one major project and 4 minor projects. Research assignments, readings, daily exercises and preliminary check points of major project are required. Students are required to have a laptop and utilize AutoCAD and Revit. These activities require a minimum of 4 hours of preparation time outside of the classroom each week. The final exam during week

II. Intended Learning Outcomes/Goals/Objectives:

In preparing students', a foundation for success, the course goal of this course is to accomplish a knowledge base of codes, construction, and sustainability issues used in the interior design industry. Students will use the textbook and lecture notes to create an understanding of different types of building construction used in interior
design. In addition, the student will learn different components in building construction. Building construction terminology will be expanded. The lectures and presentations are presented so that students will have a better understanding of construction and how it is changing with new sustainable/green design. It also reinforces programming techniques used in the design process. Three-dimensional volumetric studies/models will be used to illustrate how the interior and exterior components of spaces interact.

The content of HMS 314 relates to the College of Education’s Conceptual Framework and Vision, Mission, Goals, and Core Values. As with all interior design courses, concerted effort is made in HMS 314 to prepare students for excellence in the design profession. In addition, the study of structural systems, mechanical systems, electrical systems, contract document content, building codes & zoning ordinances, and humanistic design principles in HMS 314 encourages the development of caring and compassionate designers.

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.

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<tr>
<th>Program Learning Outcomes</th>
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<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>
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<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>
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<tr>
<td>The student will demonstrate competence in his/her specific discipline using oral and written forms.</td>
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<tr>
<th>Student Learning Outcomes</th>
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<tr>
<td>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.</td>
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</table>

**Standard 4a:** Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.

**Standard 4c:** Student work demonstrates understanding of how systems thinking informs the practice of interior design.

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

**Standard 13b:** Student work demonstrates understanding of typical fabrication process, installation methods, and maintenance requirements for products and materials.

**Standard 14i:** Students understand how the selection and application of products and systems impact indoor air quality.

**Standard 15a:** Student have awareness of the environmental impact of construction.

**Standard 15b:** Student work demonstrates understanding that design solutions affect and are impacted by base-building structural systems and construction methods.

**Standard 15c:** Student work demonstrates understanding that design solutions affect and are impacted by interior systems, construction, and installation methods.

**Standard 15d:** Student work demonstrates understanding that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.
Standard 15e: Student work demonstrates **understanding** that design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).

Standard 15f: Student work demonstrates **understanding** that design solutions affect and are impacted by monitoring systems pertaining to energy, security, and building controls systems.

Standard 15g: Student work demonstrates **understanding** that design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.

Standard 15h: Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Standard 15i: Students are **able** to read and interpret construction documents.

Standard 15j: Students are **able** to contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

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 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 and ZOOM, internet assignments/activities/research.

HMS 314 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.**

In preparing students for a foundation for success, the goal of this course is to provide a knowledge base of codes, construction, and sustainability issues used in the interior design industry. Students will use the textbook and lecture notes to understand the different types of building construction used in interior design. In addition the student will learn different components used in building construction. Building construction terminology will be expanded. The lectures and presentations are presented so that student will have a better understanding of construction and how it is changing with new sustainable/green design. It also reinforces programming techniques used in the design process. Three-dimensional volumetric studies will be used to illustrate how interior and exterior components of spaces interact. In addition, the student will gain the following:

1. Development of an understanding of structural, mechanical, and electrical systems.
3. Understanding building codes in relation to project development, including zoning, plan submittals, and the review process by code officials.

Student activities include readings, design process activities (researching, space planning, sketching, drafting, sections, models, etc.), production of CAD construction documents, specifying finishes, reflection, illustration drawings of construction detailing, team building activities, peer evaluations, and oral/visual/digital/model presentation.
Instructional strategies involve lectures, demonstrations, Power Point presentations, audio/visual presentations, individual critiques, and written evaluations.

Computer-aided design (CAD), models, D2L course management, internet design resources, and audiovisuals are primary means of technology integration in this course.

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:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>10%</td>
<td>100 - 90</td>
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<tr>
<td>B</td>
<td>10%</td>
<td>89 - 80</td>
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<tr>
<td>C</td>
<td>20%</td>
<td>79 - 70</td>
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<tr>
<td>D</td>
<td>20%</td>
<td>69 - 60</td>
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<tr>
<td>F</td>
<td>20%</td>
<td>59 - 0</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**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.

**Note:** All reading MUST be done BEFORE CLASS for discussions and preparation for Quizzes. Pop quizzes will be administered if evident of not reading.
### V. Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
</table>
| **Week of January 13** | -       | **Getting Started**        | ▪ Purchase the Textbook for This Course  
▪ Review the Meet the Instructor Document  
▪ Review the Course Introduction  
▪ Review the Course Syllabus  
▪ Review the Course Timeline  
▪ Review the Guidelines for Success Document  
▪ Review the Communication Document  
▪ **Complete and Submit Your Time Management Plan for Completing This Course by January 26, 11:59pm**  
▪ **Complete Getting Started Module by January 19, 11:59pm** |
| **Week of January 20** | 1       | **Module 01 - Making Buildings** | ▪ Read the Module 01 - Introduction and Learning Objectives  
▪ Read the Module 01 - Textbook Chapter Reading Assignment  
▪ Review the Module 01 - Chapter 01: Making Buildings PowerPoint  
▪ **Complete and Submit Module 01 - Chapter 01: Review Questions by January 26, 11:59pm**  
▪ **Complete and Submit Module 01 - Chapter 01: Building Construction Exercise by January 26, 11:59pm**  
▪ **Complete and Submit Module 01 - Quiz 01 by January 26, 11:59pm**  
▪ **Complete Module 01 by January 26, 11:59pm** |
| **Week of January 27** | 2       | **Module 02 - Foundations and Sitework (Start Project 01: Site Model)** | ▪ Read the Module 02 - Introduction and Learning Objectives  
▪ Read the Module 02 - Textbook Chapter Reading Assignment  
▪ Review the Module 02 - Chapter 02: Foundations and Sitework PowerPoint  
▪ **Complete and Submit Module 02 - Chapter 02: Review Questions by February 2, 11:59pm**  
▪ **Complete and Submit Module 02 - Chapter 02: Building Construction Exercise by February 2, 11:59pm**  
▪ **Complete and Submit Module 02 - Quiz 02 by February 2, 11:59pm**  
▪ **Complete Module 02 by February 2, 11:59pm** |
<table>
<thead>
<tr>
<th>Week of February 3</th>
<th>3-4</th>
<th><strong>Module 03 - Wood &amp; Heavy Timber Construction</strong></th>
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</table>
|                  |     | • Read the Module 03 - Introduction and Learning Objectives  
|                  |     | • Read the Module 03 - Textbook Chapter Reading Assignment  
|                  |     | • Review the Module 03 - Chapter 03: Wood PowerPoint  
|                  |     | • Review the Module 03 - Chapter 04: Heavy Timber Construction PowerPoint  
|                  |     | • Complete and Submit Module 03 - Chapter 03: Review Questions by February 9, 11:59pm  
|                  |     | • Complete and Submit Module 03 - Chapter 03: Building Construction Exercise by February 9, 11:59pm  
|                  |     | • Complete and Submit Module 03 - Chapter 04: Building Construction Exercise by February 9, 11:59pm  
|                  |     | • Complete and Submit Module 03 - Quiz 03 by February 9, 11:59pm  
|                  |     | • Complete Module 03 by February 9, 11:59pm  |

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<tr>
<th>Week of February 10</th>
<th>5 &amp; 12</th>
<th><strong>Module 04 - Wood Light Frame Construction &amp; Light Gauge Steel Frame Construction (Start Project 02: Wood Light Frame Construction Model)</strong></th>
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</thead>
</table>
|                     |        | • Read the Module 04 - Introduction and Learning Objectives  
|                     |        | • Read the Module 04 - Textbook Chapter Reading Assignment  
|                     |        | • Review the Module 04 - Chapter 05: Wood Light Frame Construction PowerPoint  
|                     |        | • Review the Module 04 - Chapter 12: Light Gauge Steel Frame Construction PowerPoint  
|                     |        | • Complete and Submit Module 04 - Chapter 05: Review Questions by February 16, 11:59pm  
|                     |        | • Complete and Submit Module 04 - Chapter 05: Building Construction Exercise by February 16, 11:59pm  
|                     |        | • Complete and Submit Module 04 - Chapter 12: Building Construction Exercise by February 16, 11:59pm  
|                     |        | • Complete and Submit Module 03 - Quiz 04 by February 16, 11:59pm  
|                     |        | • Submit Project 01: Site Model by February 16, 11:59pm  
|                     |        | • Complete Module 04 by February 16, 11:59pm  |

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<tr>
<th>Week of February 17</th>
<th>6-7</th>
<th><strong>Module 05 - Exterior Finishes for Wood Light Frame Construction &amp; Interior Finishes for Wood Light Frame Construction</strong></th>
</tr>
</thead>
</table>
|                     |     | • Read the Module 05 - Introduction and Learning Objectives  
|                     |     | • Read the Module 05 - Textbook Chapter Reading Assignment  
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|                     |     |                                                                                                                   |</p>
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<tr>
<th>Week of</th>
<th>Module</th>
<th>Instructions and Assignments</th>
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<tbody>
<tr>
<td>February 24</td>
<td>8-9</td>
<td><strong>Module 06</strong> - Brick Masonry &amp; Stone and Concrete Masonry &lt;ul&gt;&lt;li&gt;Read the Module 06 - Introduction and Learning Objectives&lt;/li&gt;&lt;li&gt;Read the Module 06 - Textbook Chapter Reading Assignment&lt;/li&gt;&lt;li&gt;Review the Module 06 - Chapter 08: Brick Masonry PowerPoint&lt;/li&gt;&lt;li&gt;Review the Module 06 - Chapter 09: Stone and Concrete Masonry PowerPoint&lt;/li&gt;&lt;li&gt;Complete and Submit Module 06 - Chapter 08: Review Questions by March 1, 11:59pm&lt;/li&gt;&lt;li&gt;Complete and Submit Module 06 - Chapter 08: Building Construction Exercise by March 1, 11:59pm&lt;/li&gt;&lt;li&gt;Complete and Submit Module 06 - Chapter 09: Building Construction Exercise by March 1, 11:59pm&lt;/li&gt;&lt;li&gt;Complete and Submit Module 06 - Quiz 06 by March 1, 11:59pm&lt;/li&gt;&lt;li&gt;Complete Module 06 by March 1, 11:59pm&lt;/li&gt;&lt;/ul&gt;</td>
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<tr>
<td>Week of March 16</td>
<td>13</td>
<td>Module 08 - Concrete Construction</td>
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<td>Spring Break: March 9 - 15</td>
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<tr>
<th>Week of March 23</th>
<th>16</th>
<th>Module 09 - Roofing (Start Project 03: Roof Drainage Systems for Residential &amp; Commercial Buildings)</th>
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</thead>
<tbody>
<tr>
<td>Week of March 30</td>
<td>17-20</td>
<td>Module 10 - Glass and Glazing, Windows and Doors, Designing Exterior Wall Systems &amp; Cladding with Masonry and Concrete</td>
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</tbody>
</table>

- Complete and Submit Module 07 - Chapter 10: Building Construction Exercise by March 8, 11:59pm
- Complete and Submit Module 07 - Quiz 07 by March 8, 11:59pm
- Complete Module 07 by March 8, 11:59pm

- Complete and Submit Module 08 - Chapter 13: Review Questions by March 22, 11:59pm
- Complete and Submit Module 08 - Chapter 13: Building Construction Exercise by March 22, 11:59pm
- Complete and Submit Module 08 - Quiz 08 by March 22, 11:59pm
- Complete Module 08 by March 22, 11:59pm

- Read the Module 08 - Introduction and Learning Objectives
- Read the Module 08 - Textbook Chapter Reading Assignment
- Review the Module 08 - Chapter 13: Concrete Construction PowerPoint
- Complete and Submit Module 08 - Chapter 13: Review Questions by March 22, 11:59pm
- Complete and Submit Module 08 - Chapter 13: Building Construction Exercise by March 22, 11:59pm
- Complete and Submit Module 08 - Quiz 08 by March 22, 11:59pm
- Complete Module 08 by March 22, 11:59pm

- Read the Module 09 - Introduction and Learning Objectives
- Read the Module 09 - Textbook Chapter Reading Assignment
- Review the Module 09 - Chapter 16: Roofing PowerPoint
- Complete and Submit Module 09 - Chapter 16: Review Questions by March 29, 11:59pm
- Complete and Submit Module 09 - Chapter 16: Building Construction Exercise by March 29, 11:59pm
- Complete and Submit Module 09 - Quiz 08 by March 29, 11:59pm
- Complete Module 09 by March 29, 11:59pm

- Read the Module 10 - Introduction and Learning Objectives
- Read the Module 10 - Textbook Chapter Reading Assignment
- Review the Module 10 - Chapter 17: Glass and Glazing PowerPoint
- Review the Module 10 - Chapter 18: Windows and Doors PowerPoint
<table>
<thead>
<tr>
<th>Week of April 6</th>
<th>Module 11 - Selecting Interior Finishes, Interior Wall and Partitions &amp; Finish Ceilings and Floors</th>
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<tbody>
<tr>
<td></td>
<td>▪ Review the Module 10 - Chapter 19: Designing Exterior Wall Systems PowerPoint</td>
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<td>▪ Review the Module 10 - Chapter 20: Cladding with Masonry and Concrete PowerPoint</td>
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<td>▪ Complete and Submit Module 10 - Chapter 19: Review Questions by April 5, 11:59pm</td>
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<td></td>
<td>▪ Complete and Submit Module 10 - Chapter 19: Building Construction Exercise by April 5, 11:59pm</td>
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<td>▪ Complete and Submit Module 10 - Quiz 10 by April 5, 11:59pm</td>
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<td>▪ Complete Module 10 by April 5, 11:59pm</td>
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<tr>
<th>Week of April 13</th>
<th>Module 12 - Mechanical &amp; Electrical Systems (Start Project 04: Lighting and Power Layout - Residential &amp; Reflected Ceiling Plan - Commercial)</th>
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<tr>
<td></td>
<td>▪ Read the Module 12 - Introduction and Learning Objectives</td>
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<td></td>
<td>▪ Read the Module 12 - Textbook Chapter Reading Assignment</td>
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<td></td>
<td>▪ Review the Module 12 - Chapter 11: Mechanical and Electrical Systems PowerPoint</td>
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<td></td>
<td>▪ Complete and Submit Module 12 - Quiz 12 by April 19, 11:59pm</td>
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<td>▪ Complete Module 12 by April 19, 11:59pm</td>
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<td>Week of April 20</td>
<td>BCI - 11</td>
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<tr>
<th>Week of April 27</th>
<th>BCI - 11</th>
<th><strong>Module 14</strong> - Mechanical &amp; Electrical Systems</th>
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<td></td>
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<td>¬ Read the Module 14 - Introduction and Learning Objectives</td>
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<td>¬ Read the Module 14 - Textbook Chapter Reading Assignment</td>
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<td>¬ Review the Module 14 - Chapter 11: Mechanical and Electrical Systems PowerPoint</td>
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<td>¬ Complete and Submit Module 14 - Quiz 14 by May 3, 11:59pm</td>
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<td></td>
<td></td>
<td>¬ Complete Module 13 by May 3, 11:59pm</td>
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<td></td>
<td>¬ Submit Project 04: Lighting and Power Layout - Residential &amp; Reflected Ceiling Plan - Commercial</td>
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<td></td>
<td></td>
<td>¬ Submit Project 02: Wood Light Frame Construction Model by May 3, 11:59pm</td>
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<tr>
<th>Week of May 4</th>
<th>-</th>
<th><strong>Module 15</strong> - Final Examination</th>
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<tr>
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<td>¬ Complete and Submit the Final Examination by May 7, 11:59pm</td>
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</table>

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/disabiitysiervices/.

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&cpt=7&ch=247&rl=Y.

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.