I. Course Description:
Interior design fundamentals and presentations for three-dimensional interiors; color theory and principles applied to the development of the spatial envelope of interior volume; illustrations of spaces through a variety of black, white and color media. Concepts learned are reinforced throughout the curriculum.

II. Intended Learning Outcomes/Goals/ Objectives:
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals 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
- Collaboration 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.

This course enhances student learning in the area of residential design 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. **Course content prepares students for successful completion of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of Texas.**

<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 the field of 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 the field of Human Sciences.</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

Course content and objectives satisfy specific components from the CIDA 2017 Professional Standards. Through completion of this course, the student will:

**Standard 8: Design Process**
- a) apply space planning techniques throughout the design process

**Standard 10: History and Theory**
- b) understand significant movements, traditions, and theories in interior design.

**Standard 11: Design Elements and Principles**
- a) understand the elements and principles of design, including spatial definition and organization.
- b) explore two- and three-dimensional approaches across a range of media types.
- c) effectively apply the elements, principles, and theories of design to two-dimensional design solutions.

**Standard 12: Color and Light**
- e) exhibit awareness of a range of courses for information and research about color.
- g) understand color terminology.
- h) understand color principles, theories, and systems.
- i) understand color in relation to materials, textures, light, and form.
- j) select and apply color to support design concepts.
- l) select and apply color solutions across different modes of design communication.

---

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

Course Assignments/ Activities: In-class/out-of-class assignments and quizzes (may be announced or unannounced), project/presentation. (See list of assignments and activities under Evaluation and Assessments below.)

Instructional strategies may include: lectures, class discussion, group participation, demonstrations, wall critiques, guest speakers, internet sources, and videos.

Use of Technology may include: BRIGHTSPACE, internet assignments/activities/research, and word processing.

Students should check their BRIGHTSPACE email and grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.
IV. Evaluation and Assessments (Grading):

**SEMESTER SCORE SHEET**  
**Human Sciences 206**

**LECTURE**

<table>
<thead>
<tr>
<th>Understanding and Comprehension:</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Design Process/Moodboard</td>
<td>15 pts</td>
<td></td>
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<tr>
<td>Daily Quizzes (announced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Quiz #1 (Drafting Tools, Scale Usage, and Lettering)</td>
<td>50 pts</td>
<td></td>
</tr>
<tr>
<td>Daily Quiz #2 (Perspective Drawing 1-pt)</td>
<td>50 pts</td>
<td></td>
</tr>
<tr>
<td>Color Exercises</td>
<td></td>
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<tr>
<td>Theory of Munsell Color System (Text worksheets)</td>
<td>50 pts</td>
<td></td>
</tr>
<tr>
<td>Munsell Color Chart Activity</td>
<td>50 pts</td>
<td></td>
</tr>
<tr>
<td>Homework/In-Class/BRIGHTSPACE Assignments</td>
<td>75 pts</td>
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</tr>
<tr>
<td>#1</td>
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<td>#4</td>
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<td>#5</td>
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<tr>
<td>Professionalism (arrive on time, cell phones stored, attentive in class/on task, supplies/book on hand, positive attitude, respectful, helpful)</td>
<td>50 pts</td>
<td></td>
</tr>
<tr>
<td>Community Service (September 27-28)</td>
<td>60 pts</td>
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</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>400 pts</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale: 360-400=A 320-359=B 280-319=C 240-279=D 0-239=F

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

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

<table>
<thead>
<tr>
<th>T/R Dates</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>Introduce syllabus and course procedures. Introduction to Design Process. For next class, purchase vellum pad and Munsell book. Bring vellum pad, mechanical pencil, and eraser each day (bring Munsell later).</td>
<td>Introduce <em>Design for a Friend</em> project and interview classmate (programming exercise). Reserve lockers, if desired. HW: Type program and select images for classmate.</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Informal presentation to classmate. Introduce Parker Condo Project. Practice reading plans. Homework: Select an inspiration room and select and print furniture pieces.</td>
<td></td>
</tr>
<tr>
<td>Sept 4</td>
<td><strong>No Labor Day Holiday.</strong> Discuss project notebook. Introduce architectural lettering criteria.</td>
<td><strong>Inspiration Picture and Furniture Selections due</strong> Discuss/write design concepts and share.</td>
</tr>
<tr>
<td>Sept 6</td>
<td></td>
<td><strong>Furniture paper templates due</strong> (cut out). Discuss furniture layouts and clearances. Begin rough furniture template layouts in class—photograph/print three for homework.</td>
</tr>
<tr>
<td>Sept 11</td>
<td>Floor plan critiques. Introduction to perspective drawing.</td>
<td>Perspective drawing exercises.</td>
</tr>
<tr>
<td>Sept 19</td>
<td></td>
<td><strong>Fabrics and Finishes due.</strong> Decide which accessory, casegoods, and upholstery piece to draw in 1-pt perspective. Begin drawing furniture/accessory perspectives.</td>
</tr>
<tr>
<td>Sept 25</td>
<td><strong>Residential Floor Plan (with cutout templates) due.</strong></td>
<td>Continue drawing objects in perspective.</td>
</tr>
<tr>
<td>Sept 27</td>
<td></td>
<td>Quiz #2. Finish drawing furniture in 1-pt. perspective when quiz is completed. Discuss project statements.</td>
</tr>
<tr>
<td>Sept 27-28</td>
<td><em>Interior Design Program Charrette begins at 4:30pm in HMS South.</em></td>
<td></td>
</tr>
<tr>
<td>Oct 2</td>
<td><strong>Furniture pieces in perspective due (3).</strong> Homework: Complete furniture and scan into computer along with each of the fabric selections you chose. These items need to be brought to class on a jump drive. Be sure that you save all of these items to your jump drive and bring to class.</td>
<td>Work in class with professor to clean up furniture pieces for board layout and add fabric pattern lightly.</td>
</tr>
<tr>
<td>Oct 4</td>
<td></td>
<td>Revise project statements in class per critique. Type and print concept and project statements. Be sure to save both statements to your jump drive. Bring laptop to next class.</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Discuss board layout in PowerPoint (see projects from last semester). <strong>Homework:</strong> Board layout. <strong>Bring rendering supplies</strong> (colored pencils and markers) to next class.</td>
<td>Begin working on layout in class using PowerPoint. Be sure you are keeping a backup file on the jump drive.</td>
</tr>
<tr>
<td>Oct 11</td>
<td></td>
<td>Bring laptop to show instructor layout in PowerPoint. Demonstration on marker and colored pencil usage. Practice rendering techniques.</td>
</tr>
<tr>
<td>Oct 16</td>
<td><strong>Refined board layout due.</strong> Print board layout in class on 8-1/2” X 11” paper to check colors.</td>
<td>Demonstrate rendered floor plan assignment. Continue rendering exercises.</td>
</tr>
<tr>
<td>Oct 18</td>
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<tr>
<td>Oct 23</td>
<td>Discussion of student progress. Recap project requirements.</td>
<td>Continue rendering furniture. Complete these for homework. Begin rendering project floor plan.</td>
</tr>
<tr>
<td>Oct 25</td>
<td></td>
<td>Demonstration of floor plan rendering for project. Work on light, shade and shadow study of residential floor plan with pencil. Bring HB and B pencils to class.</td>
</tr>
<tr>
<td>Oct 30</td>
<td>Continue shading and shadow study in class. <strong>Homework:</strong> Clean-up original floor plan. This plan should contain all flooring and fabric patterns. Clean outlines only. No shading.</td>
<td>Scan and file on jump drive. Bring 1 printed copy to class.</td>
</tr>
<tr>
<td>Nov 1</td>
<td></td>
<td>Turn in floor plan to instructor. In class exercise on rendering a floor plan. Be sure to have colored pencils and markers.</td>
</tr>
<tr>
<td>Nov 6</td>
<td><strong>Process Notebook due.</strong> Progress on rendering floor plan exercises. Begin rendering project floor plan.</td>
<td></td>
</tr>
<tr>
<td>Nov 8</td>
<td></td>
<td>Progress on floor plan rendering.</td>
</tr>
<tr>
<td>Nov 13</td>
<td></td>
<td>Progress on floor plan rendering.</td>
</tr>
<tr>
<td>Nov 15</td>
<td></td>
<td><strong>Preliminary Residential Project presentation board layout due with concept and project statements, title block, and fabrics/finishes.</strong></td>
</tr>
<tr>
<td>Nov 20</td>
<td><strong>Thanksgiving Holiday</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 22</td>
<td><strong>Thanksgiving Holiday</strong></td>
<td></td>
</tr>
</tbody>
</table>
INTERIOR DESIGN CHARRETTE  (Required for all ID students)

All students must sign up prior to Wednesday Sept. 26. Signup sheet is posted on Mrs. Bridwell’s door HMSS Room 102B. Team assignments will be provided Thursday at 4:30 p.m.

Design goal is to revamp the Gallery and Resource Room of HMS South. The Scope of Services we will perform are listed below:
- Measure and draw up existing spaces.
- Take pictures for reference.
- Generate an existing plan.
- Create a proposed plan with proposed furniture/furnishings/lighting/materials/color scheme and sketches of proposed areas.

**Thursday, September 27th: 4:30 – 5:30 pm**
- 4:30 p.m. - Check in and meet your team.
- 4:45 p.m. - Presentation on How to measure (Bring a tape measure and a pad).
- 5:00 p.m. - Q & A about project.
- 5:30 p.m. - Ice Cream Social and meet the officers of ASID/IIDA

**Friday, September 28th: 8:00 a.m. – 3 p.m.** Teams will work in HMS South building. Between presentations your team may brainstorm.
- 8:00 a.m. Doors open. Check in and get with team
- 8:30 a.m. Presentation on Sources
- 9:00 a.m. Time to work and measure the space
- 10:00 a.m. Write your objectives and start researching
- 11:00 a.m. Review and write your program; begin planning
- 11:30 a.m. Prepare schematics to scale and review with program to determine which plan works the best
- Noon – Lunch provided by Interior Design Faculty
- 1:00 p.m. Review and implement ADA requirements and Security
- 2:00 p.m. Finalize drawings and presentation
- 3:00 p.m. Present your findings
- 4:30 p.m. Clean up and go hang with new friends

VI. Readings (required)

**Supplemental Readings:**

**FEM Statement:** (not applicable to HMS 206)
In this course you must purchase and activate the LiveText 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.com for a fee of $18.00.

**LiveText Statement:** (not applicable to HMS 206)
This course uses the LiveText 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 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 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 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 account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText 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 system may result in course failure.

**VII. Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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 (including the first 12-day attendance report) 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.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty/students.

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;
- 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 (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
Additional Information: *(Does not apply to HMS 206)*

**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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).
1. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.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.

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

For further information concerning this matter, contact Katie Snyder Martin 936-468-1740 or 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 Code of Conduct for Interior Design and Interior Merchandising classes:
Interior Design/Interior Merchandising Policy

Want to be successful in class? Please avoid the following:

- Ringing cell phones during class– turn phones off or set to silent and keep them in your purse/backpack
- Texting in class
- Checking email or blogs (ie. facebook, twitter) in class – computers are for classroom activities only
- Using head phones/ear buds as they discourage studio interaction and synergy. Stow these items away during class.
- Doing homework for other courses in class
- Bringing children to class – this is against University policy
- Discussing grievances in front of class or in hall; make appointments to talk with professors in their offices
- Dominating professors’ time in class – it is important that all students get equal time.
- Missing class excessively
- Arriving tardy to class – this is disruptive
- Coming to class unprepared – keep a close eye on the course calendar and always check BRIGHTSPACE before class.
- Taking long breaks during studios – it is acceptable for students to get a beverage or take a quick restroom break during studios if the professor is not lecturing; these breaks should not exceed 5 minutes in length. If the professor allows, beverages may be brought into the studio but no food is allowed.
- Missing deadlines for assignments and projects. Students should consult the professor in special circumstances.

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 program coordinators before a date change will occur.

Smoking Policy
Per university policy, SFA is a tobacco-free campus.

Work Retention Policy
The Interior Design Faculty reserves the right to retain student work for the upcoming CIDA site visit. It is the responsibility of the student to photograph or duplicate projects for portfolios before graduation. All projects can be returned to the student after the CIDA site visit. In order to receive a notification, it is the responsibility of the student to maintain current contact information with the SFA Interior Design Faculty. The professors reserve the right to dispose of any project not picked up within 6 months of the CIDA site visit.

Art Supplies

Colored Pencils: Box of 24 Berol Prismacolor pencils—professional not scholar

Art Markers: 31 Markers
Berol Prismacolor Markers

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand</td>
<td>Light Cerulean Blue</td>
</tr>
<tr>
<td>Cream</td>
<td>Pale Yellow</td>
</tr>
<tr>
<td>Light Walnut</td>
<td>Olive Green</td>
</tr>
<tr>
<td>Blond Wood</td>
<td>Lime Green</td>
</tr>
<tr>
<td>Sienna Brown</td>
<td>Grass Green</td>
</tr>
<tr>
<td>Dark Brown</td>
<td>Dark Green</td>
</tr>
<tr>
<td>Goldenrod</td>
<td>Mahogany Red</td>
</tr>
<tr>
<td>Burnt Ochre</td>
<td>Light Peach</td>
</tr>
<tr>
<td>Cherry</td>
<td>Tuscan Red</td>
</tr>
<tr>
<td>Warm Gray</td>
<td>20%, 40%, 60%, 80%</td>
</tr>
<tr>
<td>Cool Gray</td>
<td>20%, 40%, 60%, 80%</td>
</tr>
<tr>
<td>Colorless Blenders—2-3</td>
<td></td>
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