I. Course Description:
Creative approaches and solutions to interior design problems. Emphasis on theories, design composition and concept development. Application of two-dimensional and three-dimensional design elements and principles in the development of the spatial envelope and volume of space.

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

### Program Learning Outcomes

1. Students will be able to reflect, demonstrate and be aware of professional dispositions relative to their chosen profession.
2. Students will have a clear understanding of the professional behavior required for their discipline.
3. Students will demonstrate competence in their specific discipline through work samples required for that discipline.
4. Students will be able to demonstrate strong communication skills, a professional image, a good work ethic, and the ability to be prepared for their job.
5. Students will demonstrate satisfaction with their experience in the School of Human Sciences.
6. Graduates will be able to pursue professional interior design goals successfully.
Course content and objectives satisfy specific components from the 2017 Professional Standards of the Council for Interior Design Accreditation (CIDA). Through completion of the course, the student will:

4. **Global** (STL) Student work demonstrates understanding of:
   a) how social, economic, and cultural contexts inform interior design.

8. **Design Process**
   a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process (1).

   Student work demonstrates the ability to **apply** knowledge and skills learned to:
   b) solve progressively complex design problems.
   g) design original and creative solutions (3)
   h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions. (4)

The interior design program includes:

   i) exposure to a range of problem identification and problem solving methods.
   j) opportunities for innovation and risk taking.
   k) exposure to methods of idea generation and design thinking.

9. **Communication**
   Students are able to effectively:
   b) express ideas in oral communication.
   c) express ideas in written communication.
   d) express ideas developed in the design process through visual media: ideation drawings and sketches. (2)
   e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

10. **History and Theory**
    a) Students **understand** the social, political, and physical influences affecting historical changes in design of the built environment.
    Students **understand** significant movements, traditions, and theories in:
    b) interior design
    d) architecture
    f) students apply precedents to inform design solutions. (2)

11. **Design Elements and Principles**
    a) Students **understand** the elements and principles of design, including spatial definition and organization. (1)

    Students effectively apply the elements and principles of design throughout the interior design curriculum to:
    d) three-dimensional design solutions. (1)

15. **Construction**
    Student work demonstrates understanding that design solutions affect and are impacted by:
    g) vertical and horizontal systems of transport and circulation including stairs, elevators, and escalators

This course enhances student learning in the area of Creative Solutions and serves as one of the foundation courses in the Interior Design Program 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.

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp

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, and family letter.

Instructional strategies may include: lectures, class discussion, group participation, guest speakers, and videos.

Use of Technology may include: Desire 2 Learn and Collaborate, internet assignments/activities/research, Power Point, and word processing.

1. HMS 208 is a D2L Enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments (Dropbox), discussion board questions, professor emails, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.

2. Course content is delivered via class lectures and discussions, demonstrations, assigned readings, assignments, and questions directly relevant to the course content. Students should check the 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.

3. Students should check their 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.

4. Assignments that are posted on the D2L Learning Management System are saved in the Word 2007 format or later versions. Students should make arrangements to secure the “patch” that will enable them to open these Word documents in advance, if they do not currently have or anticipate having access to the Word 2007 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available. Student assignments should be submitted to D2L in Word.
IV. Evaluation and Assessments (Grading):
The course is graded on a letter grade basis (A-F). Final grade will be determined by total of points for the lecture class and lab class. The two grades, lecture and lab, will be averaged together to compute the semester grade which will be recorded for both the lecture and lab grades.

**Note:** The student must retake the course if a semester grade of less than a “C” is earned in either the lecture or lab.

### HMS 208L SEMESTER SCORESHEET

**Lab**

#### Part I. Architectural Research

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Presentation 1</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Theory Presentation 2</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Midterm Sketchbook</td>
<td>(50 pts)</td>
</tr>
<tr>
<td>Final Sketchbook</td>
<td>(50 pts)</td>
</tr>
</tbody>
</table>

#### Part II. Small House Project

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevations</td>
<td>(50 pts)</td>
</tr>
<tr>
<td>Study Model</td>
<td>(50 pts)</td>
</tr>
<tr>
<td>Final Model</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>Presentation (In-Class Final Exam)</td>
<td>(50 pts)</td>
</tr>
<tr>
<td>Process Notebook</td>
<td>(50 pts)</td>
</tr>
</tbody>
</table>

```
Problem Statement (Class Handout)
Program
  Client Profile
  Our Cabin Ideas (DrP’s P Pt)
  Research (Small Spaces/Your P Pt)
  Architect’s Building Images
Concept Development
  Cabin Design Phase I and II
  Cabin Design Phase III (be sure it is complete)
  Adjacency Matrix
  Bubbles (min 3)
  Block Diagrams
  Human Dimensions handouts/clearances
  Cabin Floor Plan Analysis
  Prototypical Room Diagrams
  Stair Design Notes and Sketches
  Fireplace Handout
  Window Handout
  Preliminary Floor Plans
  Preliminary Elevations (copies as used for study model)
  Photo of Study Model
Construction Documents
  Final Floor Plan
  Final Exterior Elevations (originals with corrections)
Presentation
  Photos of Final Model (4 min: front corner, back corner, roof off for plan w/ loft, plan w/o loft)
```

#### Part IV. Community Service

(6 hrs @ 10 pts each) **(60 pts)**

#### Lab Total

**(510 pts)**
Grading Scale

A=459-510  B=408-458  C=357-407  D=306-356  F=0-305
## 208 Oral Communication Assessment Form

### PLO 3, Assessment 1

<table>
<thead>
<tr>
<th>Semester: ___________</th>
<th>Year: ______</th>
<th>Major: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ____________________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Content

<table>
<thead>
<tr>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is poorly developed. Supporting details absent or vague. Trite ideas and/or unclear wording reflect lack of understanding of topic and audience.</td>
<td>Topic is evident with some supporting details; generally meets requirements of assignment.</td>
<td>Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.</td>
</tr>
</tbody>
</table>

1 2 3

**Comments:**

**Points:**

### Organization

<table>
<thead>
<tr>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way.</td>
<td>Speech demonstrates some grasp of organization, with a discernible theme and supporting details</td>
<td>Speech is clearly organized with effective introduction and conclusion. Each segment relates to the others according to a carefully planned framework.</td>
</tr>
</tbody>
</table>

1 2 3

**Comments:**

**Points:**

### Delivery

<table>
<thead>
<tr>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker appears unpracticed. Unnecessary pauses, filler words. Problems with voice control, eye contact, or posture. Incorrect or inappropriate language. Visuals/notes are not used as needed.</td>
<td>Speaker appears proficient with language, vocal and physical expression. Notes and visuals used as needed.</td>
<td>Speaker uses grammatically correct and appropriate language. Smooth, effective delivery. Good voice control, eye contact, and physical demeanor. Notes and visuals used to enhance the presentation.</td>
</tr>
</tbody>
</table>

1 2 3

**Comments:**

**Points**

**NOTE:** Students must achieve at least a 3 in each area to demonstrate proficiency.

Adapted from Brenau University Oral Skills Assessment Form
### V. Tentative Schedule Overview (See Course Calendar for updates) - Lab

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>W Jan 17</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction, Syllabus, Class Policies, Supplies</td>
</tr>
<tr>
<td></td>
<td>Form Teams for Architect Research Project</td>
</tr>
<tr>
<td></td>
<td>Select Architects</td>
</tr>
<tr>
<td><strong>F Jan 19</strong></td>
<td>Discuss Architect Research Paper Requirements</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>M Jan 22</strong></td>
</tr>
<tr>
<td></td>
<td>Bring textbooks for daily grade</td>
</tr>
<tr>
<td></td>
<td>Gestalt Theory</td>
</tr>
<tr>
<td></td>
<td>Ching reading</td>
</tr>
<tr>
<td></td>
<td>APA Reading Grammar and Usage</td>
</tr>
<tr>
<td><strong>W Jan 24</strong></td>
<td>Ching models</td>
</tr>
<tr>
<td></td>
<td>Sketching Exercises</td>
</tr>
<tr>
<td><strong>F Jan 26</strong></td>
<td>APA Exercise</td>
</tr>
<tr>
<td></td>
<td>APA Reading Punctuation</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>M Jan 29</strong></td>
</tr>
<tr>
<td></td>
<td><em>Meet with Librarian.</em> Learn to Research Architect</td>
</tr>
<tr>
<td></td>
<td>APA Exercise</td>
</tr>
<tr>
<td></td>
<td>APA Reading</td>
</tr>
<tr>
<td><strong>W Jan 31</strong></td>
<td>Quiz I (Ching, APA). APA Exercise.</td>
</tr>
<tr>
<td></td>
<td>Lecture on Theories</td>
</tr>
<tr>
<td><strong>F Feb 2</strong></td>
<td>APA Reading</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>M Feb 5</strong></td>
</tr>
<tr>
<td></td>
<td>APA Exercises completed.</td>
</tr>
<tr>
<td></td>
<td><strong>Heading Outline on Architect due.</strong></td>
</tr>
<tr>
<td><strong>W Feb 7</strong></td>
<td>Design Theory Presentations (P Pt with definition and 3 pictorial examples of actual spaces/buildings that illustrate the theory, and small model)</td>
</tr>
<tr>
<td><strong>F Feb 8</strong></td>
<td>Sketching exercise</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>M Feb 12</strong></td>
</tr>
<tr>
<td></td>
<td>Quiz 2 (APA, Ching, and Theory Presentations).</td>
</tr>
<tr>
<td></td>
<td><strong>Reference List for Architect paper due.</strong></td>
</tr>
<tr>
<td></td>
<td>Sketching exercise</td>
</tr>
<tr>
<td><strong>W Feb 14</strong></td>
<td>Theory Presentations: (166-225) / Drawing exercise.</td>
</tr>
<tr>
<td><strong>F Feb 16</strong></td>
<td>Lecture and discussion on anthropometrics.</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>M Feb 19</strong></td>
</tr>
<tr>
<td></td>
<td>Finalize demographics of clientele.</td>
</tr>
<tr>
<td></td>
<td>Research on Small Spaces due.</td>
</tr>
<tr>
<td></td>
<td>Sketching exercise</td>
</tr>
<tr>
<td><strong>W Feb 21</strong></td>
<td>Research on small kitchens or food prep areas and bathrooms presented in class.</td>
</tr>
<tr>
<td><strong>F Feb 23</strong></td>
<td>Theory models due.</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>M Feb 26</strong></td>
</tr>
<tr>
<td></td>
<td>Introduce Small House project.</td>
</tr>
<tr>
<td></td>
<td>Client profile.</td>
</tr>
<tr>
<td><strong>W Feb 28</strong></td>
<td>Discussion on small spaces. Research on small living areas/storage areas</td>
</tr>
<tr>
<td></td>
<td>Consider materials. Re-visit sketches (can use hand or Sketchup).</td>
</tr>
<tr>
<td></td>
<td>Sketching exercise.</td>
</tr>
<tr>
<td></td>
<td>Initiate Small House Project.</td>
</tr>
<tr>
<td><strong>F Mar 2</strong></td>
<td>Bring articles on small spaces/vacation houses.</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>M Mar 5</strong></td>
</tr>
<tr>
<td></td>
<td>Mid-term Sketchbook due.</td>
</tr>
<tr>
<td><strong>W Mar 7</strong></td>
<td>(Midterm) Architect Presentations.</td>
</tr>
<tr>
<td></td>
<td><em>(Presentation and paper must be uploaded into LiveText)</em></td>
</tr>
<tr>
<td></td>
<td>F Mar 9</td>
</tr>
<tr>
<td></td>
<td>Architect Presentations</td>
</tr>
<tr>
<td><strong>Mar. 12-16</strong></td>
<td>Spring Break</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>M Mar 19</strong></td>
</tr>
<tr>
<td></td>
<td>Begin small house project.</td>
</tr>
<tr>
<td></td>
<td>Discuss client and requirements.</td>
</tr>
<tr>
<td><strong>W Mar 21</strong></td>
<td>Research P Pt. Progress on space planning.</td>
</tr>
<tr>
<td><strong>F Mar 23</strong></td>
<td>Space Planning lecture.</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>M Mar 26</strong></td>
</tr>
<tr>
<td></td>
<td>Small house development.</td>
</tr>
<tr>
<td><strong>W Mar 28</strong></td>
<td>Final sketching/elevations to scale. 5 interior sketches with notes and 5 elevation ideas.</td>
</tr>
</tbody>
</table>
| Week 11 | M Apr 2 | Finalize small house floor plan.  
|        |        | Introduce Study Model.  
|        | W Apr 4 | Final scaled drawing due. All must be approved by professor.  
|        | F Apr 6 | Model building tips.  
| Week 12 | M Apr 9 | Study Model due.  
|        | W Apr 11 | 25% of final model due.  
|        | F Apr 13 | Final Sketchbook due.  
| Week 13 | M Apr 16 | Progress on Final Model.  
|        | W Apr 18 | Progress on Final Model.  
|        | F Apr 20 | 50% of final model due.  
| Week 14 | M Apr 23 | Progress on Final Model.  
|        | F Apr 27 | 75% of final model due.  
| Week 15 | M Apr 30 | Progress on Final Model.  
|        | W May 2 | Small House Process Notebook due.  
|        | F May 4 | Final Model due.  
| Week 16 | W May 9 | Final Exam (Oral Presentation with Power Point over Small House Project)  
|        |        | 8:00-10:00 am  

### VI. Readings

**Required**

*Architecture: Form, Space, and Order.* 4th ed. Francis D.K. Ching

This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. 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 LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

You will submit your Architect Research Paper and PowerPoint Presentation to Livetext. Both are due in Livetext the same time they are due in class. You will receive a "0" for the paper and Power Point presentation if they are not submitted to LiveText on time.

You are required to review [www.greatbuildings.com](http://www.greatbuildings.com) and be familiar with architects of the past and future. Architect Presentation is based on your selection of an architect whom your team chooses to research. You will be required to know philosophy, history, styles, architectural elements, and recognize spaces/buildings they have designed.
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

________ Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

________ Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

________ Student Academic Dishonesty: Policy 4.1

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

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).

**Withdrawn 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**Additional Interior Design/Interior Merchandising Student Conduct Criteria:**

Removal of absences recorded due to tardiness is the student's responsibility. The student should speak with the professor at the end of the class period on the same day the absence may have been recorded prematurely.

**Excused Absence:** Students are responsible for providing the professor with satisfactory documentation for an excused absence as explained above. Such documentation may include forms verifying visits to the Student Health Service, statement from a private physician, obituary, or official University listing of excused absences. Prior notice of an impending excused absence should be made in writing and given to the professor for acknowledgement and dating.

**Missed Work:** As per University policy, students with an excused absence will be permitted to make-up missed work for absences totaling no more than a maximum of three weeks in a long semester or one week in a summer term. Design students shall request a conference with the professor to make the necessary arrangements. Students will be held accountable for work missed in their absence and all assignments made. For all absences, the student must assume
the responsibility for securing all handouts, lecture notes, and other class information, and for meeting established deadlines.

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

Unacceptable conduct includes but is not limited to the following:
- Ringing cell phones during class—turn phones off or set to silent
- Talking on cell phone in any class
- Texting in class (even in your lap). Place cell phones out of sight during class. Do not use them unless completing a requested course activity.
- Checking email or blogs (ie. facebook, myspace) in class – computers are for classroom activities only
- Head phones/ear buds discourage studio interaction/synergy; do not utilize these items during class.
- Doing homework for other courses in class
- Bringing children to class – this is against University policy
- Discussing grievances in front of class or in hall – make appointments to talk with professors in their offices
- Dominating professors’ time in class – it is important that all students get equal time.
- Missing class excessively
- Arriving tardy to class – this is disruptive
- Coming to class unprepared – pay attention to the class schedule and professor announcements. Check D2L before class for course updates.
- Taking long breaks during studios – it is acceptable for students to get a beverage or take a restroom break during studios if the professor is not lecturing—these breaks should not exceed 5 minutes in length. If the professor allows, beverage may be brought into the studio but eating food is not allowed during class.
- Missing deadlines for assignments and projects is not allowed. Students should consult the professor in special circumstances.
- Having beverages in class without knowing the professor’s policy.

IX. Other Relevant Course Information:

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

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

Professional Standards:

1. Students should prepare themselves adequately for class by completing assignments and securing necessary supplies. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
2. Students should maintain their individual work areas by returning materials to assigned locations and leaving work stations clean and orderly. In particular, effort should be made to retrieve broken leads to preserve floor finish.
3. Students are expected to work in the class area for the duration of the class period unless further instructions are provided by the professor.
4. Per university policy, smoking is prohibited in Human Sciences South.
5. Students should exhibit professional courtesy and conduct. Examples include a positive attitude, sensitivity to others, attentiveness, and cooperation.

6. Design faculty are committed to provide informative and prompt class sessions, return student work in a timely fashion, honor posted office hours, provide feedback on student progress, and allow work time as possible in design studios. Student creativity and input are welcomed; instructor training and experience will guide critiques.

If student dissatisfaction arises, the design program considers a student's request for a private conference with the professor as the first step toward resolution. The next step will involve a meeting of the student and professor with the program coordinator. If necessary, a follow-up meeting of student, professor, coordinator, and department chair may be scheduled.

**Course/Lab Supplies:**

- 25' tape measure
- 11" x 17" grid paper
- Museum or Model Board
- White foam core
- Quick drying tacky glue or Elmer's glue
- Roll of trash paper
- 206 drafting kit (scale, HB/2H leads, lead holders, lead pointer, etc.)
- Xacto knife
- Cutting matt (min. 10 x 14")
- Computer memory stick
- Scissors
- Micron Ink Pens 01, 03, 05 sizes
- Sharpies – fine and medium points
- Metal edge ruler (min. length 18" with cork backing)