Prerequisites: HMS 310 and L, AGM or HRT 326 and L. Corequisite: HMS 312L.

I. Course Description:
Study of needs and specific concerns of commercial interiors. Emphasis on universal design and public welfare. Application of knowledge through design problems and specifications.

II. Intended Learning Outcomes/Goals/Objectives:
This course is designed as a senior course for the interior design program. Utilization and actual application of content from earlier studios and lectures will be implemented through the design of a large-scale commercial space. Students will be challenged to document the entire design process, to increase their speed in design development, and to advance their skill in digital visual presentation. Emphasis will be placed on the health, safety, and welfare of the public as students generate commercial contract documents with interior specifications for furniture, finishes, and equipment.

The content of HMS 312 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 312 to prepare students for excellence in the design profession. In addition, the study of accessibility standards and humanistic design principles in 312 encourages the development of caring and compassionate designers.

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
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.

Student Learning Outcomes:
Course content and objectives satisfy specific components from the 2009 Professional Standards of the Council for Interior Design Accreditation (CIDA). Through completion of the course, the student will:

Standard 7. Human Centered Design
b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

Student work demonstrates the ability to:
c) gather and apply human-centered evidence.
d) analyze and synthesize human perception and behavior patterns to inform design solutions.
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions.
f) apply wayfinding techniques to design solutions.

Standard 8. Design Process
a) Student work demonstrates the ability to apply space planning techniques throughout the design process.
b) solve progressively complex design problems.
c) identify and define issues relevant to the design problem.
d) synthesize information to generate evidenced-based design solutions.
e) use precedents to inform design concepts or solutions.
f) explore and iterate multiple ideas.
g) design creative and effective solutions.
h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

Standard 9. Communication
Students are able to effectively:
a) interpret and communicate data and research.
b) express ideas and their rationale in oral communication.
c) express ideas and their rationale in written communication.
d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.
e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Standard 13. Products and Materials
Students work demonstrates understanding of:
a) how furnishings, objects, materials, and finishes work together to support the design intent.
b) typical fabrication process, installation methods, and maintenance requirements for products and materials.
c) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.
d) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
e) Students are able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.

Standard 14. Environmental Systems and Human Wellbeing
Student Learning Expectations
a) Students understand that design decisions relating to acoustics
   Students understand:
b) the principles of acoustical design.1
c) appropriate strategies for acoustical control.2

Standard 16. Regulations and Guidelines
Student work demonstrates the ability to apply:
d) federal, state/provincial, and local codes including fire and life safety.4
e) barrier-free and accessibility regulations and guidelines.

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.

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

Course assignments include the space planning of accessible building components such as ramps, stairs, and public bathrooms. As the course progresses, these components are incorporated into the original design of a large-scale commercial facility.

Student activities involve disability simulations, readings, production of CAD drawings, selection and documentation of finishes, quizzes/exams, and presentation.

Instructional strategies involve lecture, demonstration, slide/Power Point presentation, audio/visual presentation, individual critique, and written evaluation.

CAD, D2L, internet resources, and audio-visuals comprise the primary examples of technology integration in HMS 312.
IV. Evaluation and Assessments (Grading)

Tentative Semester Scoresheets

<table>
<thead>
<tr>
<th>LECTURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercises</strong></td>
<td></td>
</tr>
<tr>
<td>Independent Research/Inspiration</td>
<td>(175 pts)</td>
</tr>
<tr>
<td>TAS Exercise 1</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>TAS Exercise 2</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Lighting Exercise</td>
<td>(25 pts)</td>
</tr>
<tr>
<td><strong>Process Notebooks</strong> (all classnotes, exercises, designs, etc.)</td>
<td>(75 pts)</td>
</tr>
<tr>
<td>Project 1</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Project 2</td>
<td>(50 pts)</td>
</tr>
<tr>
<td><strong>Assessments of Learning</strong></td>
<td>(175 pts)</td>
</tr>
<tr>
<td>Quiz 1 - TAS</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Quiz 2 - Wayfinding</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Quiz 3 – Life Safety</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>(100 pts)</td>
</tr>
<tr>
<td><strong>Professionalism</strong> (attendance, attitude, courtesy, on-time submissions, supplies, text, participation, on-task, no food)</td>
<td>(50 pts)</td>
</tr>
</tbody>
</table>

You must retake the course if a semester grade of less than a “C” is earned.

TOTAL (400 pts)  

<table>
<thead>
<tr>
<th>LAB (for reference)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Designs</strong></td>
<td>(200 pts)</td>
</tr>
<tr>
<td>Ramp Design</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Fire-Rated Stair Layout</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Public Toilet Room Layout</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Fabric/Finish/Furniture/Art Specifications</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Office Systems Workstation (Floor Plan/Elevations)</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Reflected Ceiling Plan</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Wayfinding Plan</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Life Safety Plan</td>
<td>(25 pts)</td>
</tr>
<tr>
<td><strong>Major Design Projects</strong></td>
<td>(300 pts)</td>
</tr>
<tr>
<td>Project 1</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>Project 2</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>Project 3</td>
<td>(200 pts)</td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td>(60 pts)</td>
</tr>
</tbody>
</table>

You must retake the course if a semester grade of less than a “C” is earned.

TOTAL (660 pts)  

<table>
<thead>
<tr>
<th><strong>Grading Scale:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>360-400=A / 320-359=B / 280-319=C/ 240-279=D / 0-239=F</td>
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</tr>
</tbody>
</table>

| **Bonus**                                    |       |
| Design Center Lecture (15 pts each)          | (15 pts) |

Note: All announcements and emails posted in D2L 312.001. Lab grades posted in D2L 312.050L.
TENTATIVE SUPPLY LIST

1" binder for TAS (any color)
2-1/2" black binder for process notebooks with plastic sleeves and 10 clear or white tabs (5 per project)
flash drive for course backups
scissors
grid paper (8 squares/inch for planning underlay)
8-1/2" x 11" vellum (can neatly precut from roll, if desired, but have ready; will go into process notebook)
calculator for quizzes

V. Tentative Course Outline/Calendar:

Per SFA policy 5.4, (1) an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks over a long semester, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. So, for instance, a 3 credit hour face-to-face course in the fall or spring term should approximate 150 minutes of classroom time/direct instruction and at least 6 hours of out-of-class work per week for fifteen weeks. As you know studio work normally requires more time.

My goal is to be sensitive of your time but utilizing your time will be important in and out of the classroom. Please use smartly. As you know I feel balance is important but you must not procrastinate and work some each day.

As stated this is a TENTATIVE calendar, we try to adhere as close as possible but the best end results are important. Dates may change due to understanding, speaker needs to change date, etc.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Intro to Course, Project 1 Overview</td>
<td>Accessibility Survey</td>
</tr>
<tr>
<td>2</td>
<td>1/21</td>
<td>TAS: Accessible Routes, Exercise 1</td>
<td>Analyzing buildings on campus</td>
</tr>
<tr>
<td></td>
<td>1/23</td>
<td>Mrs. Berry – RAS Specialist</td>
<td>Hands on with RAS</td>
</tr>
<tr>
<td>3</td>
<td>1/28</td>
<td>Commercial Restrooms Family Restrooms</td>
<td>Floor Plan Development and research</td>
</tr>
<tr>
<td></td>
<td>1/30</td>
<td></td>
<td>Commercial RR &amp; Family Restrooms Due with elevations and measurements / by Friday 4 p.m. (Assignment 1) Work day with instructor in class. Standards Manual Review</td>
</tr>
<tr>
<td>4</td>
<td>2/4</td>
<td>Commercial Fabrics/Finishes FR Review in Chapter 10/ The Codes Guidebook for Interiors 7th Edition Fabrics: 2:00 Tiffany Gehlbach Wallcovering: 3:15</td>
<td>Fabric/ Finish/ Specs Fire Rated Stairs and Ramp Due and printed by Monday Feb. 10 at 9 a.m. (Assignment 2)</td>
</tr>
<tr>
<td></td>
<td>2/6</td>
<td></td>
<td>Workday on Standards assembly</td>
</tr>
<tr>
<td>5</td>
<td>2/11</td>
<td>Writing specs</td>
<td>Workday on Specification</td>
</tr>
<tr>
<td></td>
<td>2/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/18</td>
<td>Lighting Guest Speaker</td>
<td>Lighting and Reflective Ceiling Plan</td>
</tr>
<tr>
<td></td>
<td>2/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/25</td>
<td>Retail Project 1 Due - Present to Senior Class</td>
<td>Exercise 2 Fire-Rated Stair Design Due Any updates on Retail before you print.</td>
</tr>
<tr>
<td></td>
<td>2/27</td>
<td>Intro to Project 2 – Guest Speaker Open office systems</td>
<td>Open office systems/ Corporate Design</td>
</tr>
<tr>
<td>8</td>
<td>3/03</td>
<td>Workday on Corporate Design project</td>
<td>Workday on Corporate Design project</td>
</tr>
<tr>
<td></td>
<td>3/05</td>
<td></td>
<td>Project 1 Process Notebook update With a section of TAS</td>
</tr>
<tr>
<td></td>
<td>3/07</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3/17</td>
<td>Project 2 Recap (trends, art, finishes)</td>
<td>Concept Development, Matrices</td>
</tr>
<tr>
<td></td>
<td>3/19</td>
<td></td>
<td>Bubbles, Sketches</td>
</tr>
<tr>
<td>9</td>
<td>3/24</td>
<td>Life Safety/Wayfinding</td>
<td>Life Safety Flyout</td>
</tr>
<tr>
<td></td>
<td>3/26</td>
<td>Wayfinding</td>
<td>Wayfinding Flyout</td>
</tr>
<tr>
<td>10</td>
<td>4/02</td>
<td>Quiz 3, Office Systems</td>
<td>Office System Design Development</td>
</tr>
<tr>
<td></td>
<td>4/09</td>
<td></td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>11</td>
<td>4/14</td>
<td>Lighting Review and Exercise</td>
<td>Office System Workstation Due Floor Plan Complete, Develop RCP</td>
</tr>
<tr>
<td></td>
<td>4/16</td>
<td></td>
<td>Reflected Ceiling Plan Due</td>
</tr>
<tr>
<td>12</td>
<td>4/21</td>
<td>Visual Presentation</td>
<td>Plans, Perspectives and RCP Due for review</td>
</tr>
<tr>
<td></td>
<td>4/23</td>
<td></td>
<td>Project Finalization</td>
</tr>
</tbody>
</table>
VI. Readings

Required:
Harmon, S. The Codes Guidebook for Interiors.
Revit Software.

Supplemental:
Null, R. & Cherry, K. Universal Design: Creative Solutions for ADA Compliance.
Belmont, California: Professional Publications, Inc.
Panero, J. & Zelnik, M. Human Dimension and Interior Space.
Pena, W. Problem Seeking: An Architectural Programming Primer.
Reznikoff, S.C. Interior Graphic and Design Standards.

LiveText Statement: (required on PCOE syllabi, but no LiveText assignments in HMS 312)
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk email. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the 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:
Documented participation in class and 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.

Class Participation:
Class participation promotes a valuable learning environment, and is therefore encouraged and anticipated. Participation includes asking questions (for clarification or better understanding), discussing current issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility to read the material assigned in the class schedule to be able to participate effectively. Professional courtesy is expected when engaging in verbal and/or written dialogue. Differences of opinion will occur and mature discussion of such differences is encouraged. Intentionally disparaging or hurtful comments, however, have no place in professional dialogue.

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, Room 325, (936) 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 Honesty: 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 investing 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, resubmission 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.

IX. Other Relevant Course Information:

Instructor Conferences
All students are encouraged to take time to meet individually with the instructor during the semester. Every effort will be made to respond to individual needs. If at any time a student feels that s/he is having problems related to the course, s/he is advised to contact the instructor as soon as possible. Many problems can be resolved easily if promptly addressed.

Interior Design/Interior Merchandising Acceptable Student Behavior Policy:

Unacceptable conduct includes but is not limited to the following:
1. Ringing cell phones during class– turn phones off or set to silent and store in backpack or handbag
2. Talking on cell phone in any class
3. Texting in class
4. Checking email or blogs (ie. facebook, myspace) in class – computers are for classroom activities only
5. Using head phones/ear buds in class; these devices discourage classroom interaction and synergy. Do not utilize these items during class meetings.
6. Doing homework for other courses in class
7. Bringing children to class – this is against University policy
8. Discussing grievances in front of class or in hall -- make appointments to talk with professors in their offices
9. Dominating professors’ time in class – it is important that all students get equal time.
10. Missing class excessively
11. Arriving tardy to class – this is disruptive
12. Coming to class unprepared – keep a close eye on the class schedule and always check D2L before class if your professor uses this tool. (of course I had rather you come than miss)
13. 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 no food is allowed. (university policy)
14. Missing deadlines for assignments and projects is not allowed. 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.

Smoking Policy:
Per university policy, smoking is prohibited in the Human Sciences South Building.

D2L Online Learning System:
D2L is a technology tool used by many professors to enhance and ease student learning. ID/IM professors use D2L in all courses. The homepage of each course has a link to the syllabus, assignments, and other course material. A mail icon is located on the course homepage for faculty to notify you about course work. It is the student’s responsibility to check it regularly. A computer lab is available in HMS South Room 103A along with the computers in the Ralph Steen Library and Baker Pattillo Student Center.

Student Email:
To enhance student services, the University will use your SFA email address (firstname.lastname@titan.sfasu.edu) for communications. Students may go to MySFA online to confirm their email address. Please check your SFA email on a regular basis. If students have problems accessing their email account, they may contact the Help Desk at (936)468-1212.
Work Retention Policy:
The Interior Design Faculty reserves the right to retain student work for upcoming CIDA site visits. 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 visit.

Interior Design Program

CLASS POLICIES

1. **Attendance**: Per University policy, regular and punctual attendance is expected at all class meetings. The class roll will be checked to verify attendance. **Removal of absences recorded due to tardiness is the responsibility of the design student.** The student should speak with the professor at the end of the class period on the same day in which the absence may have been recorded.

2. **Excused Absence**: It is University policy to excuse students from attendance for reasons related to health, family emergencies, religious holidays, and participation in University-sponsored events. Students are responsible for providing the professor with satisfactory documentation for an excused absence. 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.

3. **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.

4. **Unexcused Absence**: In interior design classes, students with unexcused absences will forfeit the make-up of lecture notes, critiques, demonstrations, field trips, handouts, 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 two unexcused absences for 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.

5. **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.

6. **Project Reworks**: Students electing to rework major studio projects may resubmit them the first day of Dead Week. The projects will be re-graded, 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. Additionally, in an effort to maintain the appearance and aesthetics of the Human Sciences South Building, students are prohibited from the use of spray adhesives, spray paints, or any other damaging materials in the building, near the building or on any exterior surfaces connected to the building. These materials are to be used **ONLY** in designated areas.

3. Students should limit food to the gallery of the Human Sciences South building. Drinks in closed containers may be used in the design classroom/studio.

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.

7. If student dissatisfaction arises, the student’s request for a private conference with the professor serves 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 school director may be scheduled.

8. Modest, comfortable dress is expected for regular classes. For class presentations, professional dress is required. In general, professional dress includes: a jacket or jacket-substitute such as a vest or cardigan, modest full-length pant or knee-to-calf length skirt, modest shirt with sleeves, and closed-toe shoes. Hair of shoulder-length or longer should be pulled up or back. Common professional dress **ERRORS TO AVOID** are denim clothing, tennis shoes, flip-flops, sleeveless clothing, tight-form-fitting clothing, bare midriffs, underwear that shows, low-rise pants which reveal naval abdomen or lower hips area, and low-cut tops which reveal the male chest or female cleavage.