I. Course Description:
Three hours in conference and/or laboratory. Intensive study of a selected topic in a subject matter area.
Prerequisite: 12 semester hours in area of study selected and department approval. May be repeated.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the mission of the College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”.

The College of Education values and goals are:
1. Academic excellence through critical, reflective, and creative thinking.
2. Life-long learning
3. Collaboration and shared decision-making
4. Openness to new ideas, to cultural diverse people, and to innovation and change
5. Integrity, responsibility, diligence, and ethical behavior.
6. Service that enriches the community.

Program Learning Outcomes:
This is a specialized course, and therefore, there are no specific program learning outcomes for the general Master of Human Sciences degree in this course.

Student Learning Outcomes:
1. Define Interior Design Portfolio review, Senior Portfolio & Internship requirements from other universities.
2. Analyze the effects of each stage portfolio review, senior portfolio & Internship.
3. Describe the relationships between each and how they relate.
4. Identify specific sources of data for the analysis of each as it relates to the profession of interior design.
5. Evaluate the impact of each and what impact it has locally, regionally, nationally and globally as it relates to the profession.
6. Review and describe how interior design programs are utilizing portfolio review, senior portfolio’s and internships as assessment tools.
7. Create an assessment tool with rubrics to analysis the tools necessary for the field of interior design.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:
* Progress checkpoints
* Review findings from other universities
* Readings
* Mid-term presentations
* Project presentations of assessment rubrics
* Assembly of research folder from 20 different universities
* Summaries

Instructional Strategies: Use of PowerPoint’s, lectures, readings.
Technology: Internet Resources

IV. Evaluation and Assessments (Grading):
HMS 520 TENTATIVE SEMESTER SCORESHEET

Module 1
Research: on the movements that transpired during 1900-1955; Who lead the movements; what were the prevailing cultural ideas; How did technology play a role? (Outline and review with faculty) (100 pts)

Module 2
Use Worringers philosophy and test his theory out and determine if people are aware of these changes. (Work with faculty to finalize how you will test it) (100 pts)

Module 3
Combined the research and testing and generate a paper plus generate a hour long presentation to explain your findings of the movements, leaders of the movements, prevailing cultural ideas the technology that played a role and your hypothesis of the Worringers philosophy and how it played a role or not. This 50 minute Presentation will be taped and used in the History of Interiors Course. Along with a virtual presentation. (200 pts)

Total Points: 400 pts.

Grading Scale: A=90%  B= 80%  C= 70%  D= Not acceptable

Deductions: One letter grade if more than one unexcused late assignment more than a week.

V. Tentative Course Outline/Calendar:

TENTATIVE COURSE CALENDAR

Wk 1: Module 1
Wk 2/3: Module 2
Wk 4: Review paper and outline of Presentation with faculty
Wk 5: Tape and Record final presentation and turn in cited paper.

VI. Course Evaluation:
Near the conclusion of each semester, students in the Department of Human Sciences electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including: 1) course and program improvement, planning, and accreditation; 2) Instruction evaluation; and 3) Decision-making for faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate. Please know that the College of Education faculty members are committed to excellence in teaching and continued improvement.

In the College of Education, the course evaluation process has been simplified and is completed electronically through My SFA. 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.

VII. Textbooks:
Required Readings:
Review Journal of Interior Design
Review Journal of Association of Family Consumer Sciences

VIII. Student Ethics and Other Policy Information:

Students with Disabilities – To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004/(936) 468-1004 (TDD) 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.

Academic Honesty – It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)