Instructor: Jennifer Luque
RID, LEED AP ID+C

Course Time: MTWR 9:45 am-12:10 pm

Course Location: HMSS 105

Office: HMS South 102A

Office Hours: M&W 1-2 pm
Other times by appointment. If the professor is not in the office, please check the studios; students may have requested help at their work tables. Also, if a committee/faculty meeting is called during office hours, a note will be posted on the office door.

Office Phone: 972.757.9250

Other Contact Information: HMS Office: (936) 468-4502
HMS Fax: (936) 468-2140

Course Credits: 2 hours

Email: For course related issues, please use the e-mail feature in D2L in MyCourses.

Prerequisites: HMS 3110 and L, AGM or HRT 3105 and L. Corequisite: HMS 3121 Lecture

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 3221 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 3221 to prepare students for excellence in the design profession. In addition, the study of accessibility standards and humanistic design principles in 3221 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 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.
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.2
Student work demonstrates the ability to:
c) gather and apply human-centered evidence.3
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.1
Student work demonstrates the ability to apply knowledge and skills learned to:
b) solve progressively complex design problems.
c) identify and define issues relevant to the design problem. 2
d) synthesize information to generate evidenced-based design solutions.
e) use precedents to inform design concepts or solutions.3
f) explore and iterate multiple ideas.
g) design creative and effective solutions. 4
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.1
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. 1
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.
   c) appropriate strategies for acoustical control.

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

Course content prepares students for successful completion of the National Council for Interior Design (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/Pow-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 3221.

IV. Evaluation and Assessments (Grading)

Homework Assignments (3)……………………………………………………………………………...100 pts/piece
Lab Assignments (7)………………………………………………………………………………………100 pts/piece
Restaurant Project Milestones (8)…………………………………………………………………..…..100 pts/piece
Restaurant Project Final………………………………………………………………………….………150 pts
Corporate Office Project Milestones (5)……………………………………………………………..….100 pts/piece
Corporate Office Project Final……………………………………………………………………………150 pts
Professionalism……………………………………………………………………………………………200 pts

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

Grading Scale: 
90-100=A / 80-89=B 70-79=C / 60-69=D / 0-59=F

LECTURE/LAB

flash drive for course backups/one drive/cloud access
Revit 2019
Trace paper
Drafting kit supplies
Rendering markers
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 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.

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<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Module 1</td>
<td><strong>Lecture:</strong> Getting Started Module, Course</td>
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<tr>
<td>June 28</td>
<td>Getting Started</td>
<td>expectations, Review syllabus, Course Timeline,</td>
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<td>Getting Started Module.</td>
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<td><strong>Lab I:</strong> No Lab Today</td>
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<td><strong>Homework:</strong> Read Chapter 1</td>
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<tr>
<td>June 29</td>
<td>Module 2</td>
<td><strong>Lecture:</strong> Proxemics</td>
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<td>Chapter 1 Proxemics</td>
<td><strong>Lab I:</strong> Proxemics Exercise</td>
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<td><strong>Homework:</strong> Read Chapter 2, Proxemics Exercise</td>
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<td>(Due Sunday)</td>
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<tr>
<td>June 30</td>
<td>Module 3</td>
<td><strong>Lecture:</strong> Anthropometrics</td>
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<td>Chapter 2 Anthropometrics</td>
<td><strong>Lab I:</strong> Chapter 2 Exercise</td>
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<td><strong>Homework:</strong> Read Chapter 3, Chapter 2 Exercise</td>
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<tr>
<td>July 1</td>
<td>Module 4</td>
<td><strong>Lecture:</strong> Ergonomics</td>
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<td>Chapter 3 Ergonomics</td>
<td><strong>Lab I:</strong> Ergonomics Lab Worksheets</td>
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<td><strong>Homework:</strong> Read Chapter 4, Ergonomics Lab</td>
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<td>Worksheets</td>
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<td>Week 2</td>
<td>Module 5</td>
<td><strong>Lecture:</strong> Inclusive Design</td>
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<td>July 5</td>
<td>Chapter 4 Inclusive Design</td>
<td><strong>Lab I:</strong> Lab Assignment 4 Comprehensive</td>
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<td>Date</td>
<td>Module</td>
<td>Lecture/Tasks</td>
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<td>July 6</td>
<td>Module 6</td>
<td><strong>Homework:</strong> Read Chapter 13, p. 294, Lab Assignment 4</td>
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</table>
|            | The Elderly and Wayfinding | **Lecture:** Wayfinding Strategies  
**Lab I:** Wayfinding Poster  
**Homework:** Wayfinding Poster |
| July 7     | Module 7        | **Lecture:** Program  
**Lab I:** Solving Design Problems Exercise (4)  
**Homework:** Solving Design Problems Exercise (4) |
|            | Programming     |                                                                                |
| July 8     | Module 8        | **Lecture:** Grounding and Bubble Diagrams  
**Lab I:** Grounding Exercise, Bubble Diagram Exercise  
**Homework:** Grounding Exercise, Bubble Diagram Exercise |
|            | Grounding and Bubble Diagrams |                                                                                |
| Week 3     | Module 9        | **Lecture:** Anatomy of the Restaurant Block Planning  
**Lab I:** Block Plan Exercise  
**Homework:** Block Plan Exercise |
| July 12    | The Elderly and Wayfinding |                                                                                |
|            | Anatomy of the Restaurant Block Planning |                                                                                |
| July 13    | Module 10       | **Lecture:** Exterior and interior walls, windows, doors, casework and furniture.  
**Lab I:** Work Day  
**Homework:** Work on Revit model - Exterior and interior walls, windows, doors, casework and furniture. |
|            | Building Revit Model for Restaurant |                                                                                |
| July 14    | Module 11       | **Lecture:** Page Setup  
**Lab I:** Exterior and interior walls, windows, doors, casework and furniture.  
**Homework:** Restaurant - Final Plan |
|            | Building Revit Model for Restaurant - Final Plan |                                                                                |
| July 15    | Module 12       | **Lecture:** Commercial Lighting  
**Lab I:** Concept Imagery, Begin RCP model in Revit.  
**Homework:** Concept Imagery, RCP model in Revit (Due Sunday evening). |
|            | Building Revit Model for Restaurant - RCP |                                                                                |
| Week 4     | Module 13       | **Lecture:** Adding finishes in Revit  
**Lab I:** Adding finishes in Revit  
**Homework:** Continue working on putting in finishes for your Revit model. |
<p>| July 19    | Building Revit Model for Restaurant - Finishes |                                                                                |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Lecture</th>
<th>Lab I</th>
<th>Homework</th>
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<tbody>
<tr>
<td>July 20</td>
<td>Module 14</td>
<td>Adding finishes in Revit</td>
<td>Adding finishes in Revit</td>
<td>Continue adding finishes in Revit</td>
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<td>Building</td>
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<td>Revit Model for Restaurant - Finishes</td>
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<tr>
<td>July 21</td>
<td>Module 15</td>
<td>Specifying background and placing camera views for 3D perspectives.</td>
<td>Restaurant – 3D Views</td>
<td>Restaurant – 3D Views Due</td>
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<td>Building Revit Model for Restaurant – 3D Views</td>
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<tr>
<td>July 22</td>
<td>Module 16</td>
<td>Digital Presentation Boards</td>
<td>Digital Presentation Boards</td>
<td>Upload finalized Digital Presentation Boards and respond to Discussion board.</td>
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<td>Digital Presentation Boards</td>
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<tr>
<td>Week 5</td>
<td>Module 17</td>
<td>Corporate office design and the base building</td>
<td>Intro to Corporate Office Project, plan selection, bubble diagrams.</td>
<td>Read Ch. 11 Office Design, Bubble Diagrams</td>
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<td>July 26</td>
<td>Corporate Office Design</td>
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<td>July 27</td>
<td>Module 18</td>
<td>Circulation, Egress and Block Plans</td>
<td>Block Planning</td>
<td>Corporate Office - Block Plan</td>
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<td>Circulation, Egress and Block Plans</td>
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<tr>
<td>July 28</td>
<td>Module 19</td>
<td>Final Floor Plan</td>
<td>Final Floor Plan</td>
<td>Continue work on Final Floor Plan</td>
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<td>Final Floor Plan</td>
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<td>Date</td>
<td>Module</td>
<td>Lecture</td>
<td>Lab I:</td>
<td>Homework</td>
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<tr>
<td>July 29</td>
<td>Module 20</td>
<td>Office Furnishings</td>
<td>Adding furniture to office plan</td>
<td>Final Floor Plan (Due Sunday evening)</td>
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<tr>
<td>August 2</td>
<td>Module 22</td>
<td>Reflected Ceiling Plans</td>
<td>Reflected Ceiling Plans and collecting light specification</td>
<td>Reflected Ceiling Plans and lighting images</td>
</tr>
<tr>
<td>August 3</td>
<td>Module 23</td>
<td>Digital Presentation Board</td>
<td>Digital Presentation Boards</td>
<td>Work on Digital Presentation Board</td>
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<td>August 4</td>
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<tr>
<td>August 5</td>
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<td>Digital Presentation board due 11:59 p.m.</td>
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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/disabilitiyservices/.

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).

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.

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**Student Code of Conduct: Policy 10.4**

Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

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**Class participation:**

Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial 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 prior to the class period to be able to participate effectively in class discussions and/or activities.

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**Cell Phones:**

Cell phones must be turned off and placed out of sight during class. It is considered unprofessional and disrespectful to engage in text messaging, internet usage, and/or email while in class. Students who habitually violate this policy will be asked to leave the class. In the unusual circumstance that one must leave his/her phone on vibrate (with a sick child at home or waiting for emergency information via phone), notifying the instructor at the beginning of class is appropriate and expected to avoid confusion.

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**Additional Information:**

**Additional Interior Design Student Conduct Criteria:**

- **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/8 wk 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, Twitter) 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 not be accepted, 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.