Instructor: Dr. Henry Mukhwana
Office: HMS South, Room #102-A
Office Phone: 936-468-2371
Other Contact Information: 9365850674

Course Time & Location: HMSS 103, M 9-11:30 a.m.
Office Hours: Friday 9am-12:00pm
Credits: 3
Email: henry.wanakuta@sfasu.edu

Co-requisite: INDS 2317

I. Course Description:

INDS 2317—Sketch and Render Interior Design: Sketch and Render Interior Design for three-dimensional interiors; one-point and two-point perspectives, sketching techniques for conveying light, furniture, people and trees. Rendering techniques with marker to add depth to presentation drawings including floor plans, elevations, and perspective drawings. Concepts learned are reinforced throughout the curriculum.

**Justification: INDS 2317 - INDS 2317 Sketching and Rendering for Interior Design is a 3-hour credit course. This course will typically be taught one day a week for 150 minutes for 16 weeks culminating with a final notebook & project submission for a total of 2,400 minutes. Students have significant weekly assignments, homework assignments, and 1 major capstone project and presentation. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

The delivery modality will be face-to-face instruction for residential interior design major students and live-stream for distance learner interior design majors. Distance learners to meet via live-stream on Zoom at appointed class time.
Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:

The College of Education’s mission is to prepare competent, successful, caring and enthusiastic professional 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
- Collaborative 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 in preparing students a foundation for success, the course goal is to accomplish a knowledgeable base of construction and sustainability/green issues faced with today in the interior design industry.

In preparing students’, a foundation for success, the course goal is to accomplish a knowledgeable base of computer-aided drafting techniques using Autodesk Revit. This course enhances student learning in the area of interior design and interior merchandising and serves as one of the foundation courses in the Interior Design and Interior Merchandising Programs in the School of Human Sciences. It also aligns with the standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
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<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to fields of study in Human Sciences.</td>
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<tr>
<td>The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in fields of study in Human Sciences.</td>
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</table>
The student will demonstrate competence in his/her specific discipline using oral and written forms.

<table>
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<tr>
<th>Student Learning Outcomes</th>
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<tr>
<td>The following <strong>Council for Interior Design Accreditation (CIDA) Professional Standards 2020</strong> will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.</td>
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<table>
<thead>
<tr>
<th>Standard 8e:</th>
<th>Student work demonstrates the ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions.</th>
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<tbody>
<tr>
<td>Standard 9d:</td>
<td>Students are able to effectively express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.</td>
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<tr>
<td>Standard 10d:</td>
<td>Students understand the basic context and framework of history as it relates to art.</td>
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<tr>
<td>Standard 11e:</td>
<td>Student effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional solutions.</td>
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<tr>
<td>Standard 12b:</td>
<td>Students understand the principles of natural and artificial lighting design.</td>
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<tr>
<td>Standard 12j:</td>
<td>Student work demonstrates understanding of color in relation to materials, textures, light, and form.</td>
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<tr>
<td>Standard 12k:</td>
<td>Student work demonstrates the ability to appropriately select and apply color to multiple design functions.</td>
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<tr>
<td>Standard 12l:</td>
<td>Student work demonstrates the ability to appropriately use color solutions across different modes of design communications.</td>
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### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**Course Assignments/Activities:** In-class/out-of-class assignments may include:
- For Standard 10: information gathering/research, sketching, perspective drawing, material finish selection
- For Standard 11: sketching, drafting, perspective drawing, material finish selection, rendering with markers/pencils
- For Standard 12: rendering with markers/pencils, material finish selection, presentation board preparation

**Course Assignments/Activities:** In-class/out-of-class assignments, exercises, quizzes, projects and presentations. *Any of which may be announced or unannounced.*
**Instructional strategies may include:** virtual lectures, class discussion, field trips, and video/podcasts/CD.

**Use of technology may include:** BrightSpace/D2L, ZOOM sessions, assignments, exercises, exams, quizzes, and research.

INDS 2317 is a BrightSpace/D2L enhanced course. Information notices will be posted on the course home page. The homepage includes icon for class assignments, links to related websites and videos, and grades. Course content is delivered via class technology, virtual lectures, discussions, assigned readings, and assignments directly relevant to the course content. **Students should check the class homepage on a daily basis** for notices, email, and assignments. **Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.**

**IV. Evaluation and Assessments (Tentative Grading):**

The course is graded on a letter grade basis (A-F). The grade will be percentage based and will be determined by the following grading criteria:

- Lab Assignments 800 pts
- Homework 2,300 pts
- Course Project 600 pts
- Digital Presentation Boards 200 pts
- Final Presentation 100 pts
- CEU’s 100 pts
- Service Hours 100 pts

A 90-100, B 80-89, C 70-79, D 60-69, F 0-59

**Grading Procedures & Missed Work:**

- Quizzes, assignments, projects, discussions, and exams will be graded electronically using BrightSpace/D2L. Each student should take the time to familiarize themselves with BrightSpace/D2L. Technical acuity with the BrightSpace/D2L system is required and lack of is **NOT** a valid excuse for missing assignments.

- Students will be held accountable for any work or assignments missed in their absence. Students must assume the responsibility for viewing all lecture notes/videos, other class information, and for meeting established deadlines.
▪ **No late work will be accepted without a University Excused Absence.** Late work with an excused absence must be turned in within a time period as negotiated with the instructor for no points being taken off. **After this time, 50% of the points will automatically be deducted.**

▪ If an assignment or project is not uploaded or is saved incorrectly in BrightSpace/D2L **50% of the assignment points will automatically be deducted.**

▪ Technical difficulties should be approached with your classmates, then the instructor, in a reasonable time to resolve the problem before an assignment is due.

V. Tentative Course Outline/Calendar:

**Course Calendar**

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1-</td>
<td>Module 1: Getting</td>
<td><strong>Before Class:</strong> Read “You and Your New Best Friend the Sketchbook” under</td>
</tr>
<tr>
<td>Aug 28-</td>
<td>Started/Expectations,</td>
<td>Module 1. <strong>In Class:</strong> Discuss class expectations, sketchbook, homework</td>
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<tr>
<td>Oct 1</td>
<td>learning about sketching and how to use the tools.</td>
<td>Assignments, projects. <strong>Homework:</strong> Read “The Best Way to Start” and</td>
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<td>complete and upload Assignment #1 to Dropbox.</td>
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<tr>
<td>Week 2-</td>
<td>Module 2: Using the</td>
<td><strong>Before Class:</strong> Read “Are you a Righty or a Lefty?” under Module 2.</td>
</tr>
<tr>
<td>Sep 4-8</td>
<td>Left and Right Sides</td>
<td><strong>In Class:</strong> Discussion of right vs. left brain drawing, In-class Assignment</td>
</tr>
<tr>
<td></td>
<td>of brain, upside</td>
<td>#2, Exercise 1.2 from book. <strong>Homework:</strong> Read Edwards Chapter 3, complete</td>
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<tr>
<td></td>
<td>down drawing.</td>
<td>and upload Assignments #2.1 &amp;2.2 to Dropbox.</td>
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<tr>
<td>Week 3-</td>
<td>Module 3: Contour</td>
<td><strong>Before Class:</strong> Read “Contour Drawing” under Module 3. <strong>In Class:</strong></td>
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<tr>
<td>Sep 11-5</td>
<td>drawing, perception</td>
<td>Discuss perception of edges and in-class Assignment- Drawing an Ionic column.</td>
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<tr>
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<td>of edges</td>
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| Week 4- Sep 18-22 | Module 4: Positive and Negative Space, Shading, Conveying Light | **Before Class:** Read “It’s all a Matter of Perception under Module 4.  
**In Class:** Review Positive and Negative Space through video and examples. In-class Assignment #4- Positive and Negative Spaces  
**Homework:** Read “Perception of Space” and “Conveying Light”. Watch Video of Shading for Beginners. Complete and upload Assignment #4 to Dropbox. |
|---|---|---|
| Week 5- Sept. 25-29 | Module 5: One-point perspectives, drawing shapes, lettering. | **Before Class:** Read “One-Point Perspective” under Module 5.  
**In Class:** Watch “One-Pont Perspectives: The Basics,” and Class Exercise- Drawing a Cube.  
**Homework:** Assignment #5.1 & #5.2 |
| Week 6- Oct. 2-6 | Module 6: One-point perspective- furniture | **Before Class:** Watch Video “Drawing Furniture Using One-Point Perspective.” Under Module 6.  
**In Class:** One-point perspective lecture, In-Class Assignment #6- Drawing Chair Perspectives in Three Views  
**Homework:** Read “Sketching Furniture- 1 Point, and complete Assignments #6.1 & 6.2 and upload to Dropbox. |
| Week 7- Oct. 9-13 | Module 7: One-point perspective - the grid, drawing a room with furniture | **Before Class:** Watch “How to Make a 1-pt Perspective Grid Video Tutorial” & “Using a Grid to Draw a Floor Plan in Perspective”  
**In Class:** “How to Draw a 1-pt Perspective Grid”, In-class Assignment #7 One-point Perspective Grid with Piece of Furniture  
**Homework:** Complete Assignment #7 and upload to Dropbox. |
| Week 8- Oct. 16-20 | Module 8: One-point perspective- quick sketching ideas | **Before Class:** “Quick Sketching”  
**In Class:** What are napkin sketches, In-Class Assignments Parts 1 & 2- Napkin and Client Sketches. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Homework</th>
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<tbody>
<tr>
<td><strong>Week 9</strong> -</td>
<td>Module 9: Two-Point perspective</td>
<td><strong>Before Class</strong>: Read “Why We Use Two-Point Perspective.</td>
</tr>
<tr>
<td><strong>Sep 23-27</strong></td>
<td>draw a room and furniture</td>
<td><strong>In Class</strong>: Watch two-point perspective videos. In-Class Assignment #9-</td>
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<tr>
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<td>Two-Point Perspective of Room with Chairs and Window.</td>
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<td><strong>Homework</strong>: Complete Assignment #9 and upload to Dropbox.</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Module 10: Adding trees and</td>
<td><strong>Before Class</strong>: Read “How to Represent Figures in Your Drawing.</td>
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<tr>
<td><strong>Oct. 30</strong></td>
<td>people, crosshatching</td>
<td><strong>In Class</strong>: Review Figure Drawing, Trees, In-Class Assignment #10-</td>
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<tr>
<td><strong>-Nov 3</strong></td>
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<td>Figures and Trees. <strong>Homework</strong>: Watch “How do draw textures,</td>
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<td></td>
<td>Read “Tone and Texture” and review “Textures example sheet, complete</td>
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<td>Assignment #10 and upload to Dropbox.</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Module 11: Rendering with</td>
<td><strong>Before Class</strong>: Read “Getting Familiar with Markers” and “Using Your</td>
</tr>
<tr>
<td><strong>Nov. 2-6</strong></td>
<td>marker- perspectives, furniture</td>
<td>Markers“ and “Using Your Markers”.</td>
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<td><strong>In Class</strong>: In-class assignment #11.</td>
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<td><strong>Homework</strong>: Review Rendered Perspectives, Complete Assignment #11 and</td>
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<td>upload to Dropbox.</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Module 12: Rendering with</td>
<td><strong>Before Class</strong>: Read “Rendering Floorplans”, print floor plan and</td>
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<tr>
<td><strong>Nov. 6-10</strong></td>
<td>marker-floor plans and elections</td>
<td>elevation Document for in-class assignment.</td>
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<td><strong>In Class</strong>: Review Rendered Floor Plans and Rendered Elevation</td>
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<td>Examples. <strong>Homework</strong>: Select a floor plan and elevation. Complete</td>
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<td>Assignment #12 and upload to Dropbox.</td>
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<tr>
<td><strong>Week 13</strong></td>
<td>Module 13: Project intro.</td>
<td><strong>Before Class</strong>: Read “Introduction to Final Project”</td>
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<tr>
<td><strong>Nov. 13-17</strong></td>
<td>Begin rendering floor plan</td>
<td><strong>In Class</strong>: Review Final Project instructions, examples, PowerPoint</td>
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<td>demo, begin one-point perspective, select chair and begin sketching.</td>
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<td>Receive Zoom time slot for Dec.3 &amp; Dec. 11.</td>
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</table>
and elevation. Complete sketches.  

**Homework:** Render floor plan and elevation. Finish one-point perspective of room and chair.

### Week 14
Nov. 20-24

**Module 14: THANKSGIVING**

No class, continue work on project

### Week 15
Nov. 27-Dec. 1

**Module 15: Render sketches and begin digital board. Meet via Zoom.**

**Before Class:** Complete rendered floor plan and elevation and one-point perspectives of room and chair.  
**In Class:** Render sketches and begin digital board. Zoom with professor.  
**Homework:** Render sketches and finish digital board

### Week 16
Dec. 4-8

**FINALS WEEK**  
Module 16: Meet via Zoom. Digital Boards Due Dec 10, 12:30 p.m.  

**Before Class:** Complete and upload digital board by 12:30 p.m. Dec. 10th.  
**In Class:** Zoom with Professor for presentation of final digital board.

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**This schedule subject to change in order to facilitate class learning outcomes and objectives.**

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**VI. Readings:**  
No required text.

**Supplemental Readings:**

QClassroom Statement: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**VII. Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA 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 (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty/students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

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.

**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. Students will be held accountable for all work missed, all assignments made, and all assignment due dates established in their absence. A deduction of 10 points a day will incur for late work. However, final project submissions will not be accepted and will result in a zero.

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.

IX: Resources

Mental Health
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

Late Work: Late work without an excused absence will be accepted with the following penalties for being late: 10 points deducted per day the work is not turned in up to 10 calendar days. After 10 calendar days, the work not submitted will be a grade of zero and become the final grade for that assignment for the semester.
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.
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. Students should exhibit professional courtesy and conduct. Examples include a positive attitude, sensitivity to others, attentiveness, and cooperation.
5. 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.

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 program when students are required to wear “professional dress.” This attire might be needed to present a project, to visit a showroom or to interview for an internship. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit (three pieces) and add one or two items to the wardrobe each semester. This will provide you with adequate professional clothing throughout the program and give you a wardrobe for your internship and first job.

Final Exam Policy
Final exam date and time are established by the university and are not to be changed by the faculty. Students may not ask to change the final exam date or time without having a legitimate reason. If this is the case, then the student must submit a letter to the School Director which then must be approved by all HMS program coordinators before a date change will occur.

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

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