INDS 3116 – Interior Lighting Studio

Fall 2023

Instructor: Jennifer Luque, RID LEED AP ID+C
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Other Contact Information: 972-757-9250

Course Time & Location: HMSS 103, 1:00-1:50 p.m.
Office Hours: T 8:30-9:30 a.m; R 8:30-10:30, 1-3 p.m.
Credits: 1.0
Email: Jennifer.luque@sfasu.edu

I. Course Description:

INDS 3116 - Study of lighting sources, techniques, installations, and specifications for residential and commercial interiors. Graphic presentations of lighting concepts.

**Justification: INDS 3116 – is a 1-hour credit course that meets once a week for 50- minutes each day for 16 weeks, culminating with a final exam and course project. Students also participate in 50 minutes of asynchronous instruction (service-learning charrette) which totals 870 minutes of class activity. Students complete significant readings, discussions, written assignments, quizzes, and a final lighting design project presentation. The delivery modality will be live-stream and face-to-face instruction.

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.

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<th>Program Learning Outcomes</th>
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<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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<td>The student will demonstrate competence in his/her specific discipline using oral and written forms.</td>
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<th>Student Learning Outcomes</th>
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<td>The following Council for Interior Design Accreditation (CIDA) Professional Standards 2020 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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**Standard 5a:** Students have awareness of the integration of multi-disciplinary collaboration in design practice.
| Standard 6m: | The interior design program **provides** exposure to the role and value of life-long learning. |
| Standard 7b: | Students have demonstrated **understanding** of the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance. |
| Standard 8b: | Student work demonstrates the ability to **apply** knowledge and skills learned to solve progressively complex design problems. |
| Standard 9a: | Students are able to effectively interpret and communicate data and research. |
| Standard 10b: | Students **understand** the basic context and framework of history as it relates to furniture, decorative arts, and material culture. |
| Standard 12a: | Students are **aware** of the environmental impact of illumination strategies and decisions. |
| Standard 12b: | Students **understand** the principles of natural and artificial lighting design. |
| Standard 12c: | Students **understand** strategies for using and modulating natural light. |
| Standard 12d: | Students competently select and **apply** luminaires and light sources. |
| Standard 12f: | Students **understand** how light and color impact health, safety, and wellbeing in the interior environment. |
| Standard 12g: | Student work demonstrates **understanding** of color terminology. |
| Standard 12i: | Student work demonstrates **understanding** of color in relation to materials, textures, light, and form. |
| Standard 13c: | Student work demonstrates understanding of appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental well-being. |
| Standard 15e: | Student work demonstrates **understanding** that design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers). |
| Standard 15i: | Students are able to read and interpret construction documents. |
| Standard 15j: | Students are able to contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope. |
Standard 16b: Student work demonstrates understanding of standards and guidelines related to sustainability and wellness.

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

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 3225 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:

The course is graded on a letter grade basis (A-F). Final grade will be determined by total of points for the lecture class and lab class. The two grades, lecture and lab, will be averaged together to compute the semester grade which will be recorded for both the lecture and lab grades.

Quizzes/Class Assignments (12)..............................................100 pts a/piece
Lab Assignments (16)..........................................................100 pts a/piece
Milestones (3)......................................................................100 pts a/piece
Final Project Presentation...................................................... ...200 pts

A=90-100% of required points; B=80-89%; C=70-79%; F=0-69 %.

Note: The student must retake the course if a semester grade of less than a “C” is earned.

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:

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

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<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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| Week 1- | Module 1  
Introduction  
Chapter 1  
Introduction to Quality Lighting | **Lecture:** Intro to course, expectations, Introduction to Quality Lighting  
**Lab:** Lab Assignment 1a  
**Lab 2:** Lab Assignment 1b.  
**Homework:** Quiz 1, Read Chapter 2. |
| Week 2- | Module 2  
Chapter 2  
Light for Quality Human-Centered Designs | **Before Class:** Read Chapter 2  
**Lecture:** Chapter 2 Light for Quality Human-Centered Designs  
**Lab 1:** Assignment 2a.  
**Lab 2:** Assignment 2b.  
**Homework:** Quiz 2, Read Chapter 3 |
| Week 3- | Module 3 | **Before Class:** Read Chapter 3 |
| Week 4- | Module 4 | Before Class: Read Chapter 4
Lecture: Chapter 4 Color and Quality Lighting for Human-Centered Designs
Lab 1: Assignment 4a.
Lab 2: Assignment 4b.
Homework: Quiz 4, Read Chapter 5 |
| --- | --- | --- |
| Week 5- | Module 5 | Before Class: Read Chapter 5
Lecture: Chapter 5 Green Lighting--Healthy Planet and People
Lab 1: Assignment 5a.
Lab 2: Assignment 5b
Homework: Quiz 5, Read Chapter 6 |
| Week 6- | Module 6 | Before Class: Read Chapter 6
Lecture: Chapter 6 Lighting Systems--Electric Light Sources
Lab 1: Assignment 6a.
Lab 2: Assignment 6b.
Homework: Quiz 6, Read Chapter 7 |
| Week 7 | Module 7 | Before Class: Read Chapter 7
Lecture: Chapter 7 Lighting Systems--Luminaires
Lab 1: Assignment 7a.
Lab 2: Assignment 7b.
Homework: Quiz 7, Read Chapter 8 |
| Week 8- | Module 8 | Before Class: Read Chapter 8
Lecture: Chapter 8 Lighting Systems--Controls
Lab 1: Assignment 8a.
Lab 2: Assignment 8b.
Homework: Quiz 8, Read Chapter 9 |
| Week 9- | Module 9  
Chapter 9  
Quantity of Light | **Before Class:** Read Chapter 9  
**Lecture:** Chapter 9 Quantity of Light  
**Lab 1:** Assignment 9a.  
**Lab 2:** Assignment 9b.  
**Homework:** Quiz 9, Read Chapter 10 |
|----------|-----------------|--------------------------------------------------|
| Week 10- | Module 10  
Chapter 10  
Lighting Design Process | **Before Class:** Read Chapter 10  
**Lecture:** Chapter 10 Lighting Design Process  
**Lab 1:** Assignment 10a.  
**Lab 2:** Assignment 10b.  
**Homework:** Quiz 10, Read Chapter 11 |
| Week 11- | Module 11  
Chapter 11  
Residential Applications | **Before Class:** Read Chapter 11  
**Lecture:** Residential Applications  
**Lab 1:** Assignment 11a.  
**Lab 2:** Assignment 11b.  
**Homework:** Quiz 11, Read Chapter 12 |
| Week 12- | Module 12  
Chapter 12  
Commercial Applications | **Before Class:** Read Chapter 12  
**Lecture:** Residential Applications  
**Lab 1:** Assignment 12a.  
**Lab 2:** Assignment 12a.  
**Homework:** Quiz 12 |
| Week 13- | Module 13  
Intro to Final | **Lecture:** Intro into Final  
**Lab 1:** PowerPoint on lighting designer and historical time period.  
**Lab 2:** Milestone 1. Concept drawings  
**Homework:** Complete Milestone 2, begin construction of light fixture |
| Week 14- | Module 14 | **THANKSGIVING NO CLASS** |
### Week 15 - Module 15

**Before Class:** Begin Milestone 3  
**Lecture:** Digital Presentation Boards  
**Lab 1:** Milestone 3: Finalize construction of lamp, photograph  
**Lab 2:** Digital Presentation Boards  
**Homework:** Complete light fixture and digital presentation boards

### Week 16 - Module 16  
**FINALS WEEK**

**Before Class:** Complete light fixture and digital presentation boards  
**Lecture:** Class Discussion Critique  
**Lab 1:** Practice Presentations, complete and submit final class notebook  
**Lab 2:** Final Presentations

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### VI. Readings:


### 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.
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/disabiltyservices/.

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

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.

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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
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

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 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. 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.
**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.