I. Course Description:
Space planning for **residential and commercial spaces**: space planning principles applied to the development of the spatial envelope of interior volume; illustrations of spaces through a variety of black, white and color media including bubble diagrams, block plans, adjacency matrices, floor plans, circulation, natural lighting, and furniture studies. Concepts learned are reinforced throughout the curriculum.

Course Justification: INDS 1249 Space Planning Lab is a 1-hour credit course. This course typically will be taught once a week for 50 minutes for 16 weeks culminating in a final project for a total of 800 minutes. Students complete significant chapter exercises and peer critiques. These activities require a minimum of 2 hours of preparation time outside of the classroom each week.

Course Modality: Face to Face

Prerequisites: None

The James I. Perkins College of Education Diversity Statement: The PCOE 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 mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals 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
- Collaboration 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.

This course enhances student learning in the area of both residential and commercial design and serves as one of the foundation courses in the Interior Design Program 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. **Course content prepares**
students for successful completion of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of Texas.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.</td>
</tr>
<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 the field of Human Sciences.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>To support the Program Learning Outcomes, especially “adequate preparation for employment in his/her specific discipline,” the course content and objectives satisfy specific components from the CIDA 2020 Professional Standards. Through completion of this course, the student will:</td>
</tr>
<tr>
<td><strong>Standard 6: Business Practices and Professionalism</strong></td>
</tr>
<tr>
<td>d) analyze and synthesize human perception and behavior patterns to inform design solutions.</td>
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<tr>
<td>f) apply wayfinding techniques to design solutions.</td>
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<tr>
<td><strong>Standard 8: Design Process</strong></td>
</tr>
<tr>
<td>a) apply space planning techniques throughout the design process</td>
</tr>
<tr>
<td>b) solve progressively complex design problems.</td>
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<tr>
<td>f) explore and iterate multiple ideas.</td>
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<tr>
<td><strong>Standard 9: Communication</strong></td>
</tr>
<tr>
<td>d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.</td>
</tr>
<tr>
<td><strong>Standard 10: History and Theory</strong></td>
</tr>
<tr>
<td>f) Students apply precedents to inform design solutions.</td>
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<tr>
<td><strong>Standard 11: Design Elements and Principles</strong></td>
</tr>
<tr>
<td>a) understand the elements and principles of design, including spatial definition and organization.</td>
</tr>
<tr>
<td>c) effectively apply the elements, principles, and theories of design to two-dimensional design solutions.</td>
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<tr>
<td><strong>Standard 12: Color and Light</strong></td>
</tr>
<tr>
<td>b) the principles of natural and artificial lighting design.</td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Assignments/Activities: In-class/out-of-class assignments may include:

- For Standard 6: programming and circulation exercises pertaining to space planning.
- For Standard 8: space planning, sketching, drafting per program requirements.
- For Standard 9: preparing space plans and presenting to peers.
- For Standard 10: information gathering/research and drafting.
- For Standard 11: sketching, drafting, rendering diagrams with markers
- For Standard 12: natural light studies in relation to space planning in the residential and commercial atmospheres

Instructional strategies may include lectures, class discussion, group participation, demonstrations, peer critiques, and internet sources.

Use of technology may include the use of Brightspace, internet assignments/activities/research, Excel, PowerPoint presentation, and word processing.

Students should check their Brightspace email and grade points daily. Brightspace email is the method by which the professor communicates with students outside of class. Also, any discrepancies in grade points must be resolved within one week after assignment grades have been posted; otherwise, the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading):

**SEMESTER SCORE SHEET**

Human Sciences 1149/1149L

<table>
<thead>
<tr>
<th>Understanding and Comprehension:</th>
<th>Potential Points</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Exercises</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>Homework Exercises</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>200 pts</td>
<td>1</td>
</tr>
<tr>
<td>Presentation</td>
<td>100 pts</td>
<td>1</td>
</tr>
<tr>
<td>Peer Critiques</td>
<td>100 pts</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Score 365 pts

Semester Total

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

Notes:

* Majors in ID and IM must make a C or better in all design/merchandising courses.
* A letter grade will be deducted for more than two (2) unexcused absences.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week 1-    | Module 1 | Introduction | **Lecture:** Intro to course, expectations  
| Jan. 18    |        |               | **Homework:** Read Chapter 1, Chapter 1 Quiz. |
| Week 2-    | Module 2 | Introduction to Interior Planning | **Before Class:** Chapter 1 Quiz  
| Jan. 23-25 |        |               | **Lab 1:** Exercise pgs. 22-23  
|            |        |               | **Lab 2:** Exercise pgs. 22-23  
|            |        |               | **Homework:** Read Chapter 2, Chapter 2 Quiz |
| Week 3-    | Module 3 | Projects for People: Health, Safety, and Welfare | **Before Class:** Chapter 2 Quiz  
| Jan. 30-Feb 1 |        |               | **Lecture:** Chapter 2 PowerPoint.  
|            |        |               | **Lab 1:** Exercise pgs. 24-25  
|            |        |               | **Lab 2:** Exercise p. 61  
|            |        |               | **Homework:** Read Chapter 3, Chapter 3 Quiz. |
| Week 4-    | Module 4 | Design Process | **Before Class:** Chapter 3 Quiz  
| Feb. 6-8   |        |               | **Lecture:** Chapter 3 PowerPoint.  
|            |        |               | **Lab:** Exercise pgs. 85 & 87,  
|            |        |               | **Lab 2:** Exercise pgs. 112-117  
|            |        |               | **Homework:** Read Chapter 4, Chapter 4 Quiz |
| Week 5-    | Module 5 | The Good Room | **Before Class:** Chapter 4 Quiz  
| Feb. 13-15 |        |               | **Lecture:** Chapter 4 PowerPoint.  
|            |        |               | **Lab:** Exercise pgs. 125& 127,  
|            |        |               | **Lab 2:** Exercise pgs. 135&137  
|            |        |               | **Homework:** Read Chapter 5. Chapter 5 Quiz |
| Week 6-    | Module 6 | The Good Room | **Lecture:** Chapter 4 PowerPoint.  
| Feb. 20-22 |        |               | **Lab 1:** Exercise pgs. 139& 145  
|            |        |               | **Lab 2:** Exercise pgs. 149  
|            |        |               | **Homework:** Read Chapter 5. Chapter 5 Quiz |
| Week 7    | Module 7 | Beyond the Room | **Before Class:** Chapter 5 Quiz  
| Feb. 27-29 |        |               | **Lecture:** Chapter 5 PowerPoint.  
|            |        |               | **Lab 1:** Exercise pgs. 157&169  
|            |        |               | **Lab 2:** Exercise pgs. 173-175  
|            |        |               | **Homework:** Read Chapter 6, Chapter 6 Quiz |
| Week 8-    | Module 8 |               | **Lecture:** Chapter 5 PowerPoint.  
|
| March 5-7 | Chapter 5  
Beyond the Room | **Lab 1:** Exercise pgs.179, present for critique  
**Lab 2:** Exercise pgs. 180-183  
**Homework:** Read Chapter 6, Chapter 6 Quiz |
|-----------|-----------------|---------------------------------------------------|
| **Week 9-** | **Module 9**  
**March 12-14** | **SPRING BREAK**  
**No Class** |
| **Week 10-** | **Module 10**  
**March 19-21** | **Before Class:** Chapter 6 Quiz  
**Lecture:** Chapter 6 PowerPoint.  
**Lab 1:** Exercise pgs. 191 & 199  
**Lab 2:** Exercise pgs. 203, 205, 207  
**Homework:** |
| **Week 11-** | **Module 11**  
**March 26-28** | **Before Class:**  
**Lecture:** Chapter 6 PowerPoint.  
**Lab 1:** Exercises pgs.210-211  
**Lab 2:** Exercises pgs. 212, 221  
**Homework:** Read Chapter 7. Chapter 7 Quiz. |
| **Week 12-** | **Module 12**  
**April 2-4** | **Before Class:** Chapter 7 Quiz.  
**Lecture:** Chapter 7 PowerPoint.  
**Lab 1:** Exercise pgs. 231, 233, 235  
**Lab 2:** Exercises pgs. 258-259  
**Homework:** Read Chapter 8. Chapter 8 Quiz. |
| **Week 13-** | **Module 13**  
**April 9-11** | **Before Class:**  
**Lecture:** Chapter 7 PowerPoint.  
**Lab 1:** Exercise pgs. 260-261, 262-263  
**Lab 2:** Exercise pgs. 264-265 & 266-267  
**Homework:** Read Chapter 8. Chapter 8 Quiz. |
| **Week 14-** | **Module 14**  
**April 16-18** | **Before Class:** Chapter 8 Quiz  
**Lecture:** Chapter 8 PowerPoint.  
**Lab 1:** Exercise pgs.279, 281, 283  
**Lab 2:** Exercise pgs. 294-295  
**Homework:** |
| Week 15- April 23-25 | Module 15  
Chapter 8  
Nonresidential Design | **Before Class:**  
**Lecture:** Chapter 8 PowerPoint. Intro to Final.  
**Lab 1:** Exercise pgs. 310  
**Lab 2:** Exercise pgs. 327-327 |
| --- | --- | --- |
| Week 16- April 30- May 2 | Module 16  
DEAD WEEK | **Before Class:**  
**Lecture:** Work Day  
**Lab 1:** Workday  
**Lab 2:** Workday  
**Homework:** Complete and upload the Final.  
Scan all work and save it to a folder for the student exit portfolio. Back-up scans in the cloud. |
| Week 17- May 7-9 | Module 17  
FINALS WEEK | Our scheduled exam time for our final presentations is **Tuesday** from 2:00-4:40 p.m. |

**VI. Readings (required)**  

**Supplies:**  
81/2 x 11 pad vellum  
Roll white tracing paper  
Pencils  
Erasers  
 Micron pen (set of 5)  
Rendering Markers (Basic Set, additional colors available on campus during lab)

**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

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/disableyservices/.

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.

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

IX. Other Relevant Course Information:

The Syllabus
Students must read and adhere to the policies of the course syllabus. The syllabus states objectives, requirements, supplies, and grading criteria for each course.

Student Code of Conduct for Interior Design and Interior Merchandising classes:


**Interior Design/Interior Merchandising Policy**

Want to be successful in class? Please avoid the following:

- Visiting with classmates during lecture or lab work time.
- Ringing cell phones during class– turn phones off or set to silent and keep them in your purse or backpack
- Texting in class
- Checking email or blogs (ie. facebook, twitter) in class – computers are for classroom activities only
- Using head phones/ear buds as they discourage studio interaction and synergy. Stow these items away 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 – keep a close eye on the course calendar and always check BRIGHTSPACE before class.
- Taking long breaks during studios – it is acceptable for students to get a beverage or take a quick restroom break during studios if the professor is not lecturing – these breaks should not exceed 5 minutes in length. If the professor allows, beverage may be brought into the studio but **no food is allowed**.
- Missing deadlines for assignments and projects. Students should consult the professor in special circumstances.

**Student Grievance Procedures**

If you have a concern about a course, you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the SFA Student Handbook. If you do not resolve your concern, you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the SFA Student Handbook. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.

**Professional Dress Policy**

There are times throughout the Interior Design 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.