I. Course Description: Creative Design Studio- Lecture

Creative approaches and solutions to interior design problems. Emphasis on theories, design composition and concept development. Application of two-dimensional and three-dimensional design elements and principles in the development of the spatial envelope and volume of space.

*SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of three hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time.*

**Justification:** INDS Creative Design (Lecture) is a 1-hour credit course that meets once a week for 50 minutes for 16 weeks, culminating with a 120-minute final exam for a total of 920 minutes. Students complete significant readings, discussions, written assignments, quizzes and an architectural presentation and paper. These activities require a minimum of 3 hours of preparation time outside of the classroom each week.

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

<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>
</tbody>
</table>
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.

The student will demonstrate competence in his/her specific discipline using oral and written forms.

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.

The student will be able to identify basic design fundamentals such as the elements and principles of design.

Students will demonstrate satisfaction with their experience in the School of Human Sciences.

Graduates will be able to pursue professional interior design goals successfully.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon successful completion of the course, the student will:</strong> Based on CIDA Standards.</td>
</tr>
<tr>
<td>Course content and objectives satisfy specific components from the 2022 Professional Standards of the Council for Interior Design Accreditation (CIDA). Through completion of the course, the student will:</td>
</tr>
</tbody>
</table>

4. **Global** (STL) Student work demonstrates understanding of:
   b) how social, economic, and cultural contexts inform interior design.
   c) how designers consider the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on the user(s). 3
   Program Expectations:
   d) exposure to current and emerging issues that are shaping contemporary society and the world.
   e) exposure to a variety of cultural norms.
   f) opportunities for developing multi-cultural awareness.4

5. **Collaboration**
   e) Student work demonstrates the ability to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.5

7. **Human-Centered Design**
   a) theories related to the impact of the built environment on human experience, behavior, and performance. 1
   b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.2
   Student work demonstrates the ability to:
   e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions. 4
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:
c) identify and define issues relevant to the design problem. 2

d) express ideas developed in the design process through visual media: ideation drawings and sketches. (2)
e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
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.

Program Expectations
j) exposure to a range of problem identification and problem solving methods.
k) opportunities for innovation and risk taking. 6
l) exposure to methods of idea generation and design thinking.

9. Communication
Students are able to effectively:
b) express ideas and their rationale in oral communication.
c) express ideas and their rationale in written communication

10. History and Theory
Student Learning Expectations Students demonstrate awareness of the basic context and framework of history as it relates to:
b) decorative arts and material culture. 1
Students understand the basic context and framework of history as it relates to:
c) interior design.
d) furniture.
e) architectural styles and movements.
f) Students understand the social, political, and physical influences affecting historical
This course enhances student learning in the area of Creative Solutions 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.

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp

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

Course Assignments/ Activities: In-class/out-of-class assignments and quizzes, project/presentation.

Instructional strategies may include: lectures, class discussion, group participation, guest speakers, and videos.

Use of Technology may include: Desire 2 Learn and Collaborate, internet assignments/activities/research, Power Point, and word processing.

1. INDS 2108 & 2208 is a D2L Enhanced course. Information notices will be posted on the course home page. The homepage includes icons for class assignments (Dropbox), discussion board questions, professor emails, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.

2. Course content is delivered via class lectures and discussions, demonstrations, assigned readings, assignments, and questions directly relevant to the course content. Students should

11. Design Elements and Principles

a) Students understand the elements and principles of design, including spatial definition and organization. (1)

Student work demonstrates the ability to:

b) explore a range of two- and three-dimensional design solutions.

Students effectively apply the elements and principles of design throughout the interior design curriculum to:

d) three-dimensional design solutions. (1)

15. Construction

Student work demonstrates understanding that design solutions affect and are impacted by:

g) vertical and horizontal systems of transport and circulation including stairs, elevators, and escalators
check the homepage on a daily basis for notices, mail, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points at least once a week. Any discrepancies in 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.

4. Assignments that are posted on the D2L Learning Management System are saved in the Word 2007 format or later versions. Students should make arrangements to secure the “patch” that will enable them to open these Word documents in advance, if they do not currently have or anticipate having access to the Word 2007 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available. Student assignments should be submitted to D2L in Word.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter-grade basis (A-F). The final grade will be determined by the 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.

Lecture:
- Quizzes (6-7) ................................................................. 100 pts a/piece
- Architectural Presentation ........................................... 200 pts a/piece

Lab:
- Class Assignments (10)................................................. 100 pts a/piece
- Chair Project ................................................................. 300 pts
- Final Project ................................................................. 200 pts
- Final Presentation ....................................................... 100 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.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>In Class: Intro to course expectations. Going over the syllabus. Introduce each other. Assignment 1 Panton color Due Wednesday 24th play cards project. Introduce the designer research 3 parts. Provide list of Architectural Paper &amp; Presentations.</td>
</tr>
<tr>
<td>Jan. 22</td>
<td></td>
<td>Assignment 1 Panton color Due Wednesday 24th play cards project.</td>
</tr>
<tr>
<td>Wed 24</td>
<td></td>
<td>Assignment 1 Panton color Due Wednesday 24th play cards project.</td>
</tr>
<tr>
<td>Week 2 Jan. 29th</td>
<td>Chapter 1 Interior Design Theory and Process/ Sully</td>
<td><strong>Before Class:</strong> Read Part One – Clarification Especially pages 21-24 &amp; 2; Definition of Terms pages 27-55. You have the book scanned and attached to D2L.</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jan 31</td>
<td></td>
<td>Wed. Lab: Discuss the basic elements and four groups. Read the entire chapter for depth. Bring to class – a computer, or digital device, lightweight cardboard, and glue and tape. The focus will be 2-D &amp; 3-D</td>
</tr>
</tbody>
</table>
| Week 3 Feb 5    | Chapter 1 Sully – Element 1: Environment      | **Before Class:** Read pages 30-31 / Be ready to discuss and find examples  
Class: Discuss: Responsive interiors; design inspired by the character of the existing building.  
Lab: Create & Find Intervened, Inserted, Installed.  
Designer research is due – part 1  
Wednesday Lab: With a partner find examples of the list provided on page 31. Autonomous interiors: Label a slide – give definition and show two examples workday with your partner to finish up assignment. Examples of Convert, Refit, Renovate, Remodel & Retrofit. Designer research is due – part 2  |
| 7th             |                                               |                                                                  |
| Week 4 Feb. 12  | Module 1.1 Chapter 1 Primary Elements/ Ching book | **Before Class:** Read In Ching book Primary Elements p. 3 through Planar Elements page 27  
Lecture: In Class: Chapter 1 PowerPoint.  
Mon. Lab: Lab 1.1 Formations / Ching Bring 30 straws to class and glue/foam board  
Homework: Read Chapter 1, Quiz 1 (Due by Sunday evenings at 11:59 p.m.)  
Designer research is due – part 3 |
|                 |                                               |                                                                  |
**Note:** Use the Sully book as an extensive resource for all future assignments and presentations. Great resource

NOTE: If you want to get your service hours out of the way, assist with Chairished Blessings at the Expo Center on the loop. Need volunteers Thursday and Friday, Feb. 9th & 10th to set up, then at the event Friday night Feb. 10th from 5-10 p.m.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Module 1.2</th>
<th><strong>Before Class:</strong> Bring a deck of cards and tape. Read Chapter 1 Planar Elements 20-30 &amp;</th>
</tr>
</thead>
</table>
| March 4 | Chapter 1 Planar Elements & Volumetric Chapter 2 Form / Ching | Chapter 2 in Ching Book – find similar chapter in Sully book.  
**In Class:** Lecture Ch. 2 – Ching book  
**Lab:** Lab 1.2 House of Cards- a study of planes and forms model. Upload model pictures  
**Wed. Lab:** Ch. 2 – pages 54-72 Chair Design review  
**Homework:** Read Chapter 2, Quiz 2 (Due by Sunday evenings at 11:59 p.m. Present and upload your models. |

| Week 5 | Module 2.1 | **Lecture/Lab Monday:** Present modules  
**Wed. Lab:** Work day to read Chapter 3. Day to work on Chair Design. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 19</td>
<td>Chapter 3 Form &amp; Space/ Ching</td>
<td></td>
</tr>
</tbody>
</table>
| Feb 21 | **Before Class:** Read Chapter 3 Lecture : Form & Space, Ching  
**Monday. Lab:**  
**Before Class:** Bring approx. 200 matches (heads removed with xacto knife or scissors), 1 piece of white posterboard, or museum board, straight edge, triangle, pencil and hot glue gun/glue to class.  
**Lab Monday**  
Lab 2.1 Matchstick Study. Using Pages 100-149 in Ching book.  
**Homework:** Read Chapter 3, Quiz 3 (Due by Sunday)  
**Wed. Lab:** Present and discuss/ and upload Discuss Architects Presentations – Due April |
<p>| Feb 26 | | |
| Feb 28 | | |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Module 2.2</th>
<th>Before Class: Read Chapter 3 pages 149-190 / bring left over matches, lightweight cardboard to class, to create planes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 4</td>
<td>Chapter 3</td>
<td>In Class: Lecture Ch. 3 continued.</td>
</tr>
<tr>
<td></td>
<td>Form &amp; Space Cont’d</td>
<td>Mon. Lab: Using matches and cardboard, glue and tape create models using 3 of the</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Before Class</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 6</td>
<td></td>
<td>Planes from 148- page to View Page 190 in Ching book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Wed. Lab</strong>: Present and discuss, take time to re-work then upload.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework</strong>: Read Chapter 4</td>
</tr>
<tr>
<td>Spring Break March 8-17th Week 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 8  
March 18 | Module 3.1        | **Before Class**: Bring Sketchbook / sketchbook paper and pens/pencils, Read Chapter 4 out of Ching book Organizations. |           |                           |                           |                   |
|            | Chapter 4 Organization | **In Class**: Lecture Ch. 4                                                                                 |           |                           |                           |                   |
|            |                   | **Mon. Lab**: Sketchbook Assignment & 3D Assignment: Bring deck of cards, White museum paper |           |                           |                           |                   |
|            |                   | **Wed. Lab**: Review/ present with a classmate and upload                      |           |                           |                           |                   |
|            |                   | **Homework**: Quiz 4                                                          |           |                           |                           |                   |
|            |                   | **Homework**: Read Chapter 5                                                  |           |                           |                           |                   |
| Week 9  
March 25 | Module 3.2        | **Before Class**: Bring cardboard boxes/cereal boxes, and computers. (keep extra items in your locker) |           |                           |                           |                   |
|            | Chapter 4 Organization | **In Class**: Lecture Ch. 5                                                                                 |           |                           |                           |                   |
|            |                   | **Mon. Lab**: Spaces Model – PPT                                              |           |                           |                           |                   |
|            |                   | **Wed. Lab**: Presentation                                                   |           |                           |                           |                   |
| Week 10  
April 1  | Module 4.1 & 4.2  | **Before Class**: Bring grid paper, pencils, trace paper, sharpener, straight edge and eraser to class. Read Chapter 5 Circulation in Ching book. |           |                           |                           |                   |
|            | Chapter 5 Organization | **In Class**: Lecture Ch. 5                                                                                 |           |                           |                           |                   |
|            |                   | **Tues. Lab**: Circulation studies                                            |           |                           |                           |                   |
|            |                   | **Thurs. Lab**: Discuss and Present/ upload                                  |           |                           |                           |                   |
|            |                   | Work time on Chairs.                                                         |           |                           |                           |                   |
|            |                   | **Homework**: Ch. 5 Quiz                                                     |           |                           |                           |                   |
| Week 11  
April 8 - 10 | Architectural Presentations | **Lecture**: Sully book Part 2 The body and Measurement – The Human Form Labs: Architectural Presentations |           |                           |                           |                   |
| Week 12  
April 15 & 17 | Module 5.1        | **Before Class**: Read Part 2 Sully pages 61-68 & Ching Chapter 6             |           |                           |                           |                   |
|            | Chapter 6         |                                                                               |           |                           |                           |                   |
Proportion and scale  
Sully : The Human Form

In Class: Lecture Ch. 6 – Human Scale & Proportion & Scale/ Furniture Project  
Mon. Lab: Groupwork Assignment on proportion, Anthropometry, Human Scale.  
Wed. Lab: Presentation on Chair Design  
Homework: Ch. 6 Quiz

| Week 13  | Designing a Tiny Home  |
| April 22th & 24th | Introduction to Final Module 6 |
| | Before Class: Bring modeling materials, sketchbook, trace, grid paper and additional drafting kit supplies. Will need all white or black foam board.  
| | In Class: Intro to Final  
| | Mon. Lab: 2D Conceptualization  
| | Wed. Lab: Start work on 3D |

| Week 14  | Tiny Homes  |
| April 29 & May 1 |  |
| | Homework: Work on Final/Work on Process  

| Week 15  | Wed, May 6 – 1-3 p.m. |
| Finals Week | Presentation from 1-3 of final Model and plans of Tiny Home |

**Required Text**  

**VII. Course Evaluations:**

The importance of completing the course evaluations is to improve faculty planning and instruction and course and program improvement to maintain CIDQ accreditation. This is an opportunity for you to express what the fault member can: start doing, stop doing, or continue doing in this course. This is not an opportunity to bash the instructor as this type of feedback is not helpful in improving course planning and instruction. The course evaluations are reviewed by the Director of the department and used when making decisions on faculty tenure, promotion, pay, and retention.

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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:**

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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/disabilitieservices/](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 and 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; 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**
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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**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.

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.
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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students 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](http://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](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.

**Mental Health**  
SFASU 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.

**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 Construction Management program when students are required to wear “dress professional.” This attire might be needed to present a project, to visit a CMGT company, attend career day, or to interview for an internship or job. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit and add one or two items to the wardrobe each semester. Other appropriate attire maybe business casual, men khaki pants and polo shirts. Women, slacks and polo. 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 faculty before a date change will occur.

Service Learning
Students are required to document 6 hours of service-learning hours that is preferred related to their major. The form is located in a module in bright-space. The six hours is for the entire semester and can be used in each course for the documented 60 points. Hours must be completed before the final exam week. You must fill out the form, have the service signed, document with a picture of the service and a small written summary of what you did, uploaded prior to final exam week to received the required points.

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.

**Course/Lab Supplies:**

- Laptop
- Deck of playing cards
- Approx. 200 matches (with tips removed)
- White poster board – 2 sheets
- White Museum board – 5 sheets
- (2-3) Cereal or other thin cardboard boxes
- (2) White foam core
- Foam core rabbet cutter (Foam Werks or Equal)
- Quick drying tacky glue (Aileen’s)
- Rubber cement
- Hot glue gun
- 206 drafting kit (scale, HB/2H leads, lead holders, lead pointer, etc.)
- Xacto knife and replacement blades
- Cutting mat (some in room; must be used when cutting on desks)
- Computer & memory stick for backup of word processing/access to cloud
- Scissors
- Sharpie dual tip (fine and medium)
- Micron pens
- Metal edge ruler for model building (length 18” with cork backing)
- Sketchbook Sheets (you may use one from a previous semester if there is room—approx. 20 clean pages). Size—optional. (used for brainstorming)