### Instructor:
Dr. Mitzi R. Perritt  
RID, IDEC

### Course Time:
2-4:30 MW

### Prerequisites:
None

### Office:
HMS South, Room 102C

### Course Location:
Room 105

### Office Hours:
M/W 9:30-12:00

### Phone:
Office (936) 468-2155  
HMS Office: (936) 468-4502

### Credits:
3 hours

### Email:
For course related issues, please use the e-mail feature in Desire2Learn in MyCourses

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### I. Course Description:
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.

### 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 child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

### Program Learning Outcomes
The student will demonstrate competence in his/her specific discipline using oral and written forms. (PLO 3: Assessment 1).

### Student Learning Outcomes
Course content and objectives satisfy specific components from the 2011 Professional Standards of the Council for Interior Design Accreditation (CIDA). Through completion of the course, the student will:

**Standard 2. Global Perspective for Design**
- c) understand how design needs may vary for different socio-economic populations.
- e) exposure to a variety of business, organizational, and familiar structures.

**Standard 3. Human Behavior**
- a) students understand that social and cultural norms may vary from their own and are
relevant to making appropriate design decisions.
b) apply theories of human behavior
c) apply ergonomic and anthropometric data

**Standard 4. Design Process**
a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
b) gather appropriate and necessary information and research findings to solve the problem (pre-design design investigation).
c) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.
e) opportunities to solve simple to complex design problems.
f) exposure to a range of design research and problem solving methods.
g) opportunities for innovation and creative thinking
h) opportunities to develop critical listening skills (write programs/ matrix/ verbal interpretation)

**Standard 5. Collaboration**
a) gain awareness of team work structures and dynamics.
c) engage in collaboration, consensus building, leadership, and team work.
d) interaction with multiple disciples representing a variety of points of view and perspectives.

**Standard 6. Communication**
a) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
b) express ideas clearly in oral and written communication.
c) use sketches as a design and communication tool (ideation drawings).
d) produce competent presentation drawings across a range of appropriate
f) integrate oral and visual material to present ideas clearly.

**Standard 8. History**
a) develop awareness of social, political and physical influences affecting historical changes in design of the built environment.
b) students understand movements and periods in interior design and furniture.
c) movements and traditions in architecture.
d) stylistic movements and periods of art.
e) students apply historical precedent to inform design solutions.

**Standard 9. Space and Form**
b) apply three-dimensional design solutions
c) students able to evaluate and communicate theories or concepts of spatial definition and organization.

**Standard 13. Interior Construction and Building Systems**
f) vertical circulation systems; examples include stairways and elevators.
g) students are able to read and interpret construction drawings and documents.

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, PLO. 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 architects 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](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 (may be announced or unannounced), project/presentation, and family letter.

Instructional strategies may include: lectures, class discussion, group participation, guest speakers, and videos.
Use of Technology may include: Desire 2 Learn, illuminate, internet assignments/activities/research, and word processing.

1. HMS 208 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, 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, assigned readings, assignment, and questions directly relevant to the course content. **Students should 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 predominately saved in the Word 2007 format or later versions. Students should make arrangements to secure the “patch” that will enable them to open these 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.
IV. Evaluation and Assessments (Grading):
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.

Note: The student must retake the course if a semester grade of less than a "C" is earned in either the lecture or lab.

HMS 208 & 208L SEMESTER SCORESHEET

<table>
<thead>
<tr>
<th>Lab</th>
<th></th>
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<tbody>
<tr>
<td>Part I. Architectural Research</td>
<td></td>
</tr>
<tr>
<td>Architect Presentations</td>
<td>(325 pts)</td>
</tr>
<tr>
<td>Written Paper on Architect</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>Theory Presentations</td>
<td>(25 pts)</td>
</tr>
<tr>
<td>Sketch Book</td>
<td>(100 pts)</td>
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<tr>
<td>Part II. Guest House Project</td>
<td>(250 pts)</td>
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<tr>
<td>Study Model</td>
<td>(50 pts)</td>
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<tr>
<td>Final Model</td>
<td>(100 pts)</td>
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<tr>
<td>Process Notebook</td>
<td>(50 pts)</td>
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<tr>
<td>Problem Statement (Class Handout)</td>
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<tr>
<td>Programming (Client Profile)</td>
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<tr>
<td>Research (Small Spaces)</td>
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<tr>
<td>Bubbles (5)</td>
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<tr>
<td>Interior Sketches</td>
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<tr>
<td>Preliminary Floor Plans</td>
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<tr>
<td>Final Floor Plan</td>
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<tr>
<td>Exterior Elevations</td>
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<tr>
<td>Presentation (In-Class Final Exam)</td>
<td>(50 pts)</td>
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<tr>
<td>Part III. Community Service</td>
<td></td>
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<tr>
<td>Lab Total</td>
<td>(835 pts)</td>
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<tr>
<td>SEMESTER TOTAL</td>
<td>(635 pts)</td>
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</tbody>
</table>
208 Oral Communication Assessment Form  
PLO 3, Assessment 1

Semester: _____________ Year: ______ Major: _____________________
Student: _____________________________________________________

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is poorly developed. Supporting details absent or vague. Trite ideas and/or unclear wording reflect lack of understanding of topic and audience.</td>
<td></td>
<td>Topic is evident with some supporting details; generally meets requirements of assignment.</td>
<td>Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way.</td>
<td></td>
<td>Speech demonstrates some grasp of organization, with a discernible theme and supporting details</td>
<td>Speech is clearly organized with effective introduction and conclusion. Each segment relates to the others according to a carefully planned framework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker appears unpracticed. Unnecessary pauses, filler words. Problems with voice control, eye contact, or posture. Incorrect or inappropriate language. Visuals/notes are not used as needed.</td>
<td></td>
<td>Speaker appears proficient with language, vocal and physical expression. Notes and visuals used as needed.</td>
<td>Speaker uses grammatically correct and appropriate language. Smooth, effective delivery. Good voice control, eye contact, and physical demeanor. Notes and visuals used to enhance the presentation.</td>
</tr>
</tbody>
</table>

Comments:  
Points:  

NOTE: Students must achieve at least a 3 in each area to demonstrate proficiency.

Adapted from Brenau University Oral Skills Assessment Form
### V. Tentative Schedule Overview (See Course Calendar for updates)

* Lecture Topics & Exams*

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction, Syllabus, Class Policies, Supplies, etc.</strong></td>
</tr>
<tr>
<td>W Jan. 20</td>
<td><em>Pick Teams for Architect Research Project</em></td>
</tr>
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<td></td>
<td><em>Select Architects</em></td>
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<td></td>
<td><em>Discuss Architect Research Paper Requirements</em></td>
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<tr>
<td>Week 2</td>
<td><strong>Essence of Design</strong></td>
</tr>
<tr>
<td>M Jan. 25</td>
<td><strong>Gestalt Theory</strong></td>
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<tr>
<td></td>
<td><strong>Ching Ch 4 (p. 84-91)</strong></td>
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<td></td>
<td><strong>APA Reading Grammar and Usage pg 77-84</strong></td>
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<tr>
<td>W Jan. 27</td>
<td><strong>Models</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sketching Exercises</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Exercise</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Reading Punctuation (pg 87-95)</strong></td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Meet with Librarian. Learn to Research Architect and Guest house Project</strong></td>
</tr>
<tr>
<td>M Feb. 01</td>
<td><strong>APA Exercise</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Reading Major Words in Titles and Headings pg 101</strong></td>
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<tr>
<td></td>
<td><strong>APA Reading Use of Abbreviations pg 106</strong></td>
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<tr>
<td></td>
<td><strong>APA Reading Explanation of Abbreviations pg 107</strong></td>
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<tr>
<td></td>
<td><strong>APA Reading Plagiarism pg 170</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Reading Self-Plagiarism pg 170</strong></td>
</tr>
<tr>
<td>W Feb. 03</td>
<td><strong>Quiz I. APA Exercise.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Review: <a href="http://www.greatbuildings.com">www.greatbuildings.com</a> on architects.</strong></td>
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<tr>
<td></td>
<td><strong>Lectures on Theories</strong></td>
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<tr>
<td></td>
<td><strong>APA Reading Direct Quotation of Sources pg 170</strong></td>
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<tr>
<td></td>
<td><strong>APA Reading Paraphrasing Material pg 171</strong></td>
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<tr>
<td></td>
<td><strong>APA Reading Citations Within Quotations pg 173</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Reading One Work by One Author pg 174</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Reading One Work by Multiple Authors pg 175</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Reading Periodicals pg 198</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APA Reading Books, Reference Books, and Book Chapters pg 202</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>APA Exercises completed.</strong></td>
</tr>
<tr>
<td>M Feb. 08</td>
<td><strong>Heading Outline on Architect due.</strong></td>
</tr>
<tr>
<td>W Feb. 10</td>
<td><strong>Design Theory Presentations</strong> (P Pt with definition and 3 pictorial examples of actual spaces/buildings that illustrate the theory, and small model)</td>
</tr>
<tr>
<td></td>
<td><strong>Sketching exercise</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Quiz</strong> (APA, Ching pg. 80-165, and Theory Presentations).**</td>
</tr>
<tr>
<td>M Feb. 15</td>
<td><strong>Reference List for Architect paper due.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sketching exercise</strong></td>
</tr>
<tr>
<td>W Feb. 17</td>
<td><strong>Theory Presentations:</strong> (166-225) / Drawing exercise / Programming Bring Space Planning Basics and Human Dimensions books. Discussion on anthropometrics.</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Finalize demographics of clientele.</strong></td>
</tr>
<tr>
<td>M Feb. 22</td>
<td><strong>Research on Small Spaces due.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sketching exercise.</strong></td>
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<tr>
<td>W Feb. 24</td>
<td><strong>Research on small kitchens or food prep areas and bathrooms presented in class.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Theory models due.</strong></td>
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<tr>
<td>Week 7</td>
<td><strong>Progress on theories.</strong></td>
</tr>
<tr>
<td>M Feb. 29</td>
<td><strong>Introduce Guest House project (client profile completed over Spring Break).</strong></td>
</tr>
<tr>
<td>W Mar. 02</td>
<td><strong>Discussion on small spaces. Research on small living areas / storage areas Consider materials. Re-visit sketches (can use hand or Sketchup). Sketching exercise. Initiate Guest House Project. Bring articles on small spaces/guest houses.</strong></td>
</tr>
</tbody>
</table>
Week 8  
M Mar. 07  
Mid- sketch book due. Work on model of Guest house project and sketches.

W Mar. 09 (Midterm)  
Architect Presentations. *(Presentation and paper must be uploaded into LiveText)*

Mar. 14-18  
Spring Break

Week 9  
M Mar. 21  
Begin Guest House project.

W Mar. 23  
Progress on space planning

Week 10  
M Mar. 28  
Easter Holiday.

W Mar. 30  
Quiz over Architect Presentations. Guest house development.

Week 11  
M Apr. 04  
10 interior and 10 exterior sketches with notes.

W Apr. 06  
Finalize Guest house floor plan. Introduce Study Model.

Week 12  
M Apr. 11  
10 interior sketches with notes and 10 elevation ideas. Final scaled drawing due.

W Apr. 13  
All must be approved by professor.

Week 13  
M Apr. 18  
Study Model due.

W Apr. 20  
Final Sketch book due. 50 % of final model due. Ck pt.

Week 14  
M Apr. 25  
Initiate Final Model.

W Apr. 27  
Review process booklet. Progress on Final Model.

Week 15  
M May 02  
Progress on Final Model. 80% of model due /ck pt.

W May 04  
Final Model due.

Week 16  
May 13 (Friday)  
Final Exam  
8:00-10:00 am

**VI. Readings**

**Required**

*Architecture: Form, Space, and Order*. 3rd ed. Francis D.K. Ching  
*Space Planning Basics*. 3rd ed. Mark Karlen  
*Human Dimensions & Interior Space*, Julius Panero & Martin Zelnik.

This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

You will submit your Architect Research Paper and PowerPoint Presentation to Livetext. Both are due in Livetext the same time they are due in class. You will receive a “0” for the paper and Power Point presentation if they are not submitted on time.

You are required to review [www.greatbuildings.com](http://www.greatbuildings.com) and be familiar with architects of the past and future. Architect Presentation is based on your selection of a architect whom you choose to research. You will be required to know philosophy, history, styles, architectural elements, and recognize spaces/buildings they have designed.
VII. Course Evaluations

Near the conclusion of each semester, students in the Department of Human Sciences electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including: 1) course and program improvement, planning, and accreditation; 2) Instruction evaluation; and 3) Decision-making for faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate. Please know that the College of Education faculty members are committed to excellence in teaching and continued improvement.

In the College of Education, the course evaluation process has been simplified and is completed electronically through My SFA. 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

Attendance:

Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Additional Interior Design/Merchandising Attendance Criteria:

Removal of absences recorded due to tardiness is the student’s responsibility. The student should speak with the professor at the end of the class period on the same day the absence may have been recorded prematurely.

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 semester; thereafter, a letter grade will be deducted from the semester grade for each additional unexcused 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, 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/disabilityservices.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:
(1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
(2) the falsification or invention of any information, including citations, on an assigned exercise; and/or
(3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty

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

Student Appeals

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

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
Additional Interior Design/Interior Merchandising Student Conduct Criteria:

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)
- Checking email or blogs (i.e., facebook, myspace) 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 be accepted within a one-week grace period following the initial due date of the assignment. Prior notice should be given to the professor when a late submittal is imminent. The late work will receive a penalty of one letter grade. Work will not be accepted beyond the one-week extension, 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:

- 25’ tape measure
- 11” x 17” grid paper
- Museum or Model Board
- White foam core
- Quick drying tacky glue or Elmer’s glue
- Roll of trash paper
- 206 drafting kit (scale, HB/2H leads, lead holders, lead pointer, etc.)
- Xacto knife
- Cutting matt (min. 10 x 14”)
- Computer memory stick
- Scissors
- Micron Ink Pens 01, 03, 05 sizes
- Sharpies – fine and medium points
- Metal edge ruler (min. length 18” with cork backing)