



National Kitchen & Bath Association
687 Willow Grove Street, Hackettstown, NJ 07840
(800) THE-NKBA
Fax: (908) 852-1695
<http://www.nkba.org>

FORM A. PART 1-SELF STUDY

The Educational Institution must provide a self-study report to include the following information:

Declaration Letter

This letter informs the NKBA of which program the educational institution is applying for: (a) NKBA Supported Program or (b) NKBA Accredited Program. States the name of the program applying for accreditation, the name of the certificate/degree that the curriculum culminates to and the amount of credits earned to complete the program. In the letter, the current status of the development of the kitchen & bath program is explained and the intent to complete the accreditation process is declared. The letter is signed by the coordinator.

See DECLARATION LETTER example to follow

Letter of support from the educational institutions:

1. President/Dean
2. Department Head/Chair
3. The NKBA Certified Faculty or Advisor
4. Marketing/Student Recruitment Department
5. Other interested parties

See SUPPPORT LETTER examples to follow (Minimum 2)

Background of Educational Institution

The history of when the establishment began, milestones that the college has accomplished, projected goals for the future.

Mission Statement

Published Goals, Objectives, Visions, Value Statements or Mantras of the educational institution

Background of the department that houses the kitchen/bath curriculum

Background of the Kitchen & Bath Design Program

Include all applicable categories: formation of the program, advisory committees, mission statement, objectives, vision statement, goals, kitchen and bath resources available to students, strengths, weaknesses, opportunities and threats to the new program. Provide marketing strategy developed for the program with support documentation of outreach.

(Form is available electronically and on the Toolkit CD)



**Indiana State
University**

More. From day one.

**College of Technology
Dean's Office**

Terre Haute, Indiana 47809
812-237-3166
Fax 812-237-3733
<http://web.indstate.edu/tech>

28 April 2010

Academic Relations Department
National Kitchen and Bath Association
687 Willow Grove Street
Hackettstown, NJ 07840

Dear Academic Relations Department:

Indiana State University is committed to the success of its Interior Design Program. As Dean for this area I am in full support of the application for recognition of the program by the National Kitchen & Bath Association. We have committed significant resources, faculty, and local NKBA support towards the Accreditation Site Visit.

I, as Dean, College of Technology, am aware that NKBA Accreditation requires a commitment from our school and faculty. I am aware of the annual requirements and have provided faculty the resources (time and money) to complete these requirements. Indiana State University is aware that coordinator's attendance at the Accredited Programs Meeting at the Kitchen & Bath Industry Show & Conference at least once every three years is mandatory.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Sims", written in a cursive style.

Dr. Bradford Sims
Dean, College of Technology



**Indiana State
University**

More. From day one.

*College of Technology,
Office of Associate Dean*

Terre Haute, Indiana 47809

812-237-2987

888-478-7003

Fax 812-237-2823

17 May 2010

Academic Relations Department
National Kitchen and Bath Association
687 Willow Grove Street
Hackettstown, NJ 07840

Dear Academic Relations Department:

Indiana State University is committed to the success of its Interior Design Program. As Associate Dean for the College of Technology I am in full support of the application for recognition of the program by the National Kitchen & Bath Association. We have committed significant resources, faculty, and local NKBA support towards the Accreditation Site Visit.

As Associate Dean, I am aware that NKBA Accreditation requires a commitment from our college and faculty. I am aware of the annual requirements and have provided faculty the resources (time and money) to complete these requirements. Indiana State University is aware that coordinator's attendance at the Accredited Programs Meeting at the Kitchen & Bath Industry Show & Conference at least once every three years is mandatory.

Sincerely,

A handwritten signature in cursive script that reads "Jeff McNabb".

Dr. Jeff McNabb, Associate Professor
College of Technology



May 7, 2010

Academic Relations Department
National Kitchen and Bath Association
687 Willow Grove Street
Hackettstown, NJ 079840

Dear Academic Relations Department:

I, Patricia Redenbarger, am committed to the success of its Interior Design Program at Indiana State University. I understand that the program requires that a NKBA Certified Advisor be available to develop curriculum, advice on competency development and assess the annual student work sent to NKBA. I meet the qualifications of NKBA Certification by holding the following appellations of CKD and will continue to uphold or advance this appellation.

Sincerely,


Patricia Redenbarger, CKD



**Indiana State
University**

More. From day one.

*Vice President for
Enrollment Management,
Marketing and Communications*

*Terre Haute, Indiana 47809
812-237-3560
Fax: 812-237-2291*

April 28, 2010

Academic Relations Department
National Kitchen and Bath Association
687 Willow Grove Street
Hackettstown, NJ 07840

Dear Academic Relations Department:

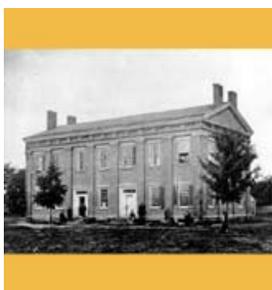
Indiana State University is committed to the success of its Interior Design Program. As vice president for Enrollment Management, Marketing and Communications, I give my full support for the recognition of this academic program by the National Kitchen & Bath Association.

I am aware that NKBA Accreditation requires a commitment from Indiana State University which my division is fully prepared to provide. I have also been made aware of specific annual requirements and support the University if providing our faculty with the resources necessary to complete these requirements. I support and understand the importance of the coordinator's attendance at the Accredited Programs Meeting at the Kitchen & Bath Industry Show & Conference on a regular basis.

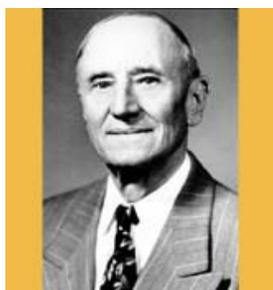
Sincerely,

A handwritten signature in black ink, appearing to read "John E. Beacon".

John E. Beacon
Vice President for Enrollment Management,
Marketing, and Communications



Indiana State Normal School
1865-1929



Indiana State Teachers College
1929-1961



Indiana State College
1961-1965



Indiana State University
1965-Present

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Last Modified January 05, 2010

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Indiana State University History

The growth and development of Indiana State University is the result of extraordinary events, people, and advancements in education. In a message from the president in William Lynch's book, History of Indiana State Teachers College, President Tirey states, "The abiding outcome of an educational institution is found in the thinking, the emotions, and the behavior of all of the people who have come within its influence, either directly or indirectly."

These factors are embedded into the history of the university. The physical campus nurtured and fed by those factors changed significantly from its inception. These pages reflect the exciting growth of a Normal School with high aspirations to today's Indiana State University. For more information on ISU's rich history please visit the University Archives.

The University

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Click on any of the following links for information:

- [History and Organizational Structure](#)
- [Mission Statement](#)
- [Setting](#)

History and Organizational Structure

Indiana State University was created on December 20, 1865, pursuant to an Indiana statute, and was originally known as the Indiana State Normal School. Its primary mission was to prepare teachers for the common schools of Indiana. Indiana State Normal School awarded its first baccalaureate degrees in 1908; master's degrees were granted in 1928; and the first doctor of philosophy degrees were awarded in 1968.

ISU is governed by a Board of Trustees composed of nine persons appointed by the Governor of the State of Indiana. Two of the nine are nominated for consideration by the Governor, by the Alumni Board of the University, and one of the nine, a student member, is appointed by the Governor from nominations submitted by the Student Government Association's Search and Screen Committee.

The University is administered by a president, who reports to the Board of Trustees as the University's chief executive officer. The campus is organized into four broad operations areas: academic affairs; business and finance; enrollment management, marketing, and communications; and student affairs. Each area is headed by a vice president who reports directly to the president.

ISU has six academic divisions, each headed by a dean who reports to the Provost and Vice President for Academic Affairs. The divisions include the Colleges of Arts and Sciences; Business; Education; Nursing, Health, and Human Services; and Technology; and the School of Graduate Studies.

ISU offers associate, baccalaureate, masters, specialist, and doctoral degrees. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, <http://www.ncahigherlearningcommission.org>, 312-263-0456. Academic programs across the colleges are accredited by more than 30 different agencies. In addition, the University holds institutional membership in at least ten major national associations.

The basic Carnegie classification for ISU is Doctoral/Research University. Institutions with this label offer a wide range of baccalaureate programs and are committed to graduate education through both masters and doctoral degrees.

Mission Statement

Indiana State University, a doctoral research university, combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

Value Statements

We value **high standards** for learning, teaching, and inquiry.

We provide a **well-rounded education** that integrates professional preparation and study in the arts and sciences with co-curricular involvement. [^ TOP](#)

We demonstrate **integrity** through honesty, civility, and fairness.

We embrace the **diversity** of individuals, ideas, and expressions

We foster **personal growth** within an environment in which every individual matters.

We uphold the **responsibility** of University citizenship.

Setting

[^ TOP](#)

The Indiana State University main campus adjoins the north side of Terre Haute's downtown business district and covers more than 190 acres in the heart of the city. Varsity soccer and baseball fields are located within a mile of the main campus along the Wabash River. Memorial Stadium, the site of NCAA Division IAA football games, is located on Wabash Avenue, two miles east of the main campus.

The field campus is an outdoor teaching, learning, and research area designed to accommodate educational programs and services. The campus is located on a scenic 93 acre plot of land approximately 18 miles east of Terre Haute in Brazil, Indiana and includes eight man-made lakes.

[^ TOP](#)

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Essay on History and Heritage

Written by J Thomas Brown

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From Normal School to University

The Beginning:

Indiana State University was created by House Bill 119 (December 20, 1865), in which the General Assembly of the State of Indiana established "a State Normal School, the object of which shall be the preparation of teachers for teaching in the common schools of Indiana." Tuition was to be free to residents of Indiana and admission to "the privileges of instruction in the Normal School" were conditioned upon requirements which included sixteen years of age for females, and eighteen for males; good health; and, satisfactory evidence of undoubted moral character.

The Board of the Normal School was authorized to advertise throughout the State of Indiana for donations of land, money, and buildings as a site for the new school. Terre Haute was the only community in the state to make such an offer of money and land. The State Normal School was constructed on donated ground, which is now the present day site of the Quadrangle. On January 6, 1870 the partially constructed and poorly equipped Indiana State Normal School building was opened to students. On this day, President William Jones greeted 23 students and a faculty comprised of three assistants. Later in the year the student body increased to 40 and three additional faculty were hired.

During the early years of operation, the majority of the students attending the Indiana State Normal School had only completed elementary school with perhaps a couple of years of high school. Very few were high school graduates. The Normal School and its course of instruction were characterized by strict discipline and classroom recitations requiring analysis of principles and an abundance of mental exercise. While this level of instruction would characterize the curriculum of the Normal School for decades, the institution met the requirements of its mission to the state of Indiana with remarkable success. By 1880, the State Superintendent of Public Instruction would note that wherever he went in the state, "I find that Normal graduates are doing the very best kind of work and I think that to their efforts is due in a large measure the rapid advancement which our schools have made during the past few years". Graduates of the Normal School would be teaching in public schools and sister normal institutions throughout the United States, and as far away as Argentina, Uruguay, Paraguay, and the Philippine Islands by the end of the century.

On April 8, 1888, the Indiana State Normal School was completely destroyed by fire. The event was described as "the most unfortunate single catastrophe that could happen to Terre Haute". Thanks to the resolve of President William Wood Parsons, students of the school missed only one day of classes. The City of Terre Haute rallied to support the school by providing temporary quarters in the community and appropriating money for the immediate rebuilding of the school. Instruction resumed in a new Normal School building built on the same site in the fall of 1888. In addition to this catastrophe, the Normal School weathered several crises and controversies during these formative years; facing such challenges as the resignation of one-half the faculty in a dispute with the Board of trustees in 1881, and the cancellation of the 1893 Commencement as the result of a student led protest by the Senior Class.

The late nineteenth century also witnessed the emergence to several student-oriented activities that survive to this day. In November of 1895 students produced the first issue of the Normal School Advance. Over the years this publication developed into a yearbook and newspaper format. In the 1920's the yearbook was named "The Sycamore" and the newspaper was named the "Indiana Statesman." During the winter term of 1893-1894 the students promoted intramural and intercollegiate athletic competitions for men and women by forming an Athletic Association. In 1896 the women of the Normal School formed the Women's League in order to enhance social and cultural functions. This league provided the foundation upon which the Greek sorority system developed.

MISSION STATEMENT

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

VISION STATEMENT

Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

VALUES

Indiana **I**ntegrity

We demonstrate integrity through honesty, civility, and fairness.

State **S**cholarship

We value high standards for learning, teaching and inquiry.

Transforming

We foster personal growth within an environment in which every individual matters.

Responsibility

We uphold the responsibility of university citizenship.

Education

We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.

Embrace Diversity

We embrace the diversity of individuals, ideas, and expressions.

Stewardship

We exercise stewardship of our global community.

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GOAL ONE: INCREASE ENROLLMENT AND STUDENT SUCCESS

Increase the number of students taking advantage of the educational opportunities at Indiana State, and assist all those attending to realize their educational goals.

BENCHMARK INDICATORS

By the year 2014, Indiana State University will:

- increase headcount enrollment to 12,000 students
- increase first-year retention to 74 percent, with the long-range goal being 80 percent
- increase four-year graduation rate to 26 percent, with the long-range goal being 30 percent
- increase six-year graduation rate to 46 percent, with the long-range goal being 55 percent
- increase transfer student headcount enrollment by 48 percent
- double transfer student headcount enrollment from Ivy Tech
- increase transfer student six-year graduation rate to 51 percent
- increase first-year retention rate for transfer students to 74 percent; and
- narrow the difference between the retention and graduation rates of all students and Pell Grant eligible, African-American, and 21st Century Scholar students by a minimum of 50 percent with the long-range goal being to equalize these rates

INITIATIVES

1. Develop a first-year student residential village
2. Further develop cooperative programs with Ivy Tech to provide multiple points of entry to ISU
3. Create a unified undergraduate student success program
4. Create Sycamore Express one-stop shops
5. Develop programs for the parents and families of students
6. Increase early outreach to students in region
7. Achieve greater impact on student success through residential life
8. Enhance graduate education at ISU
9. Enhance the gathering and use of information to advance ISU's strategic initiatives

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GOAL TWO: ADVANCE EXPERIENTIAL LEARNING

Advance experiential learning so all ISU students have a significant experiential learning experience within their major.

BENCHMARK INDICATORS

By the year 2014, Indiana State University will:

- increase the percentage of students who participate in internships, practicums, and field experiences before graduation to 100 percent;
- increase the percentage of degree programs with a required significant experiential learning component to 100 percent
- increase the participation in experiential learning each year, until 100 percent of ISU students engage in at least one significant field experience within their major before graduation; and
- increase six-year graduation rate to 46 percent, with the long-range goal being 55 percent
- more than double the percentage of students who participate in international (non-credit and for-credit) experiences before graduation.

INITIATIVES

1. Infuse experiential learning as a core component of all academic programs
2. Apply the science of learning to the learning of science
3. Coordinate and elevate leadership studies

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GOAL THREE: ENHANCE COMMUNITY ENGAGEMENT

Foster the engagement of students, faculty, and staff in the life of our communities and in pursuits improving their economic and social well-being.

BENCHMARK INDICATORS

Increase student participation in outreach activities each year, until, by 2014, 100 percent of ISU students have at least one community engagement experience before graduation;

Increase number of leadership positions, faculty and staff have in community, social, and economic development groups;

Increase amount of direct and indirect financial support provided by the University to community, social, cultural, and economic development groups;

Increase number of businesses served by ISU (e.g., Small Business Development Center, Innovation Alliance); and

Increase number of jobs created by the businesses in the incubator to 300 by 2014.

INITIATIVES

1. Create a coordinated community engagement program
2. Expand distance education offerings to meet the needs of students and to support economic development
3. Enhance the visibility of ISU in Indianapolis

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GOAL FOUR: STRENGTHEN AND LEVERAGE PROGRAMS OF DISTINCTION AND PROMISE

Strengthen and leverage the programs that have been designated programs of distinction or promise, to bring greater prominence to them and to the University as a whole.

BENCHMARK INDICATORS

By the year 2010, Indiana State University will:

- define the methodology and criteria for evaluating the effectiveness of programs of national and regional distinction or promise
- define an ongoing system to enable new programs of distinction and promise to be identified and supported; and
- develop strategic plans for programs currently identified as programs of distinction and promise

By the year 2014, Indiana State University will:

- increase resources provided to programs of distinction and promise
- complete an evaluation of all programs of distinction and promise based upon the criteria and methodology established by 2010; and
- document that 75 percent of programs of distinction and promise will be meeting or exceeding expectations defined by the criteria and methodology established by 2010

INITIATIVES

1. Strengthening Programs of Distinction and Promise
2. Create a Center for Rural Life

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GOAL FIVE: DIVERSIFY REVENUE THROUGH PHILANTHROPY, CONTRACTS, AND GRANTS

Expand and diversify revenue sources to enhance the University's ability to fulfill its teaching, research, and service mission.

BENCHMARK INDICATORS

By the year 2014, Indiana State University will:

- increase gross revenue from grants and contracts by 50 percent, adjusted for inflation;
- increase indirect cost recovery from grants and contracts by 50 percent;
- increase gross tuition and fee revenue by 34 percent by increasing enrollment and limiting increases in tuition to the Consumer Price Index (CPI) indexes;
- increase revenue transferred to the University from the Indiana State University Foundation by 50 percent, adjusted for inflation;
- increase non-institutional revenue generated for athletics to the average amount raised by Missouri Valley Conference teams;
- increase the number of donors who annually give to the ISU Foundation by 32 percent; and
- double the number of alumni who participate in alumni-related events.

INITIATIVES

1. Enhance grant and contract activity
2. Strengthen the engagement of alumni in the life of the University

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GOAL SIX: RECRUIT AND RETAIN GREAT FACULTY AND STAFF

Take measures to enhance the University's ability to recruit and retain great faculty and staff in order to realize its goals and fulfill its mission.

BENCHMARK INDICATORS

By the year 2014, Indiana State University will:

- make progress in hiring African-American faculty so that the gap between this group and their percentage of African-Americans in our student body is narrowed by 50 percent;
- make progress in recruiting more minorities and women in executive and professional staff positions; so that the gap in composition of these employee groups and the diversity of our student body is narrowed by 50 percent;
- increase the number of newly hired faculty achieving tenure to 80 percent;
- increase the six-year retention rate for staff to 60 percent;
- increase the compensation for our faculty and staff to the average of our statistical peer group; and
- complete the salary equity studies for faculty and staff and begin implementation in 2010.

INITIATIVES

1. Enhance the quality of life for faculty and staff
2. Enhance the development of faculty
3. Enhance the development of staff
4. Expand the diversity found in the composition of the faculty and staff at Indiana State University

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College of Technology

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Dean: Dr. W. Tad Foster
Associate Dean: Dr. Jeffrey G. McNabb
Dean's Office: Technology Annex Building, room 103
Associate Dean/Student Services: Myers Technology Center, room 101

The Indiana State University College of Technology includes the following departments: Aviation Technology; Electronics, Computer, and Mechanical Engineering Technology; Technology Management; and a detachment of Air Force ROTC. The college's programs focus primarily on the preparation of professionals desiring to become managers, process technologists, supervisors, instructors/trainers, pilots, and teachers in the areas of industry, education, business, and government. The technological segment of society provides exciting careers for persons who want to combine theory and application in their study. Students may pursue a bachelor's degree in any of the following: aviation administration, automation and control engineering technology, automotive technology management, career and technical education, computer engineering technology, construction management, electronics technology, human resource development for higher education and industry, manufacturing technology, mechanical engineering technology, packaging technology, professional aviation flight technology, technology education, and technology management. Students may complete an associate degree in the following areas: electronics and computer technology and general aviation flight technology.

Advanced Placement. Students who possess knowledge and skill in a particular technology may apply for advanced standing. This particularly applies to students with pilot certification and completion of the Project Lead the Way courses. Based on an evaluation, students may receive credit for beginning courses. Application for advanced placement should be made to the departmental chairperson.

Internship and Professional Practice Programs. All students in the College of Technology are encouraged to take advantage of career-related experience in industry (e.g. internships or cooperative education). Up to six semester hours of academic credit may be earned toward completion of the bachelor of science degree.

The DegreeLink Program. DegreeLink is a means for students to build upon an associate's degree and earn a bachelor's degree from ISU by taking classes at a distance or by enrolling at the Terre Haute campus. DegreeLink is an extended access, degree-completion program which enables students who have earned credit hours and an associate degree from accredited collegiate institutions to transfer credit hours, as a block or on a course-by-course basis, to ISU baccalaureate degree programs. The College of Technology offers numerous baccalaureate degree programs in this manner. (Refer to the DegreeLink Program description in this Catalog.)

Accreditation. The following programs are accredited through the Association of Technology, Management and Applied Engineering: Advanced Manufacturing Management, Automation and Control Engineering Technology, Automotive Technology Management, Electronics Technology, Packaging, Technology Management, and Electronics and Computer Technology (associate of science degree). The Construction Management Program is accredited through the American Council for Construction Education. The Technology/Engineering Education Program is accredited through the North Central Association for Teacher Education. All other programs go through regular, rigorous internal and external review.

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Faculty Spotlight



One of "The Technology Teacher", 2009 Leaders to Watch. Dr. Kara Harris is an assistant professor at Indiana State University where she coordinates the Technology and Engineering Education program in the Technology Management Department.

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MAKE A GIFT

MISSION STATEMENT

The College of Technology will provide exemplary undergraduate and graduate programs, generate solutions and knowledge through research, and serve the technology needs of the State, the nation, and the international community.

COT At A Glance:

Core Values

Dean's Message

Dean's list

Goals

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Senior Executive

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Faculty Spotlight



One of "The Technology Teacher", 2009 Leaders to Watch. Dr. Kara Harris is an assistant professor at Indiana State University where she coordinates the Technology and Engineering Education program in the Technology Management Department.

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Office of the Dean
College of Technology

MAKE A GIFT

GOALS

Be recognized as a global leader in the preparation of future professionals for careers in technology, teachers/trainers for industry and education.

Continue to increase participation of underrepresented groups in technology careers.

Develop critical thinking, problem solving, and communication skills through the use of practical experiences.

Provide the knowledge and skills to prepare people to create, understand, apply, manage, and evaluate technology ethically and responsibly.

Contribute to the areas of state economic development, technology transfer professional development and community service.

Extend partnerships with schools, businesses, industry, and other agencies through co-op programs, internships, research and development projects to expand access to higher education and better prepare our future workforce.

Evaluate, refine, and enhance all academic programs to assure a sound basis for lifelong learning and living in a multi-cultural and interdependent world

Maintain a concern for future developments; be known for innovativeness; and participate in the search and application of new technologies.

We hope you find our "new and improved" web page informative, useful, and easy to use (please let us know if you think we can improve it). Enjoy!!

COT At A Glance:

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Site created and maintained by: Karthik Sreenivasalu

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Faculty Spotlight



One of "The Technology Teacher", 2009 Leaders to Watch. Dr. Kara Harris is an assistant professor at Indiana State University where she coordinates the Technology and Engineering Education program in the Technology Management Department.

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Office of the Dean
College of Technology

MAKE A GIFT

CORE VALUES

The study of technology is an essential part of our cultural heritage and of a university education.

High quality, state-of-the-art programs and the embracing of future technologies are highly valued.

The College of Technology faculty value experiential instruction using modern laboratories to develop knowledge and skill.

The College of Technology is a student-centered academic unit (i.e., high quality teaching and advising as well as meeting individual needs of students is central for all). The College of Technology is dedicated to identifying, enhancing, and rewarding faculty and student excellence in scholarship (all forms) and service, and is committed to excellence, in general.

Based upon these core values, the College of Technology commits itself to fulfilling the mission and goals.

COT At A Glance:

[Core Values](#)[Dean's Message](#)[Dean's list](#)[Mission Statement](#)[Goals](#)[Newsletter](#)

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**DEPARTMENT OF THE BUILT ENVIRONMENT
INTERIOR DESIGN PROGRAM
28 APRIL 2010**

The Interior Design program will be relocating from the College of Arts and Sciences, Department of Family and Consumer Sciences to the College of Technology, in the newly developed Department of the Built Environment effective 01 July 2010.

BACKGROUND FOR INTERIOR DESIGN PROGRAM 18 May 2010

The Interior Design program will be reassigned from the College of Arts and Sciences, Department of Family and Consumer Sciences to the College of Technology, Department of the Built Environment in 01 July 2010.

Historically in 1963-65 at Indiana State University, Interior Design first appeared as several housing courses in the Department of Home Economics. In 1978, the Interior Design Program was granted provisional accreditation by FIDER. In 1980 full accreditation was granted. The ID Program was revisited in spring 1986, and the program was notified of revocation of FIDER accreditation. In 1990-91, the ID Program reapplied to FIDER but was not granted accreditation.

Since August 2000, the program has been endorsed and accredited (2009) by the National Kitchen and Bath Association (NKBA). Reaccreditation visit is taking place November 2009/10. In 2002, the National Association of Schools of Art and Design (NASAD) accredited the Art Department and for the first time, the Interior Design Program at ISU. In October 2004, the program was accredited by the Council for Interior Design Accreditation (CIDA). Reaccreditation visit takes place in the fall 2010.

Advisory Board Members:
Master list attached.

Philosophy, Mission, and Goals:
List attached

Kitchen and Bath Resources available to students:

All students in the program are required to purchase the Professional Resource Library (9 texts) in the FCS251 and FCS351 courses. Software 20/20 is available for all students but depending on the semester, NKBA requires that the NKBA bath and kitchen drawings be produced manually. The resource library has a collection of cabinet catalogues, past NKBA manuals, and numerous samples. Pat Redenbarger, CKD, hosts site visits by the sophomores and juniors as their kitchen designs proceed and generously provides access to samples and catalogues.

Strengths:

- Human factors (CIDA feedback)
- 3D design (CIDA feedback)

Weaknesses:

- Construction details (employer feedback)
- Self-motivation (internship feedback)

Opportunities:

- Marketing of NKBA aspect of the Interior Design Program
- Competitions – scholarships

Threats:

- Faculty stretched beyond capacity
- Reduced funding for marketing opportunities

Marketing Strategy:

- State, National, and International Competitions such as NKBA, IDEC, ASID, IIDA
- Senior Thesis Exhibit and Sophomore Review Exhibit
- Senior Portfolio review in Indianapolis
- Promotional or public relations events such as the campus majors fair, homecoming tent, community outreach (Habitat for Humanity)
- Brochure
- Web site
- Developing Face Book Page
- Co-operative effort with the Communications and Marketing group at ISU such as press releases promoting activities

The Interior Design Program Indiana State University

Philosophy

- to combine rigorous professional preparation with creative problem-solving to improve the quality of life through the built environment for individuals and communities

Mission

- to empower program graduates to become innovative, environmentally and socially conscious designers
- to be involved in the community and public engagement
- to focus on the world of design and all its complexity in relation to its effect on people as well as their social interactions and behavior

Goals

- to successfully receive re-accreditation by CIDA in 2010
- to successfully receive re-accreditation by NKBA in 2010
- to implement a selective admissions process by accepting a maximum of 30 students each year by 2011
- to gain recognition as one of the top five regional interior design programs according to Design Intelligence—by 2015
- to gain recognition by Design Intelligence as one of the top 20 national undergraduate interior design programs by 2020
- to change the degree awarded from the B.S. to the Bachelor of Interior Design (B.I.D.) by 2015
- to change the program from a 4-year to a 5-year program with a one year co-op experience by 2015
- to instill in the students a global perspective, and an awareness of diverse cultures, traditions, and worldviews
- to continue to academically prepare the students for the National Council for Interior Design Qualification (NCIDQ) exam
- to continue to academically prepare the students for the AKBD Certification
- to promote a sense of teamwork, tolerance, and humanitarian values among the students through appropriate design projects
- to achieve 100% LEED GA for students upon graduation
- to implement a liaison person between high schools and the program by 2015
- to continue to promote Study Abroad
- to retain the 95% job placement upon graduation

25 April 2010

Master List of Interior Design Professional Advisory Board Members

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sstetter@indstate.edu



National Kitchen & Bath Association
 687 Willow Grove Street, Hackettstown, NJ 07840
 (800) THE-NKBA Fax: (908) 852-1695
<http://www.nkba.org>

FORM A. PART 2 ACCREDITED PROGRAM ELIGIBILITY

Date of Application: 21 April 2010
 Name of Institution: Indiana State University
 Address: 318 North 6th Street, Terre Haute, IN 47809
 Phone: 812 237 3311 Fax: 812 237 3304 e-mail: m-sterling@indstate.edu
 Contact Person: Mary C. Sterling

Name of degree/certification program seeking accreditation and number of semester credit hours
 Bachelor of Science 124 credit hours

Please indicate how your college fulfills the requirement and list the documentation.

<i>Eligibility Requirements for Colleges</i>	<i>Yes</i>	<i>No</i>	<i>Source of Documentation</i>	<i>Catalog Page Number</i>
THE PROGRAM:				
Accreditation recognized by the U.S. DOE or a provincial ministry of education in Canada	√		North Central Association of Colleges and Secondary Schools (NCA)	Catalog on web site (see hard copies)
Can provide documentation of approved program seeking accreditation, related activities, policies and procedures	√		www.indstate.edu/interior	As above
Documentation that students complete a monitored internship with 160 hours in the kitchen and bath industry	√		FCS353 Internship	
Name and title of full time designated coordinator.	√		Undergraduate Catalogue www.indstate.edu/interior	
Provides syllabus for each course within the curriculum seeking NKBA Accreditation	√		Form B Part I	
Written plan to obtain NKBA certified faculty or advisor, or resume of the NKBA Certified Professional	√		Resume of NKBA Certified Professional, Pat Redenbarger	

(Form is available electronically and on the Toolkit CD)

Admission Requirements and Regulations

 Print this Page

Click on any of the following links for information:

- [Admission by Exception](#)
- [Additional Information for Transfer Students](#)
- [Admission Requirements—All Students](#)
- [Admission Requirements—Freshman](#)
- [Admission Requirements—International Students](#)
- [Admission Requirements—Transfer Students](#)
- [Application Procedures](#)
- [Continuing Student Taking Courses Outside ISU](#)
- [General Policy](#)
- [Non-Degree Students](#)
- [Readmission of Former Students](#)

General Policy

[^ TOP](#)

Indiana State University, in affirming its commitment to excellence, recognizes the value of a student population reflecting academic achievement, cultural diversity, and special talent. The University's admissions policies allow for the individual consideration of each applicant and help service a student population with these characteristics.

The primary criterion for admission is evidence that a candidate is prepared to succeed in a degree program. Admission standards are stated in terms of traditional school and college grading systems. For applicants whose records include either a high proportion of nontraditional grades, or a subject pattern which departs markedly from that normally associated with university study, additional evidence of academic potential in support of their applications, such as entrance examinations, interviews, and letters of recommendation, may be requested. The admission of applicants who are older than the traditional college age will be determined individually, with special attention given to employment experience and motivation.

Individuals may seek exceptions to any of the requirements below by petitioning the Admissions Committee to consider additional factors that may indicate college potential. A limited number of students may be admitted on condition that they agree to follow a prescribed course of study and advisement.

Application Procedures

[^ TOP](#)

To be considered for admission candidates must submit a completed admission application, a \$25 non-refundable application processing fee, and have official transcripts sent directly from all secondary and post-secondary institutions (see the *Required Transcripts* section) to the Office of Admissions. Applications may be submitted electronically or downloaded from the Web site and sent to the Office of Admissions. In addition, applications can be requested from the Office of Admissions or obtained from a school guidance counselor. Visit the University's Web site at <http://www.indstate.edu> and follow the links to the Office of Admissions page.

Admission to Academic Programs

Admission to the University does not guarantee admission to a given academic program or enrollment in specific courses. Applicants are asked to designate their intended major area of study on the application. **The academic divisions of the University which may have additional admission requirements will notify applicants of these standards.** See appropriate Catalog sections under academic departments and the professional colleges for further details regarding program admission criteria.

Application Closing Dates

Applications for freshman admission may be filed after the student has completed the junior year in high school. Transfer applicants may apply as early as one academic term in advance of their intended semester of enrollment.

*Fall Semester	June 1
**Spring Semester	December 1
First Summer Session	May 1
Second Summer Session	July 1

Early application is encouraged for scholarship consideration.

** No student may be admitted for the fall term after August 15. Applicants for fall semester, whose files are incomplete as of August 15, will not be allowed to enroll until the subsequent term.*

*** No student may be admitted for the spring term after December 15. Applicants for spring semester, whose files are incomplete as of December 15, will not be allowed to enroll until the subsequent term.*

Admission Requirements—All Students

[^ TOP](#)

Required Transcripts

Students must submit official transcripts from all institutions at which college course work has been attempted. Applicants for admission or readmission are required to disclose registration at any college or university and to submit official transcripts documenting that registration as a condition for admission or readmission. Failure to disclose attempted course work at other colleges or universities constitutes fraud upon the University.

Transfer students who have earned 24 or more transferable semester credits need not ordinarily submit a high school transcript. However, transfer students who have not completed foreign language study at their transfer institution, but did complete a minimum of two years of study of a single foreign language in high school (with a C average in all foreign language courses), should have their high school transcript sent to the Office of Admissions where the completion of the foreign language requirement will be recorded. To be official, all transcripts must be sent directly from the registrar's office of the schools previously attended to the Office of Admissions at Indiana State University. Electronic transcripts can be issued from Indiana secondary schools utilizing the Commission of Higher Education sponsored Docufide Program. All such documents must be received by the above closing dates to ensure consideration.

Test Scores

Freshman applicants under 21 years of age and transfers who have completed fewer than 24 transferable semester credits must submit scores for the SAT or the ACT. Test scores are used to obtain a measure of the individual's academic aptitude, to assist in academic advising, and to assure proper course placement.

Admission Requirements—Freshman

[^ TOP](#)

High School Curriculum

All Indiana high school graduates after 2001 must pass both the mathematics and English sections of ISTEP or receive an official waiver from their high school in order to gain admission to the University.

Indiana State University currently recommends the following high school course curriculum. Students who graduate from high school in 1998 or after are expected to complete the Indiana Core 40 curriculum (or equivalent for non-Indiana high school graduates) to qualify for unconditional admission. Indiana Core 40 includes the following:

1. Language Arts—eight credits in literature, composition, speech.
2. Mathematics—six to eight credits from: Algebra I and II, geometry, trigonometry, calculus.
3. Science—six credits in laboratory science divided as follows: two biology; two chemistry or physics; two advanced biology, chemistry, physics, or earth/space science.
4. Social Sciences—six credits as follows: two U.S. history; one U.S. government; one economics; one world history and/or geography; one additional course from above or other social studies areas.
5. Directed Electives—eight credits of additional courses in the above subject areas or courses in computer applications, fine arts, foreign languages, or a technical career area.
6. Physical Education—one credit (two semesters).
7. Health/Safety—one credit (one semester).
8. Electives—two to four more credits from any courses offered at the high school.

Academic Achievement

Freshmen candidates applying directly from high school are expected to complete a rigorous college preparatory curriculum (Core 40 curriculum for Indiana residents) and maintain a competitive grade point of 2.5 or higher on a 4.0 scale. (A limited number of students who do not meet these requirements may be admitted conditionally into the Academic Opportunity Program if they agree to participate in services offered through the Student Academic Services Center.)

Additional consideration will be given to standardized test scores, the rigor of the high school curriculum, grades earned in academic subjects, and other evidence of academic potential. Employment experience and motivation will be considered also for those who chose not to enter college immediately following high school.

Students completing GED diplomas are also given admission consideration based upon percentile rank, schooling completed, and additional standardized test scores.

New Student Orientation

Fall and spring semester freshman are required to attend the New Student Orientation Program held in June and early January of each year, respectively. Any freshman who fails to attend this program will not be allowed to register for classes before attending the "Fall Welcome" Program and completing a consultation with Student Financial Aid.

Admission Requirements—Transfer Students

[^ TOP](#)

Transfer applicants normally are eligible for admission if:

1. They have earned a cumulative grade point average of 2.0 (C average) in all college level studies and their high school records meet the freshman criteria listed above (NOTE: Applicants whose high school records do not satisfy freshman requirements may be considered for admission after earning at least 24 transferable semester credits from another regionally accredited collegiate institution); and
2. They are in good standing at their last accredited institution.

NOTE: Some programs require higher standards for admission. Students should consult the section of this Catalog that describes the academic program they wish to enter.

Additional Information for Transfer Students

[^ TOP](#)

Transfer of Credit Evaluation

The academic dean of the college of the student's intended major determines the transferability and applicability of transfer credits. Transfer credit will be re-evaluated if a transfer student changes his/her degree program.

Transferability

The following guidelines govern transfer of courses:

1. Only transfer credits earned in college-level courses (typically numbered 100 or higher) from a regionally accredited college or university will be assigned credit.
2. Only transfer courses in which a grade of C or higher was earned will be assigned credit; courses with a grade of C- or below will not be assigned credit.
3. A maximum of 94 transfer credits may be assigned toward a bachelor's degree; a maximum of 47 transfer credits may be assigned toward an associate's degree.

Transfer credits are assigned only for college-level courses.

Applicability

Application of transfer credits depends on the student's choice of degree program. Transfer credit will be re-evaluated if transfer students change their degree program. Transfer credit may be assigned as *course equivalency* or as *elective credit* as described below:

1. *Course equivalency* means that a transfer course is deemed equivalent to a specific Indiana State University course in the major, minor, or General Education Program by the appropriate department/academic unit. Some course equivalencies have been established through existing agreements between Indiana State University and other colleges and universities; other equivalencies will be determined on an individual basis. Visit the ISU on-line credit evaluation tool at <http://www.indstate.edu/transfer/tool/>
2. *Elective credit* is assigned for courses that meet transfer requirements, but for which no equivalency is determined. Elective credit is usually applied toward total earned credits and may also apply to the major, minor, or General Education Program. The decision to apply transfer elective credit in a program is made by the appropriate academic unit.

Students who have been offered admission and have submitted official transcripts from regionally accredited colleges or universities to the Indiana State University Office of Admissions should review their Degree Audit Report after enrolling at Indiana State to identify the status of each course and the total number of credits transferred to Indiana State University. After reviewing the Degree Audit Report, students may request a reconsideration of their transfer credit evaluation from the academic dean's office in the college of the student's intended major. Students access the Degree Audit Report through myisu.indstate.edu

Articulated Programs

Indiana State University has established articulation agreements with several colleges and universities that allow students to complete a *specific associate degree program* at another institution and receive up to 94 credits toward a *specific bachelors degree program* at Indiana State University. Each articulation agreement will stipulate the Indiana State University courses needed to complete the bachelors degree program and any requirements or guidelines that govern a particular agreement (for example, course and cumulative grade point requirements that differ from the University's general requirements). Students should review the articulation requirements presented by the appropriate Indiana State University college or by their chosen program at the institution from which they intend to transfer.

The Office of Degree Audit and Transfer maintains current listings of articulated programs and course equivalencies between Indiana State University and other colleges and universities. Interested students should consult the Web site: <http://web.indstate.edu/transfer/>

The DegreeLink Program

Students who have earned articulated associate of science (A.S.) degrees, associate of applied science (A.A.S.) degrees, or have accumulated credits from accredited collegiate institutions may be eligible to enroll in DegreeLink programs on the Indiana State University campus or through Distance Education. (See the DegreeLink Program description in this Catalog) or visit the DegreeLink Web site at <http://www.indstate.edu/degreeLink>

Admission by Exception

[^ TOP](#)

Applicants whose academic records do not satisfy the requirements listed above may petition the Office of Admissions for special consideration. The petition provides an opportunity for students to describe factors, which may have led to inadequate academic achievement, and their educational goals and motivation. Applicants admitted by exception are placed on academic probation during their first semester of enrollment. If they are unable to achieve at least a 2.0 grade point average during their first semester at Indiana State University, they will be subject to academic dismissal (the minimum grade point average required of students on probation differs by number of earned credits; see *Retention Standards* elsewhere in this Catalog).

Undergraduate Admission Requirements—International Students

[^ TOP](#)

Because of the variety of educational systems throughout the world, there are broad admission requirements for international students. An evaluation is made of all credentials associated with the academic qualifications and intended field of study of the applicants.

International applicants are expected to demonstrate evidence of academic potential. In addition to evidence of academic potential, international students must demonstrate financial responsibility and English language proficiency. The Test of English as a Foreign Language (TOEFL), taken at a national or international test site, is normally required as an indication of proficiency. Students may also be admitted with residual TOEFL scores (through TOEFL testing on campus), or without TOEFL scores if they are able to demonstrate proficiency in English through other means, such as course work completed in an accredited American institution, or by completing the Interlink ESL Program available at the Indiana State University campus.

International students should apply early to be assured of timely completion of the admission process. They should contact the United States Consulate concerning the time required to process the education visa, and wait for official notice of admission before traveling to the United States for attendance at Indiana State University. Once admission has been granted and an I-20 visa issued, it is the responsibility of the applicant to make all the necessary arrangements for entrance into the United States and for residence in the State of Indiana throughout the duration of study at the University.

Requirements for Undergraduate Admissions

A complete application file contains the following:

1. The completed application
2. Application fee (U.S. \$25 for undergraduate)
3. Affidavit of Financial Support
4. Original current bank statement
5. An official TOEFL report from Educational Testing Service
6. Credential evaluation of official transcripts. Visit www.indstate.edu/admissions for more information

Requirement for Admissions—Freshmen

1. Official transcripts of academic records.
2. Freshmen applicants must meet the graduation requirements in their home country for admission into the University. If this includes a qualifying examination, then this must be presented for consideration.
3. Certified secondary school records are to be submitted to the Office of Admissions along with a certified English translation of the records.
4. Freshmen applicants must have evidence of completion of an academic program similar to the college preparatory or Indiana Core 40 requirements including language, literature, science, social sciences, and mathematics.
5. Freshman applicants must submit a TOEFL report.
6. Proof of financial support.

Requirement for Admissions—Transfers

Transfer applicants must have:

1. A total of 24 transferable credits.
2. A 2.0 grade point average with the exception of the College of Education (2.5) and College of Business (2.25).
3. Good standing at their last or current institution.
4. Certified international records submitted to the Office of Admissions along with a certified English translation of the records.
5. Submit a TOEFL report.
6. Proof of financial support.

Requirement for Admissions—Special Conditions

1. The International English Language Testing System will be accepted in place of the TOEFL report.
2. Permanent residents who attended secondary school or college outside the United States must send their records to the Office of Admissions along with a certified English translation of the records.
3. Freshman students who have attended United States high schools for two or more years may submit SAT/ACT or TOEFL.
4. Transfer students with more than 24 credits at United States colleges must send their records to Indiana State

University.

TOEFL

An official report of the TOEFL score from Educational Testing Services must be received by the Office of Admissions. Applicants from English-speaking nations whose first language is not English are required to submit the appropriate TOEFL score. Applicants must have a minimum of:

- Internet based test score of 61
- Computer based test score of 173
- Paper-based test score of 500

Business majors must submit a minimum of:

- Internet based test score of 80
- Computer based test score of 213
- Paper-based test score of 550

Intensive language training is available through the Interlink Language Center if TOEFL scores listed above are not met.

Financial Support

1. Applicants need to show financial support to cover educational expenses before admission is granted and the I-20 is issued.
2. I-20 verification is issued by the International Affairs Center.
3. All applicants should supply an affidavit of financial Support **and** original bank statement with current information.
4. Government sponsored applicants must provide an official or certified copy of the award, specifying validity for Indiana State University, listing the expenses and fees covered by the award, beginning and ending dates of study covered, the level/field of study, and the length of the award. The address for billing must also be included.
5. Those applicants who are academically eligible yet fail to prove adequate financial documentation will receive a letter explaining that admission is delayed until the University can be assured of the student's financial support. Some applicants may be requested to deposit funds in an account with the Indiana State University Office of the Controller prior to admission.

Transfer of Credit for International Students

International students may request to transfer credits from a foreign or an American accredited collegiate institution. International student transcripts are reviewed by the International Affairs Center. The academic dean of the college of the student's intended major determines the transferability and applicability of transfer credits. Transfer credit will be re-evaluated if transfer students change their degree program. Transfer credits are restricted to college-level courses from institutions accredited by the ministry of higher education in the home country and must meet a minimum standard grade deemed equivalent to a C or higher in the United States higher education system.

The total number of credits which may be applied from a foreign university is assessed in terms of the level of accreditation granted to the institution by the ministry of higher education in the country of origin. The total number of credits that may be applied to an Indiana State University baccalaureate degree cannot exceed 94.

Students transferring from institutions of higher education abroad with which Indiana State University has developed program articulations will receive transfer credit in accordance with the provisions of the articulated program agreement.

Readmission of Former Students

[^ TOP](#)

Former Indiana State University students who have interrupted their studies for more than two calendar years must apply for readmission through the Office of Admissions. Applicants for readmission are required to disclose registration at any college or university and to submit official transcripts documenting that registration as a condition for readmission. Failure to disclose attempted course work at other colleges or universities constitutes fraud upon the University.

Unconditional Readmission. Students who have maintained at least a 2.0 cumulative grade point average at the other institutions and left Indiana State University in good academic standing are eligible for unconditional readmission.

Readmission on Probation. Applications from students who were academically dismissed from Indiana State University will be reviewed in the Office of Admissions and by the academic dean of the college of the student's intended major. Former degree-seeking students cannot enroll as non-degree students if they are on academic probation or have been academically dismissed. No student may be readmitted if academically dismissed three times. Applications from students who left ISU in good standing, but experienced academic difficulty at a different institution will also be reviewed by the academic dean of the college of the student's intended major. Students readmitted on academic probation are expected to earn the required minimum grade point average in their first return term or are subject to academic dismissal.

Academic Renewal

Indiana State University provides Academic Renewal as an option to returning student applicants who have been out of school for

a significant period of time and whose previous academic performance is not indicative of the academic work of which they are now capable. Academic Renewal recognizes that such students are often hampered by a previous, low grade point average, and it offers them the opportunity to use only those classes, taken after readmission, in the computation of their Indiana State University grade point average. The following conditions apply:

1. Five or more years must have passed between the student's previous ISU enrollment and the current term of readmission and the student must not have earned a degree from ISU;
2. Academic Renewal is granted only after completion of a minimum of 12 credits with a grade point average of 2.0 or higher;
3. Academic Renewal can occur only once, and it is irreversible.
4. Students' Indiana State University transcripts will indicate that Academic Renewal has been granted. All courses and grades will remain on the transcript.
5. If Academic Renewal is granted, students' cumulative grade point average will be computed from courses taken since readmission. (To determine graduation with honors, however, classes before readmission will still be included in grade point average calculation.)
6. All academic requirements in place at the time of readmission must be met.
7. Students' academic dean will review students' previous Indiana State University transcripts and determine the applicability of Indiana State University courses that carry a grade of C or higher to the current degree program. These credits will count toward the students' total earned credits but will not be calculated in students' grade point average.
8. Students must complete at least 30 credits of Indiana State University course work after readmission to earn a degree.

To apply for Academic Renewal, students should consult their academic dean.

Continuing Student Taking Courses Outside ISU

[^ TOP](#)

Continuing students who attempt additional course work at colleges or universities other than Indiana State are required to promptly submit official transcripts documenting those attempts. Failure to disclose attempted course work at other colleges or universities constitutes fraud upon the University.

Non-Degree Students

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The University welcomes those who wish to enroll without intending to pursue a degree program at ISU. While such individuals are expected to satisfy admission requirements, they are not ordinarily asked to provide academic credentials from high school or previous colleges.

Non-degree students must complete applications for non-degree study in the Office of Admissions before the beginning of each term of their intended enrollment. Non-degree students may complete registration on-line. Registration is determined upon a space available basis. The Office of Admissions may require high school or college transcripts from individuals who repeatedly enroll as non-degree students if continued enrollment suggests the pursuit of a degree program. Students are limited to no more than six semester credits for any given term while in non-degree status. Non-degree students are not eligible for federal financial aid consideration.

High School-University Agreement. Indiana State University provides qualified high school students an opportunity for advanced study and university credit in courses not available at their secondary schools. This opportunity is primarily for outstanding high school juniors and seniors who have exhausted courses available to them in high school.

Credits earned in non-degree status may later be applied to a degree program, but the University cannot guarantee their applicability until such students have been admitted to the University. Consequently, persons wishing to pursue degree programs as part-time students must complete a regular admission application and submit official transcripts from schools and colleges previously attended.

Non-Credit Courses

Persons who wish to enroll in a non-credit course should apply through the Office of Continuing Education.

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College of Technology

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Dean: Dr. W. Tad Foster
Associate Dean: Dr. Jeffrey G. McNabb
Dean's Office: Technology Annex Building, room 103
Associate Dean/Student Services: Myers Technology Center, room 101

The Indiana State University College of Technology includes the following departments: Aviation Technology; Electronics, Computer, and Mechanical Engineering Technology; Technology Management; and a detachment of Air Force ROTC. The college's programs focus primarily on the preparation of professionals desiring to become managers, process technologists, supervisors, instructors/trainers, pilots, and teachers in the areas of industry, education, business, and government. The technological segment of society provides exciting careers for persons who want to combine theory and application in their study. Students may pursue a bachelor's degree in any of the following: aviation administration, automation and control engineering technology, automotive technology management, career and technical education, computer engineering technology, construction management, electronics technology, human resource development for higher education and industry, manufacturing technology, mechanical engineering technology, packaging technology, professional aviation flight technology, technology education, and technology management. Students may complete an associate degree in the following areas: electronics and computer technology and general aviation flight technology.

Advanced Placement. Students who possess knowledge and skill in a particular technology may apply for advanced standing. This particularly applies to students with pilot certification and completion of the Project Lead the Way courses. Based on an evaluation, students may receive credit for beginning courses. Application for advanced placement should be made to the departmental chairperson.

Internship and Professional Practice Programs. All students in the College of Technology are encouraged to take advantage of career-related experience in industry (e.g. internships or cooperative education). Up to six semester hours of academic credit may be earned toward completion of the bachelor of science degree.

The DegreeLink Program. DegreeLink is a means for students to build upon an associate's degree and earn a bachelor's degree from ISU by taking classes at a distance or by enrolling at the Terre Haute campus. DegreeLink is an extended access, degree-completion program which enables students who have earned credit hours and an associate degree from accredited collegiate institutions to transfer credit hours, as a block or on a course-by-course basis, to ISU baccalaureate degree programs. The College of Technology offers numerous baccalaureate degree programs in this manner. (Refer to the DegreeLink Program description in this Catalog.)

Accreditation. The following programs are accredited through the Association of Technology, Management and Applied Engineering: Advanced Manufacturing Management, Automation and Control Engineering Technology, Automotive Technology Management, Electronics Technology, Packaging, Technology Management, and Electronics and Computer Technology (associate of science degree). The Construction Management Program is accredited through the American Council for Construction Education. The Technology/Engineering Education Program is accredited through the North Central Association for Teacher Education. All other programs go through regular, rigorous internal and external review.

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Family and Consumer Sciences

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Chairperson: Dr. Frederica L. Kramer
Department Office: Family and Consumer Sciences Building, room 112
Web site: <http://indstate.edu/fcs>
E-mail: fkramer@isugw.indstate.edu

The Department of Family and Consumer Sciences prepares students for professional careers in a variety of family and consumer sciences areas. Course work in the department emphasizes critical thinking and problem solving, and teaches students how to influence the psychosocial, physical, and economic well-being of individuals and families in a changing global community. All majors offer experiential learning through internships and clinical experiences. All programs are accredited by the American Association of Family and Consumer Sciences. Additional accreditations are located under each academic degree program.

In support of the liberal arts and sciences mission of the college and Indiana State University, the Department of Family and Consumer Sciences also participates in the General Education Program, Women's Studies Program, and the American Humanics Certificate Program.

ACADEMIC PROGRAMS

Degree Programs

Majors in the Department of Family and Consumer Sciences may earn a bachelor of science degree. Candidates for the bachelor of science degree must successfully complete the University requirement of a minimum of 124 credit hours, including General Education course work, as well as specific requirements for the departmental major.

Opportunities for specialization in the Department of Family and Consumer Sciences include the following:

Family and Consumer Sciences Education: The Family and Consumer Sciences Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), Indiana Department of Education, Division of Professional Standards, and the North Central Association for Schools and Colleges (NCA). Completion of this major qualifies students to teach family and consumer sciences at the middle, junior high, and high school levels, as well as in non-school settings such as the Cooperative Extension Service, community and family service agencies, government agencies, and wellness programs. In addition, students are qualified to teach and coordinate programs that prepare high school students to enter the workforce in family and consumer sciences-related occupations.

General Family and Consumer Sciences: This major often serves as an addition to majors in communication, social work, nursing, or health and human performance. Course requirements for this major are drawn from all the family and consumer sciences areas. The flexibility available in the selection of electives allows students to achieve depth in one area by careful selection of courses.

Human Development and Family Studies: Students in this program acquire a thorough understanding of lifespan development and family functioning. The classes explore means of dealing with real life problems faced by children and families throughout the lifespan. Field experience in a center or agency is required. Graduates may find employment in Headstart, social service agencies, family crisis centers, extension services, parent education programs, senior citizen centers, foster care, runaway centers, hospitals, adoption agencies, and family planning organizations.

Food and Nutrition: Option A, the Coordinated Program in Dietetics, is accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. Graduates are eligible to take the national examination to earn registered dietitian (RD) credentials, and are qualified for entry-level dietetics positions in acute care facilities, long-term care facilities, community agencies, and food services. Option B, food service management, prepares students for managerial positions in food services. The food and nutrition minor is appropriate for students majoring in the sciences, physical education, health-related professions, or business.

Interior Design: The Interior Design Program is accredited by the Council for Interior Design Accreditation (CIDA) (2004-2010), National Association of Schools of Art and Design (2000-2010), and the National Kitchen and Bath Association (2000-2009). This major provides academic preparation for the professional interior designer, which is the first component in the process of formal education and work experience needed for satisfactory completion of the National Council for Interior Design Qualification Examination. Interior designers commonly find employment with architectural and design firms, historic preservation organizations, museums/galleries, manufacturers, retailers, and other corporations. Students with specialized skills are eligible for employment as CAD specialists, ADA compliance consultants, design journalists, or product designers.

Textiles, Apparel, and Merchandising: The Textiles, Apparel, and Merchandising Program concentrates on preparing students for careers in apparel merchandising. This major is the entry to a career in retailing, one of the fastest growing fields in the United States, and offers the chance to work in an ever-changing and challenging profession. Retailing requires a keen interest in merchandise and an understanding of the world of fashion, as well as business and organizational skills. The program offers students opportunities to learn about functions of retailing, cultural aspects of clothing, analysis of ready-to-wear quality, textiles, history of costume, trends in retailing, global marketing, and principles of design. Careers in apparel merchandising may include assistant buyer or retail buyer; retail management; showroom sales or sales representative; advertising, journalism, or

photography as these relate to the apparel industry; visual merchandiser; special events coordinator; fashion promotion; or personal shopper.

Departmental Opportunities

Advising is an important part of family and consumer sciences programs, and majors and minors are encouraged to maintain regular contact with their advisors and to work with their advisors prior to registration each semester. Students who do so are more likely to meet their goals and achieve academic success. Students can find their assigned advisors by consulting the College of Arts and Sciences, the department, or their DARS.

Most classes in the department are housed in the Family and Consumer Sciences Building, which also contains specialized laboratories for foods and nutrition, apparel and textiles, and a discipline specific studio for interior design. All faculty offices are also located in the building.

Student professional organizations include the Preprofessional/Graduate Student section of the Indiana Association of Family and Consumer Sciences and the Alpha Phi Chapter of Phi Upsilon Omicron, a national honor society in family and consumer sciences. Interior design majors may become members of Interior Designers Embrace Amplification composed of student chapters of the American Society of Interior Designers, the International Interior Design Association, and the National Kitchen and Bath Association. The Food and Nutrition Student Organization is open to majors and minors in the food and nutrition area, as well as other students interested in nutrition issues. Textiles, apparel, and merchandising majors and minors may join the Fashion Merchandising Association.

TEACHING CURRICULA

Students pursuing a teaching degree should be thoroughly familiar with the requirements for admission to the Teacher Education Program and the teaching curriculum. Refer to the College of Education and the Department of Curriculum, Instruction, and Media Technology sections in this Catalog. The Family and Consumer Sciences Education Program is accredited by the National Council for the Accreditation of Teacher Education, Indiana Department of Education, Division of Professional Standards, and the North Central Association for Schools and Colleges. A student who desires licensure as a family and consumer sciences teacher should contact the Department of Family and Consumer Sciences during the first semester in his or her educational career at Indiana State University. At that time an advisor will be appointed to furnish assistance throughout the student's undergraduate career. Once in the Teacher Education Program, the student will be pursuing a bachelor's degree from Indiana State University and licensure as a teacher of family and consumer sciences. When selecting General Education courses, students are urged to consider post-baccalaureate plans.

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Interior Design Major

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(69 semester hours)

Students must complete the following core curriculum in interior design by the end of the sophomore year: Family and Consumer Sciences 150, 151, 152, and Art 102 (or pre-approved equivalent course work from another college or program). Students are admitted into the interior design studio upon submission and approval of a portfolio of visual projects and academic work. Interior design faculty members consider both of these in determining admission; students entering the interior design studio will have earned an average GPA of 2.5 or higher in the core interior design courses and have demonstrated creative and technical ability in visual projects. Students participate in a supervised internship in the summer.

(FCS) Core Curriculum:

A 7-hour core of courses is required for all majors and some minors in the Department of Family and Consumer Sciences. The core courses promote the understanding of the integrative nature of the family and consumer sciences profession with its focus on the interrelationships among individuals, families, consumers, and communities. Students apply this understanding to the study of their areas of specialization.

Note: For several departmental curricular patterns, general education requirements in the biological and physical sciences, the social sciences, or art are specified. These courses present theoretical concepts that are developed further in courses in the Department of Family and Consumer Sciences.

Required Family and Consumer Sciences Core (7 hours):

- [FCS 107 - Contemporary and Historic Perspectives](#) 1 credits
- [FCS 109 - Human Systems in Family and Consumer Sciences](#) 3 credits
- [FCS 410 - Family and Consumer Sciences Capstone Seminar](#) 3 credits
This course satisfies the General Education capstone course requirement.

Required Courses:

- [ARTS 102 - Fundamentals of Two-Dimensional Design and Color](#) 3 credits
- [FCS 150 - Introduction to Interior Design](#) 2 credits
- [FCS 151 - Design Fundamentals](#) 3 credits
- [FCS 152 - Interior Design Graphics I](#) 3 credits
- [FCS 217 - Textiles I](#) 3 credits
- [FCS 250 - Materials and Finishes of Interior Design](#) 3 credits
- [FCS 251 - Interior Design Studio I](#) 3 credits
- [FCS 252 - Interior Design Graphics II](#) 3 credits
- [FCS 260 - Interior Construction and Detailing](#) 3 credits
- [FCS 351 - Interior Design Studio II](#) 3 credits
- [FCS 352 - Interior Design Studio III](#) 3 credits
- [FCS 353 - Internship](#) 3 credits
- [FCS 354 - Traditional Interiors](#) 3 credits
- [FCS 355 - Interior Lighting and Color Theory](#) 3 credits
- [FCS 451 - Interior Design Studio IV](#) 3 credits
- [FCS 452 - Interior Design Studio V](#) 3 credits
- [FCS 454 - Contemporary Interiors and Furniture](#) 3 credits
- [FCS 455 - American Interiors and Furniture](#) 3 credits
- [FCS 458 - Professional Practices and Procedures](#) 3 credits
- [MET 299 - CAD Fundamentals](#) 3 credits

Required General Education Course:

Choose one from the following:

- [ARTH 271 - Survey of Art History I](#) 3 credits
 - [ARTH 272 - Survey of Art History II](#) 3 credits
-



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Interior Design Major

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(69 semester hours)

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A 7-hour core of courses is required for all majors and some minors in the Department of Family and Consumer Sciences. The core courses promote the understanding of the integrative nature of the family and consumer sciences profession with its focus on the interrelationships among individuals, families, consumers, and communities. Students apply this understanding to the study of their areas of specialization.

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- [FCS 109 - Human Systems in Family and Consumer Sciences](#) 3 credits
- [FCS 410 - Family and Consumer Sciences Capstone Seminar](#) 3 credits
This course satisfies the General Education capstone course requirement.

Required Courses:

- [ARTS 102 - Fundamentals of Two-Dimensional Design and Color](#)

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ARTS 102 - Fundamentals of Two-Dimensional Design and Color

3 credits

Description

Lecture/laboratory. Fundamentals and theory of two-dimensional design and color. Exploration of a variety of art-media, including the computer.

Note

Two studio contact hours are required for every credit hour.

- [FCS 150 - Introduction to Interior Design](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 150 - Introduction to Interior Design

2 credits

Description

A survey of the interior design profession and related topics in the field. Readings, visuals, and discussions will give an overview of the designer's involvement in society.

- [FCS 151 - Design Fundamentals](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 151 - Design Fundamentals

3 credits

Description

Exploring depth, space, and mass, with specialized problems in three-dimensional design as related to interiors.

- [FCS 152 - Interior Design Graphics I](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 152 - Interior Design Graphics I

3 credits

Description

Studio introduction and development of technical drawing skills as a means of graphic communication.

- [FCS 217 - Textiles I](#) 3 credits
- [FCS 250 - Materials and Finishes of Interior Design](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 250 - Materials and Finishes of Interior Design

3 credits

Description

Survey of interior components. Emphasis on function, installation, care, and maintenance. Design projects will support and emphasize discussion material.

- [FCS 251 - Interior Design Studio I](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 251 - Interior Design Studio I

3 credits

Description

Introduction and development of the design process through the exploration of abstract and realistic problem solving applications. Design solutions are presented through the development of two and three dimensional presentation techniques.

- [FCS 252 - Interior Design Graphics II](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 252 - Interior Design Graphics II

3 credits

Description

Studio introduction and development of visual presentation techniques —perspectives, color rendering, and advanced drafting methods.

Prerequisites

FCS 152

- [FCS 260 - Interior Construction and Detailing](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 260 - Interior Construction and Detailing

3 credits

Description

Lecture and studio. Construction systems and methods applied in working and detail drawings. Discussion of liability, fire safety, and environmental concerns. Custom design, product evaluation, cost estimating, and specification writing projects with CAD applications.

Prerequisites

FCS 152

- [FCS 351 - Interior Design Studio II](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 351 - Interior Design Studio II

3 credits

Description

Schematic development and application of problem-solving processes to small-scale living and working environments.

Prerequisites
FCS 251

- FCS 352 - Interior Design Studio III

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 352 - Interior Design Studio III

3 credits

Description

Advanced programming, schematics, and design development and application of building codes and universal design to adaptive use and restoration projects. CAD applications.

Prerequisites

FCS 351 and MET 299.

- FCS 353 - Internship

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 353 - Internship

3 credits

Description

Supervised experience in business and professional practices in interior design, facility management, or related interior design field.

Prerequisites

junior or senior standing, and pre-approval of instructor.

- FCS 354 - Traditional Interiors

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 354 - Traditional Interiors

3 credits

Description

The development of Western world interiors, furnishings, and architecture from antiquity through the mid-nineteenth century. The economic, social, political, and technological factors that shaped change.

Prerequisites

ART 271 and 272, or consent of instructor.

General Education Credit

General Education Credits [GE2000: Literary, Artistic, and Philosophical Studies- Elective]

- [FCS 355 - Interior Lighting and Color Theory](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 355 - Interior Lighting and Color Theory

3 credits

Description

Lecture and studio applications of technical, aesthetic, and psychological uses of light and lighting fixtures, and their relationships to color.

Prerequisites

junior standing.

- [FCS 451 - Interior Design Studio IV](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 451 - Interior Design Studio IV

3 credits

Description

Design solutions to specialized problems in non-residential interiors using design processes and knowledge of materials, fixtures, furnishings, and equipment. CAD applications.

Prerequisites

FCS 250, 260; MET 299.

Note

Open to graduate students. Graduate students are required to do additional work of a research nature.

- [FCS 452 - Interior Design Studio V](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 452 - Interior Design Studio V

3 credits

Description

Capstone senior project incorporating advanced problem solving techniques, technical knowledge, oral and visual communication skills in a comprehensive design solution.

Prerequisites

FCS 451

- [FCS 454 - Contemporary Interiors and Furniture](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 454 - Contemporary Interiors and Furniture

3 credits

Description

Study of the design field after the industrial revolution, emphasizing its role in interior design, architecture, product design, furniture, textiles, art, and accessories.

Prerequisites

FCS 354

- [FCS 455 - American Interiors and Furniture](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 455 - American Interiors and Furniture

3 credits

Description

The study of the history of architecture, interiors, and furniture in America from 1600 through the Victorian revivals and the industrial revolution of the 19th century. Historic preservation and adaptive reuse are examined. The class links with interior design studio III, Family and Consumer Sciences 352.

Prerequisites

FCS 351, 354 or consent of instructor.

- [FCS 458 - Professional Practices and Procedures](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

FCS 458 - Professional Practices and Procedures

3 credits

Description

Lecture and discussion of business practices and procedures, contract documents, and ethical issues in interior design and related fields. Preparation to seek positions in the interior design, facility management, and interior merchandising fields.

Prerequisites

junior standing.

- [MET 299 - CAD Fundamentals](#)

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

MET 299 - CAD Fundamentals

3 credits

Description

This course provides an understanding of the practical aspects of a variety of PC CAD software packages. Emphasis is placed on applying the software to the student's area of study.

Prerequisites

Completion of the basic graphics course in the students' area of study.

Required General Education Course:

Choose one from the following:

- [ARTH 271 - Survey of Art History I](#) 3 credits
- [ARTH 272 - Survey of Art History II](#) 3 credits

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Student Name:

Internship Data:

Megan Armour 2006

Axis Architecture
Drew White, AIA, Principal
618 East Market Street
Indianapolis, IN 46202
317 264 8162
dwhite@axisarch.com
Start Date: 12 June 2006

Jennifer Austin 2006

Deno Decorating /Kitchen & Bath
Rachel Swaim
513 N Earl Avenue
Lafayette, IN 47904
765 446 0802
no e-mail
Start Date: 5 June 2006

Sarah Box 2006

Z&R Designs
Heidi Zoeller
4629 Northwestern Drive
Zionsville, IN 46077
317 803 9739
hzoeller@zandrdesign.com
Start Date:

Jessica Cook 2006

NO INTERNSHIP

Elizabeth Evans 2006

Reeses Design
Stephanie McCrery, IIDA
600 Distillery Commons, Suite 200
Louisville, Kentucky 40206
502 584 5000
Stephanie@reesedesign.com
Start Date: 22 May 2006

Lynsey Gregg 2006

Lehner Designs
Gerard Lehner, IIDA
1290 Old Heritage Place
Greenwood, IN 46143
317 888 7086
www.lehnerdesigns.com
Start Date: 21 May 2007

Allison Hayes 2006

Kitchens & Interiors, Inc
Pat Redenbarger, CKD
4410 South 7th Street
Terre Haute, IN 47802
812 299 8949
kandinc@aol.com
Start Date: 15 May 2006

Lara Hendrix 2006

elements IV interiors
Leann O'Leary
7464 Webster Street
Dayton, OH 45414
937 918 1000
loleary@elementsiv.com
Start Date: 15 May 2006

Kassidy Hiatt 2006

Heddy Z Designs, LLC
Heddy A Zubrowski, IDS
8899 Timberwilde Dr. #2
Bonita Springs, FL 34135
239 992 0873
heddyzdesigns@earthlink.net
Start Date: 22 May 2006

Megan Horney 2006

evolution design, inc.
Roberta Thomas, iida, asid
51 west 3rd street, suite 115
Tempe, AZ 852881
480 921 0880
Start Date: May 2006

Emily Kennedy 2006

Whetstone & Associates
Theresa Sherley
47 West main Street
Brownsburg, IN 46112
no area code 852 7041
tsherley@insightbb.com
Start Date: summer 2006

Lauren Kline 2006

Indiana State University
Facilities Management
Scott Tillman, Campus Architect
951 Sycamore Street
Terre Haute, IN 47809
812 237 7630
Scott.tillman@indstate.edu
Start Date: 8 May 2006

Lindsey Landry 2006

Susan Fredman & Associates
Debra Liga, vice president
350 W Erie, Suite 25
Chicago, IL 60610
312 587 8150 x246
dliga@susanfredman.com
Start Date: 22 May 2006

Courtney Lashbrook 2006

R E Anderson & Associates, Inc
Richard Anderson
1240 Hulman Street
Terre Haute, IN 47802
812 234 6867
Rea6867@aol.com
Start Date: 30 June 2006

Jennifer Munson 2006

Liz at Home
Wilson Design Associates
Tiffany Wilson
141 East Main Street
New Albany, IN 47150
812 246 9450
www.lizathome.org
Start Date: 15 May 2006

Chrislyn Novotney 2006

CSO Schenkel Shultz
John E. Rigsbee, AIA
280 East 96th Street, Suite 200
Indianapolis, IN 46240
317 848 7800
jrigsbee@csoinc.net
Start Date: 15 May 2006

Ashley Rumage 2006

Z & R Designs
Heidi Zoeller
4629 Northwestern Drive
Zionsville, IN 46077
317 803 9739
hzoeller@zandrdesign.com
Start Date: 24 July 2006

Brenda Simmons 2006

MMS-A/E Inc.
Steve Arnold, AIA
630 Wabash Avenue, Suite 209
Terre Haute, IN 47807
812 234 5190
sarnold@mmsae.com
Start Date: May 2004-March 2005

Leslie Stakeman 2006

Distinctive Interiors Inc.
Wayland D Sims
2800 E Outer Drive
Marion, IL62959
618 993 2202
no e-mail
Start Date: 15 June 2006

Chenoa Trierweiler 2006

lumenociti
Sarena McComas, Diane Soper
9485 Counselors row, Suite 102
Indianapolis, IN 46240
317 663 0080
smccomas@lumenociti.com
Start Date: 8 May 2006

Hannah Trusler 2006

MMS-AE, Inc.
Jodi Goings, Associate IIDA
630 Wabash Ave., Suite 209
Terre Haute, IN 47807
812 234 5190
e-mail not submitted
Start Date: 22 Jan 2007-27 July 2007

Stacy Weiss 2006

Nelson
Andrew Bialek
55 West Wacker Drive, Suite 600
Chicago, IL 60601
312 263 6605
abialek@nelsononline.com
Start Date: 8 May 2006

Colleen Mabee 2006

M D Architects, P C
Anthonette Sandoval, Project Manager
Richard D Renschen, AIA
9084 Technology Drive, Suite 200
Fishers, IN 46038
317 558 2822
anty@mdarchitects.com
Start Date:18 May 2006

Terin Jaggard 2008

Carson Design Associates
Supervisor: Kara Garrard
Eli Lilly and Company
Space Planning and Relocation
2325 Pointe Parkway, Suite 200
Carmel, IN 46032
317 651 2118
Garrard_kara@lily.com
kgarrard@carsondesign.com
Start Date: 12 May 2008

Jessica Simmons 2008

Design Plan, Inc.
Supervisor: Kelly Gilreath
9800 Association Court
Indianapolis, IN 46280
317 805 1375
kellyg@designplaninc.com
Start Date: 05 May 2008

Lindsay Desrocher 2008

Indiana State University
Supervisor: Scott Tillman, University Architect
951 Sycamore Street
Terre Haute, IN 47809
812 237 8100
stillman@isugw.indstate.edu
Start Date: 12 May 2008

Gloria Diaz 2008

Indiana State University
Facilities Management
951 Sycamore Street
Terre Haute, IN 47809
812 237 8198
stillman@isugw.indstate.edu
Start Date: 12 May 2008

Danielle Hefner 2008

MMS-A/E
Supervisor: Jodi Goings
630 Wabash Avenue, #209
Terre Haute, IN 47807
812 234 5190
jgoings@mmsae.com
Start Date: 02 May 2008

Lynn Wolf 2008

Kitchens and Interiors, Inc.
Supervisor: Pat Redenbarger
4410 S 7th Street
Terre Haute, IN 47802
812 299 8949
kandiinc@aol.com
Start Date: 26 May 2008

Mindy Bierman 2008

Kovert Hawkins Architects
Supervisor: Hal Kovert, Principal
630 Walnut Street
Jeffersonville, IN 47130
812 282 9554 W
502 693 8605 C
Hal.kovert@koverthawkins.com
Start Date: 12 May 2008

Casie Orr 2008

David Landau, Creative Development Director
Supervisor: Richard Landau, Architect
706 897 5824
mountainarchitect@msn.com
108 St. Michaels Avenue
Madison, IN 47250
812 801 4603
info@rivermillresort.com
Start Date: 12 May 2008

Heather Gilbertson 2008

Kovert Hawkins Architects
Supervisor: Hal Kovert, Principal
Supervisor: Amanda Foley, Interior Designer
630 Walnut Street
Jeffersonville, IN 47130
812 282 9554 W
502 693 8605 C
Hal.kovert@koverthawkins.com
Amanda.foley@koverthawkins.com
Start Date: 12 May 2008

Sara Switzer 2008

The Schimberg Group Inc.
Supervisor: Barron Schimberg
73 South Palm Ave., #303
Sarasota, FL 34236
941 894 6889
barron@tsg-fl.com
Start Date: 19 May 2008

Brittany Workman 2008

Alfred Williams and Co
Supervisor: Kimberly Bunnell
1813 Capital Blvd.,
Raleigh, NC 27604
919 832 9570
kbunnell@alfredwilliams.com
Start Date: 05 May 2008

Jenny Moore 2008

MMS-A/E
Supervisor: Jodi Goings
630 Wabash Avenue, #209
Terre Haute, IN 47807
812 234 5190
jgoings@mmsae.com
Start Date: 12 June 2008

Hannah Lattis 2008

no communication as of 19 June 2008
Indiana State University
Facilities Management
Scott C Tillman, Campus Architect
951 Sycamore Street
Terra Haute, IN 47809
812 237 8198
Scott.tillman@indstate.edu
Start Date: 12 May 2008-19 Dec 2008

Kristen Bergman 2008

Dal-Tile
Supervisor: Marsha McCauley, Architectural
Representative
4650 Lake Forest Drive, Suite 540
Blue Ash, OH 45242
513 759 9325
Marsha.mccauley@daltile.com
Start Date: 23 June 2008

Shelley Riggs 2008

one e-mail dated 14 may 2008
NO INTERNSHIP

Mary Owens 2008

no communication as of 19 June 2008
NO INTERNSHIP

Kristine Finke 2008

F. A. Hunter & Associates
www.fahunter.com
Anne Hunt
349 Peachtree Hills Avenue NE, Suite 3-4
Atlanta, GA 30305
404 869 4680
e-mail of supervisor: none submitted
Start Date: 07 July 2008

Connie Hotovec 2008

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Start Date: 5 Jan 2009-5 Aug 2009

Caitlin Teeters 2008

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951 Sycamore Street
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812 237 8198
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Start Date: 18 May 2009-23 July 2009

Renee Zeigler 2008

Truex Cullins & Partners
Supervisors: Kim Deetjen, ASID and
Katrina Nye, ASID
209 Battery Street
Burlington, VT 05401
802 658 2775
kdeetjen@truexcullins.com
Start Date: 12 June 2008

Amanda Boone 2008

Best Cabinets, Inc.
Supervisor: Scott Rodgers
120 Crossroads Drive
Whiteland, IN 46184
317 535 0149
srodgers@best-cabinets.com
Start Date: 02 June 2008

Stephanie Ebert 2008

My Home In Indy
Supervisor: Gary Vickrey, General
Contractor/Manager
Erica Grover, Interior Designer
5432 Winthrop Avenue
Indianapolis, IN 46220
317 339 6096
glvickrey@myhomeinindy.com
Start Date: 02 June 2008

Remona Alex 2010

Megan Giles 2010

Robin Guise 2010

Pedcor

Anna Hollibaugh 2010

Ratio

Bridget Lindauer 2010

Indiana State University
Facilities Management
Scott C Tillman, Campus Architect
951 Sycamore Street
Terra Haute, IN 47809
812 237 8198
Scott.tillman@indstate.edu
Start Date: 17 May 2010
Supervisor's Credentials: ISU Campus Architect

Ashley Lutz 2010

Indiana State University
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Scott C Tillman
951 Sycamore Street
Terra Haute, IN 47809
812 237 8198
Scott.tillman@indstate.edu
Start Date: 17 May 2010
Supervisor's Credentials: ISU Campus Architect

Alesha McCarty 2010

Robyn Otter 2010

Kimberley Robertson 2010

Shauna Brelage 2010

yes

Brooke Gephart 2010

The Design Source
Deborah Graves
Kokomo, IN 46902
765 452 8267
thedesigntsource@att.net
Start Date: 10 May 2010
Supervisor's Credentials: ASID, NCIDQ
Certificate No. 023507

Mallory Lemieux 2010

Angela Miller 2010

yes

Drew Randle 2010

MMS-A/E
Supervisor: Jodi Goings
630 Wabash Avenue, #209
Terre Haute, IN 47807
812 234 5190
jgoings@mmsae.com

Emily Rush 2010

Gallagher Niemeier Interiors, Inc.
Madonna Niemeier, Co-Owner and Interior
Designer
1324 North Fares Avenue
Evansville, Indiana 47711
812 422 3271
gninteriors@sige.com.net
Start Date: 24 May 2010

Kylie Suddarth 2010

Lehner Designs
Gerard Lehner, IIDA
1290 Old Heritage Place
Greenwood, IN 46143
317 888 7086
glehner@lehnerdesigns.com
Start Date: 17 May 2010

Supervisor's Credentials: RID, NCIDQ
Certificate No. 015925

Michael Walker 2010

Pedcor

Laurie Wojak 2010

Student name

full name of company

Supervisor name and title:

Full Address of company:

Phone number of supervisor:

e-mail of supervisor:

Start Date:

PATRICIA A. REDENBARGER, C.K.D.
PRESIDENT - KITCHEN & INTERIORS, INC

Work Experience:

- 1992 to Present Kitchens & Interiors, Inc – Terre Haute, IN
President & General Manager – Financial, sales, kitchen, bath and interior design, supervise installations of kitchens, baths, closet systems, and design products.
- 1988 to 1992 Startup and Co-owner of Kitchens & Interiors, Inc – Terre Haute, IN
Sales, design, supervise installations of kitchens and baths.
- 1986 to 1988 The Finishing Touch, Inc. – Terre Haute, IN
General Manager, startup of interior design business including, kitchen cabinetry, counter tops, and lighting
- 1981 to 1986 Ragle and Company – Terre Haute, IN
Private Secretary – Financial, appointments, bookkeeping, interior designer for condominium construction.
- 1976 to 1981 MAB Paints – Terre Haute, IN
Head Designer for the Honey Creek Store. Worked with clients to assist in the selection of paint, carpet, draperies, and wall coverings.
- 1974 to 1976 G & B Grain – Terre Haute, IN
Grain Trader on the Chicago Board of Trade

Qualified Areas of Technical Expertise:

Certified Kitchen Designer
Interior Designer
General Business Manager
Project Co-Coordinator

Education:

B.S. 1974 Indiana State University - – School of Interior Design

Continuing Education:

1990 to Present - Annual training seminars provided thru National Kitchen and Bath Association

Professional Registration:

Certified Kitchen Designer - 1996

Professional Affiliations:

National Kitchen and Bath Association
American Society of Interior Designers-
Industrial Foundation Member
Home Builder's Association
Terre Haute Chamber of Commerce

Special Recognitions:

HG TV Special on Ohio Building designed by Kitchens & Interiors
Lofts of French Lick- 14 condominiums designed by Kitchens & Interiors
Chapter representative to National Kitchen & Bath Association
Officer of NKBA 1999=2004

Professional References:

Paul Thrift
Thompson Thrift Development, Inc.
Terre Haute, IN

Rod Henry, President
Terre Haute Chamber of Commerce
Terre Haute, IN

Mary Sterling
Program Coordinator and Associate Professor
Interior Design Department
Indiana State University – Terre Haute, IN



National Kitchen & Bath Association
 687 Willow Grove Street,
 Hackettstown, NJ 07840
 (800) THE-NKBA Fax: (908) 852-1695
<http://www.nkba.org>

This form is due electronically and in paper format 6 months prior to site visit date.

FORM B – PART 1. THE NKBA BODY OF KNOWLEDGE

NKBA Accredited Programs have curriculum that teach students the body of knowledge required to prepare for the NKBA Certification Exams and work successfully in the kitchen and bath industry. Please indicate the courses that teach this knowledge. Attach the syllabus, time line, and additional support documentation if helpful, for each course in the program seeking NKBA Accreditation.

<i>Body of Knowledge</i>	<i>COURSE(S)</i>	<i>DOCUMENTATION: (e.g., syllabi, timelines, etc.)</i>
CONSTRUCTION SYSTEMS		
1. <i>Residential Construction</i> Demonstrates understanding of organizations that regulate housing, energy efficiency, and dangerous materials.	FCS 250, FCS 251, FCS 351, FCS 352, FCS 451	FCS 250 <ul style="list-style-type: none"> Syllabus Chapter 2, Designing Healthy Houses: Residential Construction FCS 251 <ul style="list-style-type: none"> Syllabus Chapter 1, The House and Its Parts: Residential Construction Residential Construction PPT FCS 351 <ul style="list-style-type: none"> Syllabus IBC Codes FCS 352 <ul style="list-style-type: none"> Syllabus IBC Codes Chapter 2, Codes and Permits: Residential Construction FCS 451 <ul style="list-style-type: none"> Syllabus IBC Codes Chapter 2, Codes and Permits: Residential

		Construction
<p>2. Residential Construction Demonstrates Understanding of the Building Envelope including types of foundations, framing, roofing, windows and other materials on the impact of design solutions.</p>	FCS 152, FCS 251, FCS 260, FCS 351, FCS 352	<p>FCS 152</p> <ul style="list-style-type: none"> • Syllabus • Chapter 8, Exterior Walls: Residential Construction <p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Residential Construction PPT • Bath Project • Final Project <p>FCS 260</p> <ul style="list-style-type: none"> • Syllabus • Wall Details • Chapter 12, Interior Surfaces: Residential Construction <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus • Residential Design with an emphasis on Historic Preservation and research
<p>3. Residential Construction Demonstrates Understanding of the implications of altering construction materials, systems as related to cost, structure, and design.</p>	FCS 251, FCS 260, FCS 351, FCS 352, FCS 451, FCS 452	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project • Residential Construction PPT – Load Bearing Walls + Non Load Bearing Walls <p>FCS 260</p> <ul style="list-style-type: none"> • Syllabus • Design and Structure <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus • Cost <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus • Cost for demolition and new construction <p>FCS 452</p> <ul style="list-style-type: none"> • Syllabus

		<ul style="list-style-type: none"> • Cost
<p>4. Kitchen & Bath Systems Demonstrates application of electrical systems, lighting terminology and types of light.</p>	FCS 251, FCS 260, FCS 351, FCS 352, FCS 355	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 260</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus • Lighting Plan – Residential/Condo <p>FCS 355</p> <ul style="list-style-type: none"> • Syllabus • Lighting Plan - Restaurant
<p>5. Kitchen & Bath Systems Demonstrates application of electrical symbols, and specifies appropriate amounts and types of light.</p>	FCS 251, FCS 260, FCS 351, FCS 355	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 260</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>FCS 355</p> <ul style="list-style-type: none"> • Syllabus • Lighting Plan - Restaurant
<p>6. Kitchen & Bath Systems Demonstrates application and selection of ventilation equipment for the kitchen and bath according to codes and NKBA Planning Guidelines</p>	FCS 251, FCS 351, FCS 352	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus • Residential Project
<p>7. Kitchen & Bath Systems Demonstrates knowledge of Plumbing, Heating and Cooling Systems and their components to satisfy the design criteria. Recognizes the implications of altering the mechanical systems as related to the cost, structure, and design.</p>	FCS 251, FCS 351, FCS 352	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus • Hot water Heater, Residential Project

		Cost – not addressed
<p>8. Kitchen & Bath Project Management Demonstrates knowledge of installation procedures recommended by the NKBA to achieve the expected levels of quality within time and budget.</p>	FCS 251, FCS 351	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>Budget – not addressed</p>
DESIGN		
<p>1. Kitchen & Bath Drawing Demonstrates understanding of architectural blueprints in order to translate dimension and building features accurately</p>	FCS 152, FCS 251, FCS 351	<p>FCS 152</p> <ul style="list-style-type: none"> • Syllabus • Dimensioning + Enlarged Kitchen and Bath Plans <p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project
<p>2. Kitchen & Bath Drawing Demonstrates proper use of drafting equipment, metric and imperial scale applications and measuring techniques per NKBA recommendations.</p>	FCS 152, FCS 251, FCS 351	<p>FCS 152</p> <ul style="list-style-type: none"> • Syllabus • Dimensioning (metric) <p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project
<p>3. Kitchen & Bath Drawing Demonstrates competency in producing drawings using NKBA Graphic and Presentation Standards to convey the design solution clearly.</p>	FCS 152, FCS 251, FCS 351	<p>FCS 152</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project
<p>4. Kitchen & Bath Drawing Communicates the design solution by developing a written and oral design statement to substantiate the project to the client</p>	FCS 251, FCS 351	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project
<p>5. Design Principles Demonstrates knowledge of</p>	FCS 150, FCS 251, FCS 351, FCS 355, FCS 451	<p>FCS 150</p> <ul style="list-style-type: none"> • Syllabus

color theories and how color relates to space		<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project <p>FCS 355</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus • Color Theories
<p>6. Design Principles Demonstrates design solutions using the elements and principles of design to satisfy aesthetic criteria</p>	FCS 150, FCS 151, FCS 250, FCS 251, FCS 351, FCS 352, FCS 355, FCS 451, FCS 452	<p>FCS 150</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 151</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 250</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 355</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 452</p> <ul style="list-style-type: none"> • Syllabus
<p>7. Kitchen Planning & Bath Planning Demonstrates knowledge of kitchen and bath historical styles and shows awareness of current design trends</p>	FCS 251	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Current design trends Exercise
<p>8. Kitchen Planning & Bath Planning Demonstrates application of human anthropometrics to design solutions.</p>	FCS 251, FCS 351, FCS 352, FCS 451, FCS 452	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus • Healthcare design <p>FCS 452</p> <ul style="list-style-type: none"> • Syllabus
<p>9. Kitchen Planning & Bath Planning Evaluates client needs and incorporates them in the design</p>	FCS 251, FCS 351	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Client Surveys <p>FCS 351</p>

solution.		<ul style="list-style-type: none"> • Syllabus • Client Surveys
<p>10. Kitchen Planning & Bath Planning Demonstrates application of the NKBA Kitchen and Bath Access Standards</p>	FCS 251, FCS 351, FCS 352, FCS 451, FCS 452	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 452</p> <ul style="list-style-type: none"> • Syllabus
<p>11. Kitchen Planning & Bath Planning Demonstrates knowledge of principles of sustainability to protect the public's health, safety and welfare in Kitchen and Bath Projects.</p>	FCS 251, FCS 351, FCS 352, FCS 452	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 452</p> <ul style="list-style-type: none"> • Syllabus
<p>12. Kitchen Planning & Bath Planning Demonstrates application of building codes and NKBA Planning Guidelines in a kitchen and bath.</p>	FCS 251, FCS 351	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project
K & B PRODUCT KNOWLEDGE		
<p>1. Kitchen & Bath Products Demonstrates knowledge of cabinetry styles, types, construction methods, materials, sizes, hardware and nomenclature.</p>	FCS 250, FCS 251, FCS 351	<p>FCS 250</p> <ul style="list-style-type: none"> • Syllabus • Refer to Kitchen and Bath Products <p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project
<p>2. Kitchen & Bath Products Demonstrates product knowledge to specify appropriate material, equipment, fixtures, etc., to meet the needs of the consumer client.</p>	FCS 250, FCS 251, FCS 351	<p>FCS 250</p> <ul style="list-style-type: none"> • Syllabus • Refer to Kitchen and Bath Products <p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project

<p>3. Kitchen & Bath Products Demonstrates competence in reading, ordering, and selecting materials from specification sheets for kitchen and bath products as related to cost, size, client needs, energy, safety, and design.</p>	<p>FCS 251, FCS 351</p>	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Bath Project <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project • Cabinetry Pricing with Pat Redenbarger
<p>4. Kitchen & Bath Products Demonstrates skill in identifying sources for new products and technologies</p>	<p>FCS 251, FCS 351, FCS 352, FCS 451, FCS 452</p>	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus • Healthcare design <p>FCS 452</p> <ul style="list-style-type: none"> • Syllabus
<p>BUSINESS MANAGEMENT</p>		
<p>1. The NKBA Standard Form of Agreement. Demonstrates knowledge of NKBA Business Management Forms</p>	<p>Not Met</p>	
<p>2. Kitchen & Bath Project Management Demonstrates the knowledge to work within a team</p>	<p>FCS 251, FCS 351, FCS 352, FCS 451</p>	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus • Final Project is in teams <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Restaurant Project is in teams <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus • Restoration Project is in teams <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus • Healthcare design is in teams
<p>3. The NKBA Code of Conduct Demonstrates understanding of the NKBA Code of Conduct, ethical standards of business conduct and professional service to ensure public confidence</p>	<p>FCS 458</p>	<p>FCS 458</p> <ul style="list-style-type: none"> • Syllabus • Ethics Research Paper

<p>4. Kitchen & Bath Project Management Demonstrate ability to resolve conflicts that may surface during execution of the contract to satisfy the client</p>	<p>FCS 458</p>	<p>FCS 458</p> <ul style="list-style-type: none"> • Syllabus • Services and Fees • Contract/Agreement
<p>5. NKBA Business Forms Demonstrates application of skills necessary to bring projects from initial contact to successful completion.</p>	<p>FCS 458</p>	<p>FCS 458</p> <ul style="list-style-type: none"> • Syllabus
<p>6. Kitchen & Bath Project Management Demonstrates knowledge to accurately determine costs by systematic evaluation of all project components to establish selling price.</p>	<p>FCS 351, FCS 458</p>	<p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus • Kitchen Project • Compare and Contrast alternative cabinets with Pat Redenbarger <p>FCS 458</p> <ul style="list-style-type: none"> • Syllabus
<p>7. Kitchen & Bath Business Management Demonstrates knowledge of processes to communicate with the client in oral, written and visual presentations through various project stages</p>	<p>FCS 251, FCS 351, FCS 352, FCS 451, FCS 452</p>	<p>FCS 251</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 351</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 352</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 451</p> <ul style="list-style-type: none"> • Syllabus <p>FCS 452</p> <ul style="list-style-type: none"> • Syllabus
<p>8. NKBA Business Forms Demonstrates knowledge of information collection on the project after its completion by surveying the clients and comparing project expectations and results to evaluate design, construction and business practices</p>	<p>FCS 452</p>	<p>FCS 452</p> <ul style="list-style-type: none"> • Evaluation of example of model projects for thesis

SEMESTERS 7 AND 8 (SENIOR):

Department	Course Number	Course Title	Credit
FCS	451	Studio IV: Healthcare	3
FCS	452	Studio V: Thesis	3
FCS	458	Professional Practice	3

(Form is available electronically and on the Toolkit CD)



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Department of Family and Consumer Sciences

Interior Design Program

FCS 150 Introduction to Interior Design

Course Syllabus

Fall Semester 2010

FCS Building Room 103

MW 3:00 – 5:45 PM

Catalog Description:

3 Credit hours

A survey of the Interior Design profession and related topics in the field. Readings, visuals, discussions, field trips, and assignments will give an overview of the designer's involvement in society

Instructor: Denise Conrady

Office 104 B

Office hours: By appointment only.

812.241.7308

dconrady@indstate.edu

Prerequisite: NA

Policies: based upon the 2009-2010

Code of Student Conduct as published by Indiana State University
<http://www.indstate.edu/sjp/>

Required Text:

Pile, John F. (2007). *Interior design Fourth Edition* Upper Saddle River, NJ: Prentice-Hall, Inc.

Course Content:

The information will be delivered in lecture and studio format, using visuals as much as possible.

Students are encouraged to participate in class with questions and discussions. Field Trips will be taken to experience a greater understanding of Interior Design and various aspects of the profession. Outside speakers, who have expertise in various subjects related to interior design, will also be

asked to give presentations during the semester. We will be completing projects that will reinforce concept studies. Objectives include:

- ✓ Identify interior design and what an interior designer does.
- ✓ Identify the importance of the interior designer and how the built environment impacts on the daily lives of people.
- ✓ Provide an overview of the interior design profession and professional organizations.
- ✓ Investigate interior design theory
- ✓ Relate the elements and principals of design to the built environment.
- ✓ Using the text, design aspects of history/ preservation/adaptive reuse, planning, special needs, materials and finishes, will be investigated.

Three to Four examples of exemplary work of each exercise will be retained by the school for the student exhibition.

Materials Needed

- ✓ Required Textbook identified in course syllabus
- ✓ Bristol Board or similar paper which has the body to stand up and not 'wobble' when folded (11" x 17")
- ✓ White Boards (11" x 14")
- ✓ Black Paper
- ✓ Tempera Paints
- ✓ Straight Edge
- ✓ X-acto knife
- ✓ Rubber Cement

**Council for Interior Design
Accreditation (C.I.D.A.) Professional
Standards 2009 Embedded into
Course Objectives:**

***II. Interior Design: Critical Thinking,
Professional Values, and Processes***

*Standard 2. Global Context for Design.
Entry level interior designers have a
global view and weigh design decisions
within the parameters of ecological,
socio-economic, and cultural contexts.*

Student Learning Expectations;

Student work demonstrates

understanding of:

- a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

- b) globalization and the implications of conducting the practice of design within a world market.
- c) how design needs may vary for different socio-economic populations.

Program expectations

The interior design program provides:

- d) exposure to contemporary issues affecting interior design.
- e) exposure to a variety of business, organizational, and familial structures.
- f) opportunities for developing knowledge of other cultures.

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student learning expectations

- a) students understand that social and cultural norms may vary from their own and are relevant

to making appropriate design decisions

Standard 4 Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

- 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 (evidence-based design).
- c) Evaluate, select, and apply information and research findings to design
- d) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements
- e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts

Program Expectations

The interior design program includes:

- f) Opportunities to solve simple to complex design problems
- g) Exposure to a range of design research and problem solving methods
- h) Opportunities for innovation and creative thinking
- i) Opportunities to develop critical listening skills

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

- a) team work structures and dynamics
- b) the nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage students in;

- c) collaboration, consensus building, leadership and team work

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- b) Express ideas clearly in oral and written communication.
- c) Use sketches as a design and communication tool (ideation drawings)
- d) Integrate oral and visual material to present ideas clearly.

Standard 7. Professionalism and Business Practice

Entry level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

- a) the contribution of interior design to contemporary society
- b) various types of design practices

Program Expectation

- f) the interior design program provides exposure to various market sectors and client types

The interior design program provides exposure to the role and value of:

- f) legal recognition for the profession
- g) professional organizations
- h) life long learning
- i) public and community service

III. Interior Design: Core Design and Technical Knowledge

Standard 9. Space and Form

Entry-level interior designers apply the theories of two and three dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) two-dimensional design solutions

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

- a) color principles, theories and systems
- b) the interaction of light and color and the impact they have on one another and interior environments

Students:

- c) appropriately select and apply color with regard to its multiple purposes
- d) apply color effectively in all aspects of visual communication (presentations, models)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations.

Students have awareness of:

- a) a broad range of materials and products

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students understand:

- a) the principles of natural and electrical lighting design

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have awareness of:

- a) Sustainability guidelines

Evaluation:

- Group Presentation (30 pts) 10%%
- Professional Organizations (30 pts) 10%%
- Design Elements (45 pts) 15%%
- Color Problems (45 pts) 15%%
- Color Schemes (45 pts) 15%%
- Concept Project (45 pts) 15%%
- Paper (30 pts) 10%%
- Final Exam (30 pts) 10%%

Note: Craftsmanship is important and is an essential part of the grade given on each project!!!

Assignment Deadlines:

Late projects WILL NOT BE ACCEPTED after the due date and an 'F' grade will be recorded for that project. No make up projects will be considered.

Grading Scale:

A+ 100 – 96 SUPERIOR, OUTSTANDING, EXCEPTIONAL

A 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL

A- 94 – 90 SUPERIOR, OUTSTANDING, EXCEPTIONAL

B+ 89 – 86 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

B 85 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

B- 84 – 80 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

C+ 79 – 76 AVERAGE, COMPETENT, SATISFACTORY, SOLVED PROBLEM

C 75 UNACCEPTABLE FOR COURSE CREDIT

C- 74-70 UNACCEPTABLE FOR COURSE CREDIT

D+ 69 – 66 UNACCEPTABLE FOR COURSE CREDIT

D 65 UNACCEPTABLE FOR COURSE CREDIT

D+ 64-60 UNACCEPTABLE FOR COURSE CREDIT

F 59 – 0 UNACCEPTABLE FOR COURSE CREDIT

IDEA Attendance:

Mandatory Memberships and Attendance:

After careful analysis of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester.

Class Attendance:

Class begins at 3:00pm. Arriving after role call will be considered an absence. Any student with four absences will have their final course grade lowered by a letter grade, e.g. from an A to a B, B to a C, and so on. Any student with seven or more absences will receive an F for the course.

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom or 10 hours per week for this course.

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom:

Do not consume food of any form (including snack food, candy, "take-out", hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

Cell Phones or Other Communication Media:

No use of cell phones and/or text messaging during class. All exceptions will require instructor's approval. Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

Laptops:

While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA:

"Indiana State University seeks to provide effective services and accommodation for qualified

FCS 150

individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812 237 2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

Contract Agreement
FCS 150 Introduction to Interior Design

I have read the complete course syllabus and understood all the requirements and expectations stated in it, including the acquisition of supplies, tools, and textbook(s) necessary for the successful expediting of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in disciplinary action according to University, Department, and Program guidelines.

Name (architectural hand letter):

Signature:

Date: 25 August, 2010

Department of Family and Consumer Sciences - Interior Design Program
 FCS 150 Introduction to Interior Design - Weekly Schedule - Fall Semester 2010 - FCS Building Room 103 MW 3:00 – 5:45 PM

Week				Lecture Discussion	Projects Due	Reading	Assignment
1	W	Aug	#	Introduction, Syllabus, What is an Interior designer?		Chapter 1-Introduction-22 p	1-Sketchbook
2	M	Aug	#	Presentation of an Interior Designer's work		Chapter 1-Introduction-22 p	
	W	Sep	1	Field Trip to project under renovation		Chapter 2-Design Quality-12	2-Group Project
3	M	Sep	6	LABOR DAY-NO CLASS			
	W	Sep	8	WorkDay		Chapter 3-Design Basics-22 p	
4	M	Sep	#	Group Presentations	2-Group Project	Chapter 3-Design Basics-22 p	
	W	Sep	#	Design Fundamentals-CH1a-Development,Practice,Licensing,			3-Professional Organizatio
5	M	Sep	#	Ch 1b Prof Org,Current issues & Design Quality Ch 2			
	W	Sep	#	Elements of Design Ch 3a			
6	M	Sep	#	Work Day - Design Elements Booklet Project assigned			4-Design Elements Booklet
	W	Sep	#	Presentations	3-Professional Organizations		
7	M	Oct	4	Professional Organizations presentations cont - work remainder			
	W	Oct	6	Work Day - Design Elements Booklets			
8	M	Oct	#	Critique , Design Elements discuss	4-Design Elements Booklet	Chapter 10-Color-38 p	
	W	Oct	#	Principles of Design Ch 3b, Color Ch10			5- Color Problems
9	M	Oct	#	Color Work Day			
	W	Oct	#	Color work day			
	F	Oct	#	FIELD TRIP Date and Destination to be confirmed			
10	M	Oct	#	Color work day - color brainstorming			
	W	Oct	#	Color work day - color brainstorming			
11	M	Nov	1	Color Critique Color Schemes Lecture	5-Color	Chapter 9-Materials-58 p	6-Color Schemes
	W	Nov	3	Materials and Their Uses Work Day-Color Schemes		Chapter 11-Lighting-46 p	

Note: this weekly schedule is subject to change- it is the students' responsibility to stay informed.

Department of Family and Consumer Sciences - Interior Design Program
 FCS 150 Introduction to Interior Design - Weekly Schedule - Fall Semester 2010 - FCS Building Room 103 MW 3:00 – 5:45 PM

12	M	Nov	8	Work Day-Color Schemes		Chapter 12-Textiles-18p Chapter 13-Furniture-45 p		
	W	Nov	#	Work Day-Color Schemes			pay for Chicago Trip	
	F	Nov	#	FIELD TRIP Date and Destination to be confirmed				
13	M	Nov	#	Critique Color Schemes Materials Lecture cont	6-Color Schemes			
	W	Nov	#	Textiles		Chapter 5-Design Process- 28 p Chapter 6-Planning-30 p		
14	M	Nov	#	Design Process & Planning			7-Final Project	
	W	Nov	#	THANKSGIVING HOLIDAY- NO CLASS				
15	M	Nov	#	Work Day Final Project		Chapter 18-business-20 p		
	W	Dec	1	Field Trip to Design Office				
	SU	Dec	5	FIELD TRIP-Holiday Home Tour- Date to be Confirmed				
16	M	Dec	6	Work Day Final Project				
	W	Dec	8	Critique Final Project Final Exam Review	7-Final Project Due			
17	M	Dec	#	Pick up Projects	1-Sketchbooks			
	W	Dec	#	FINAL EXAM-Date to be Confir Field trip to project under construction				

Note: this weekly schedule is subject to change- it is the students' responsibility to stay informed.



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Interior Design Program

FCS 151 Design Fundamentals

Course Syllabus

Semester: Spring 2010

FCS Building Room: 103

Hours: M-W 2:00pm - 4:45pm

Catalogue Description: 3 Hours studio exploring depth, space, and mass, with specialized problems in three-dimensional design as related to interiors

Professor: Juan A. Jurado, Assistant Professor, Lecturer/Studio Instructor.
Office: FCS 104A
Office hours: Posted on door
Office Telephone: 812 237 3314
E-mail: juan.jurado@indstate.edu

Prerequisites: FCS 150, FCS 152

Policies: Classroom and general policies based upon Interior Design Student Handbook.

Course Objectives: After completing this course, student work and the student **must** be able to demonstrate according to the Council for Interior Design Accreditation (C.I.D.A.) Professional Standards 2009:

II. Interior Design: Critical Thinking, Professional Values, and Processes

- Standard 2. Global Context for Design
Entry level interior designers have a global view and weigh design decisions within the

parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates understanding of:

a) The concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

- Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student work demonstrates:

c) The ability to select, interpret, and apply appropriate ergonomic and anthropometric data.

- Standard 4 Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problem solving, Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

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 (evidence-based design).

- c) Evaluate, select, and apply information and research findings to design
- d) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements
- e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts

Program Expectations

The interior design program includes:

- f) Opportunities to solve simple to complex design problems
- g) Exposure to a range of design research and problem solving methods.
- h) Opportunities for innovation and creative thinking.
- i) Opportunities to develop critical listening skills.

- Standard 5. Collaboration
Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

- a) Team work structures and dynamics.

Program Expectations

The interior design program includes learning experiences that engage

- c) Collaboration, consensus building, leadership, and team work.

- Standard 6. Communication
Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- 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 media.

- f) Integrate oral and visual material to present ideas clearly.

- Standard 7. Professionalism and Business Practice
Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

- e) Professional ethics

Program Expectations

- i) life-long learning.

III. Interior Design: Core Design and Technical Knowledge

- Standard 9. Space and Form
Entry-level interior designers apply the theories of two and three dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) Two-dimensional design solutions
- b) Three-dimensional design solutions
- c) Students are able to analyze and discuss spatial definition and organization

- Standard 10. Color and Light
Entry-level interior designers apply the principles and theories of color and light.

Students:

- d) Apply color effectively in all aspects of visual communication (presentations, models, etc.)

- Standard 13. Interior Construction and Building Systems
Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

f) Vertical circulation systems.

- Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have awareness of:

Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:

d) Movement: access to the means of egress including stairwells, corridors, exit ways.

Required Text:

Ching, F.D.K. Francis. Architecture: Form, Space and Order. Third Edition, Hoboken, New Jersey: John Wiley and Sons Inc. ISBN: 978-0-471-75216-5

Evaluation: will consist of:

-70 % Class Assignments

(+12 3D models)

- 20% Final Examination

- 5% Visual Journal

- 5 % Attendance to class & IDEA

- ASID, IIDA, NKBA
- IDEA meetings (7)
- Design Interaction Day
- Indiana ID Coalition meeting
- Fund raising \$75

Evaluation will be based on:

1. Ability to use models to express your design ideas
2. Ability to prepare final presentations using different output materials and techniques

3. Ability to create presentation boards according to the project, using different orthographic drawings and perspectives
4. Ability to construct models using different materials and techniques
5. Interaction with classmates, participation in class and studio activities
6. Willingness to work, initiative, organizational skills, and consistency
7. Willingness to go beyond the minimum requirements
8. Ability to offer and accept criticism
9. Attendance

Mandatory Memberships and Attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year.

Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester.

Mandatory IDEA attendance for ALL seven Spring Semester meetings is required. Mandatory attendance and active involvement in the Design Interaction Day, Friday 26 February 2010 (Muncie) is required. Mandatory attendance is required to the joint meeting of ASID, IIDA, and Indiana Interior Design Coalition in Indianapolis (date pending). Each student will also be required to raise a minimum of \$75 in

funds for IDEA. To earn the 5% of your total evaluation all requirements must be met.

What can lower your grade in class?

1. Poor craftsmanship, such as chewed edges, glue globs, smudges, incomplete erasing (Models).
2. Not following directions for problems or exercises.
3. Handling the work late or not submitting the work at all

Grading scale:

- A+** 100 – 96 Superior, outstanding, exceptional
- A** 95 Superior, outstanding, exceptional
- A-** 94 – 90 Superior, outstanding, exceptional
- B+** 89 – 86 Very good, commendable, above average
- B** 85 Very good, commendable, above average
- B-** 84 – 80 Very good, commendable, above average
- C+** 79 – 76 Average, competent, satisfactory, solved problem
- C** 75 unacceptable for course credit
- C-** 74-70 unacceptable for course credit
- D+** 69 – 66 unacceptable for course credit
- D** 65 unacceptable for course credit
- D+** 64-60 unacceptable for course credit
- F** 59 – 0 unacceptable for course credit

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class.

Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom or 10 hours per week for this course.

Assignments Deadlines: Projects will be due at the beginning of the class. Late projects will not be accepted after

that time and an "F" grade will be recorded for that specific project. No extra credit or "make up" work/exams will be given or accepted. If you are late the day we have an exam (project or presentation), you will receive an F for that exam, quiz or presentation.

Note: You are responsible for being prepared for classes; this includes bringing all the materials, textbooks and assignments to class. You are the only one responsible of doing all the readings from your textbook according to the class schedule **before** each class. Failure to do the reading before class may result on a pop quiz without any notice.

Attendance: Roll will be taken at the beginning of class. If you are not present or fail to reply during roll call, you will be considered absent.

If you are late for class it is your responsibility to let me know you were late to change your absence to a "late". Please do so at the end of the class. Do not interrupt classes. Three (3) late marks will count as one absence

You are permitted to have three (3) absences in the semester. If you are absent four (4) classes, your grade will be lower a complete letter grade "B"; if five (5) absences, your course grade will be lowered another full letter, to "C". If you are absent six (6) days, you will receive a D in the class. After 7 absences you will have a big "F" as final grade for the class.

Civility: Policies are based upon the 2005-2006 Code of Student Conduct as published by Indiana State

University <http://www.indstate.edu/sjp/>

Acts of classroom incivility will not be tolerated. This includes any threatening, demeaning or distracting behavior or language (directed toward another student or instructor) including talking during the lectures. (Please understand, however, that you are very welcome to ask questions or make observations during the lectures; simply raise your hand and I will call on you when I reach a good pausing point.) Any act of incivility will result in the student(s) being dismissed from class, which will count as an absence.

Laptops: While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA: "ISU seeks to provide accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is x2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that ISU offers. If you require assistance during an emergency evacuation, notify your instructor immediately. Look for

evaluation procedures posted in your classrooms"

Studio Classroom rules: As general rules:

- No food or drinks are allowed in the classroom at any time.
- You must be prepared with all your materials to work during class time.
- No cellular phone usage allowed in the studio at any time during class time. Please turn them off or you will be asked to leave the classroom.

NOTE: The instructor reserves the right to alter the sequence, scope, and content only and exclusively of the weekly class schedule material to permit the introduction of new/innovative material or when current topics/guests can measurably add to the students' understanding of relevant issues. This will be done only when necessary and according to the considered judgment of the instructor. Students will be notified of any change in project criteria in sufficient time to meet any changes prior to due dates and/or grading.

FCS 151 Design Fundamentals

Weekly Schedule

Week	Date	Lecture	Readings / Assignments
Week 1	M 11-Jan	Introduction	Two Objects
	W 13-Jan	What is design	Pages VII - XIV
Week 2	M 18-Jan	No Class – Martin Luther King Day	
	W 20-Jan	Point and Line	Pages 1 – 17
Week 3	M 25-Jan	Plane and Volume	Pages 18 – 32
	W 27-Jan	Form and solids	Pages 33 – 47
Week 4			
3 week attendance	M 01-Feb	Transformation of form	Pages 48 – 73
	W 03-Feb	Circle and Square	Pages 74 – 85
Week 5	M 08-Feb	Surface Articulation	Pages 86 – 89
	W 10-Feb	Horizontal Planes	Pages 91 – 119
Week 6	M 15-Feb	Vertical elements 1	Pages 120 – 133
	W 17-Feb	Vertical elements 2	Pages 134 – 155
Week 7	M 22-Feb	Openings in Space 1	Pages 158 – 165
	W 24-Feb	Openings in Space 2	Pages 166 - 175
Week 8	M 01-Mar	Space Organization 1, 2	Pages 177 – 226
	Mid Term Grades	W 03-Mar	Circulation: Movement
Week 9			
	Mid Term Grades	M 08-Mar	No class – Spring Break
	W 10-Mar	No class – Spring Break	
Week 10	M 15-Mar	Circulation: Path	Pages 252 – 275
	W 17-Mar	Proportion Systems 1-3	Pages 277- 291, 306 – 309

Week 11	M	22-Mar	The Modulor, Classical Orders	Pages 302 – 305 Pages 292 – 301
	W	24-Mar	Anthropometry and Scale	Pages 310 – 318
Week 12	M	29-Mar	Final Project	
	W	31-Mar	Final Project due	Final Project due
Week 13	M	05-Apr	Exhibit setup	Exhibit Setup
	W	07-Apr	Ordering Principles 1	Pages 319 – 335
Week 14	M	12-Apr	Ordering Principles 2	Pages 336 – 357
	W	14-Apr	Ordering Principles 3	Pages 358 – 375
Week 15	M	19-Apr	Folding Architecture	Handouts
	W	21-Apr	Folding Architecture	Handouts
Week 16	M	26-Apr	Review for exam	Class discussion
	W	28-Apr	Review for exam	Class discussion
Week 17	M	3-May	Final Examination	At 3:00 PM

FCS 151 Design Fundamentals

Additional Information

Visual Journal and Sketchbook:

The visual journal is counted as 5% of your final grade. 5% in a scale to 100 points will be 5 point of you final grade.

Format will be discussed in class, any format can be used, except:

- **NO loose pages stuffed in pocket folders**
- **NO lined papers**

Projects:

The sketchbook is part of every project (part of grade) where you will have to do free hand orthographic drawings of your projects. Projects will be assigned at the end of each class session and they will be due at the beginning of the next class. Project directions will be given verbally, written, with overheads, or on the blackboard. Criteria will be given for grading.

Other:

The first week will be spent exploring what is design, talking about your experience in design and the design process. Your approach to the design process will be considered in grading throughout the semester.

No food is allowed in any of the studio classes at the work stations. Food is allowed only at the designated areas in the classroom. Especially in room 101-102

No cell phones allowed during class time. Please turn of your phone or you will be asked to leave the class.

Assignment 1:

Bring for next class an object that you see as ugly or you do not like and an object that you see as nice or that you like. Analyze why do you think is nice and ugly. We will be talk about this in class

Contract Agreement

FCS 151 Design Fundamentals

I have read the complete course syllabus and understood all the requirements and expectations stated in it, including the acquisition of supplies, tools, and textbook(s) necessary for the successful expediting of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in disciplinary action according to University, Department, and Program guidelines.

Name: (Architectural hand letter)

Signature:

Date: 11 January 2010



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Department of Family and Consumer Sciences

Interior Design Program

FCS 152 Interior Design Graphics I

Course Syllabus

Semester: Fall 2009

FCS Building Room: 101

Hours: T-TH 11:00am - 1:45pm

Catalogue Description: 3 Hours studio
Introduction and development of
technical drawing skills as a means of
graphic communication.

Professor: Juan A. Jurado, Assistant
Professor, Lecturer/Studio Instructor.
Office: FCS 104A
Office hours: Posted on door
Office Telephone: 812 237 3314
E-mail: jjurado@indstate.edu

Prerequisites: N/A

Policies: Classroom and general
policies based upon Interior Design
Student Handbook

Course Objectives: After completing this
course, student work and the student **must**
be able to demonstrate according to the
Council for Interior Design Accreditation
(C.I.D.A.) Professional Standards 2009:

II. Interior Design: Critical Thinking, Professional Values, and Processes

- Standard 3. Human Behavior

*The work of interior designers is informed
by knowledge of behavioral science and
human factors.*

Student work demonstrates:

- c)** The ability to select, interpret, and apply appropriate ergonomic and anthropometric data.
- d)** Understanding and the ability to appropriately apply universal design concepts

- Standard 4 Design Process

*Entry-level interior designers need to apply
all aspects of the design process to creative
problem solving. Design process enables
designers to identify and explore complex
problem solving, Design process enables
designers to identify and explore complex
problems and generate creative solutions
that support human behavior within the
interior environment.*

Program Expectations

- i)** Opportunities to develop critical listening skills.

- Standard 5. Collaboration

*Entry-level interior designers engage in
multi-disciplinary collaborations and
consensus building.*

Student Learning Expectations

Students have awareness of:

- a) Team work structures and dynamics.
- b) The nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage

- c) Collaboration, consensus building, leadership, and team work.

- Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- 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 media.
- e) Integrate oral and visual material to present ideas clearly.
- f) Integrate oral and visual material to present ideas clearly.

- Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

- e) Professional ethics

Program Expectations

The interior design program provides exposure to the role and value of:

- i) life-long learning.

III. Interior Design: Core Design and Technical Knowledge

- Standard 9. Space and Form

Entry-level interior designers apply the theories of two and three dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) Two-dimensional design solutions
- b) Three-dimensional design solutions
- c) Students are able to analyze and discuss spatial definition and organization

- Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

Students:

- d) Apply color effectively in all aspects of visual communication (presentations, models, etc.)

- Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have awareness of:

- b) Typical fabrication and installation methods and maintenance requirements

- Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- a) Structural systems and methods.
- b) Non-structural systems including ceilings, flooring, and interior walls.
- f) Vertical circulation systems.

g) Students are able to read and interpret construction drawings and documents.

- Standard 14. Regulations
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.
Student Learning Expectations

Students have awareness of:
h) Standards.

Required Text:

Ching, Francis. (2003). *Architectural Graphics*. 4th Edition. New York: John Wiley and sons. ISBN: 978-0-471-20906-5

Reference Books:

1. Wakita, Osamu and Linde, Richard. (1994). *The Professional Practice of Architectural Working Drawing*, 2nd Edition, Student Edition. New York: John Wiley & Sons.
2. Yee, Rendow. (2003). *The Professional Architectural Drawing*. A visual compendium of types and methods. New York: John Wiley & Sons.

Evaluation: Class evaluation will consist of:

- 20 % all class-home assignments (+10 lettering & +5 drawings)
- 25 % first project (pencil)
- 30 % final project (ink)
- 10 % 3D Model final project
- 10 % final exam
- 05 % attendance

Mandatory memberships and attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA.

Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester. Evaluation will be based on:

1. Ability to apply different drafting and lettering techniques
2. Ability to apply appropriate symbols and representations
3. Ability to prepare contract drawings such as construction drawing, details and and specifications
4. Interaction with classmates, participation in class and studio activities
5. Willingness to work, initiative, organizational skills, and consistency
6. Willingness to go beyond the minimum requirements
7. Ability to offer and accept criticism
8. Attendance

Grading scale:

- A+** 100 – 96 Superior, outstanding, exceptional
- A** 95 Superior, outstanding, exceptional
- A-** 94 – 90 Superior, outstanding, exceptional
- B+** 89 – 86 Very good, commendable, above average
- B** 85 Very good, commendable, above average
- B-** 84 – 80 Very good, commendable, above average
- C+** 79 – 76 Average, competent, satisfactory, solved problem
- C** 75 unacceptable for course credit
- C-** 74-70 unacceptable for course credit
- D+** 69 – 66 unacceptable for course credit

D 65 unacceptable for course credit
D+ 64-60 unacceptable for course credit
F 59 – 0 unacceptable for course credit

Time Expectations: University guidelines suggest that students spend at least three (3) hours at home reading and studying outside the classroom for every one (1) contact hour in class. Accordingly, you should plan to devote approximately 10 to 12 hours per week at home for this course.

Assignments Deadlines: Projects will be due at the beginning of the class. Late projects will not be accepted and an "F" grade will be recorded for that specific project (not even for 10 min). No extra credit or "make up" work/exams will be given or accepted. If you are late the day we have an exam (project or presentation), you will receive an F for that exam, quiz or presentation.

Note: You are responsible for being prepared for classes; this includes bringing all the materials, textbooks and assignments to class. You are the only one responsible of doing all the readings from your textbook according to the class schedule **before** each class. Failure to do the readings before class may result on a pop quiz without any notice.

Attendance: Roll will be taken at the beginning of class. If you are not present or fail to reply during roll call, you will be considered absent. If you are late it is your responsibility to let me know you were late to change your absence to a "late". Please do so at the end of the class. Do not interrupt classes.

You are permitted to have three (3) absences in the semester. If you are

absent four (4) classes, your grade will be lower a complete letter grade "B"; if five (5) absences, your course grade will be lowered another full letter, to "C". If you are absent six (6) days, you will receive a D in the class. After 7 absences you will have a big "F" as final grade for the class.

Civility: Policies are based upon the 2005-2006 Code of Student Conduct as published by Indiana State University <http://www.indstate.edu/sjp/>
Acts of classroom incivility will not be tolerated. This includes any threatening, demeaning or distracting behavior or language (directed toward another student or instructor) including talking during the lectures. (Please understand, however, that you are very welcome to ask questions or make observations during the lectures; simply raise your hand and I will call on you when I reach a good pausing point.) Any act of incivility will result in the student(s) being dismissed from class, which will count as an absence.

Laptops: While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA: "ISU seeks to provide accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the

semester. Contact the Director of Student Support Services. The telephone number is 237.2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that ISU offers. If you require assistance during an emergency evacuation, notify your instructor immediately. Look for evaluation procedures posted in your classrooms”

sufficient time to meet any changes prior to due dates and/or grading.

Professionalism: Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom: Do not consume food of any form (including snack food, candy, “take-out”, hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

Cell Phones or Other Communication Media: No use of cell phones and/or text messaging during class. All exceptions will require instructor’s approval. Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

NOTE: The instructor reserves the right to alter or change the sequence, scope, and content only and exclusively of the weekly class schedule material to permit the introduction of new/innovative material or when current topics/guests can measurably add to the students’ understanding of relevant issues. This will be done only when necessary and according to the considered judgment of the instructor. Students will be notified of any change in project criteria in

FCS 152 Interior Design Graphics I

Weekly Schedule

Week	Date	Section 001 – 002		
		Lecture	Studio	Readings
Week 1	TH 27-Aug	Introduction	ID Fall Orientation	
Week 2	T 01-Sep	Tools and Materials	Tools and Materials	P: 2-12
	TH 03-Sep	Lettering	lettering	P:179-180
Week 3	T 08-Sep	Symbols and Scale	Symbols and Scale	P: 178
	TH 10-Sep	Projection Systems	Projection Systems	P: 23-36
Week 4	T 15-Sep	Floor Plans	Floor Plans	P: 14-22 and 37-47
3 week attendance	TH 17-Sep	Roof Plans	Roof Plans	P: 48-54
Week 5	T 22-Sep	Interior Sections	Interior Sections	P: 55-63
	TH 24-Sep	Exterior Elevations	Exterior Elevations	P: 64-71
Week 6	T 29-Sep	Interior Elevations	Interior Elevations	P: 72
	TH 01-Oct	Elevations	Elevations	
02 October		Field trip Chicago		
Week 7	T 06-Oct	Axonometric Drawings	Axonometric Drawings	P: 73-86
	TH 08-Oct	Axonometrics	Axonometrics	
Week 8	T 13-Oct	One Point Perspective	Perspective Drawings	P: 87-106
Mid term	TH 15-Oct	Perspectives	Perspectives	
Week 9	T 20-Oct	Two Points Perspective	Perspective Drawings	P: 107-124
Mid term	TH 22-Oct	Perspectives	Perspectives	
23 October		Fieldtrip to Jasper		
Week 10	T 27-Oct	Final Project Issued	Final project	Ink techniques
	TH 29-Oct		Final Project	

Week 11				
T	03-Nov		Final Project	
TH	05-Nov		Final Project	
Week 12				
T	10-Nov	Mid-point Critique	Final Project	
TH	12-Nov	Mid-point Critique	Final Project	
Week 13				
T	17-Nov		Final Project	
TH	19-Nov		Final Project	
Week 14				
T	24-Nov	Model Making	Model Making	
TH	26-Nov	Thanksgiving Brake – No class		
Week 15				
T	01-Dec		Final Project	
TH	03-Dec		Final Project	
Week 16				
T	08-Dec	Final Project Due	Final project	
TH	10-Dec	Final Critique	Final Critique	
Week 17				
T	17-Dec	Final Examination	Evening Section	@ 10:00 AM



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Department of Family and Consumer Sciences

Interior Design Program

FCS 152 Interior Design Graphics I

Required tools*

- 3 wooden drawing pencils: **HB, 2H, and 2B**
- A lead holder (**2.0 mm**) with **HB** leads
- A lead pointer (sharpener) for **2 mm leads**
- Tracing-paper roll (sketch paper/ trash paper) **18” wide**
- Triangular **architectural** scale Metrics
- Triangular **architectural** scale Imperial
- Two triangles: 30° triangle # 12 and a 45° # 10 or bigger ones **without raised edges for inking.**
- A hi-polymer or vinyl pencil eraser, non abrasive
- Art-gum eraser (not for technical drafting)
- Erasing shield
- Drafting tape or drafting dots (preferred)
- Enough plain vellum paper for a final project. Paper size: 18”x 24” inches. You can get a pad for a descent price. Recommended (15 sheets, minimum 12). Vellum paper needed for mid October
- A drafting brush
- An “Ames” lettering guide
- A circles template
- Inking: I will give you the specs in class when needed
- A compass set

Optional Tools:

- A mechanical pencil
- A set of French curves or a flexible curve ruler
- An adjustable triangle. Replaces the two architectural triangles
- Tool Box
- Additional templates, such as, squares, and architectural symbols (plumbing fixtures, furnishings, etc)
- A drawing/drafting table

*** Price of Set \$70.46 at Rapid Reproductions, includes carrying bag**

Contract Agreement

FCS 152 Interior Design Graphics I

I have read the complete class syllabus and understood all the requirements and expectations stated in it, including the acquisition of tools and textbook(s) necessary for the development of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in a disciplinary action according to University, Departmental and Interior Design guidelines.

Name: _____

Signature: _____

Date: _____



Department of Family and Consumer Sciences

Interior Design Program

FCS 250 Materials and Finishes of Interior Design

Course syllabus
Fall Semester 2009
FCS Building Room 207
TTh 11:00AM - 12:15PM

Catalogue Description: 3 credit hours
Survey of interior components.
Emphasis on function, installation, care,
and maintenance. Design project will
support and emphasize discussion
material.

Professor: Mary C. Sterling, MA
IDEC, IIDA, LEED AP, NCIDQ Certified No. 012147
Office 104C - office hours by appointment only
812 237 3311
m-sterling@indstate.edu

Prerequisites: FCS150, FCS151,
FCS152, ARTS102 or consent of
instructor.

Policies: based upon the *2009-2010
Code of Student Conduct* as published
by Indiana State University
<http://www.indstate.edu/sjp/>

Course Goals:
Through this course, students have an
opportunity to explore the selection,
specification, and installation of finishing
and structural materials, within the
parameters of the functional and
aesthetic concerns of the built
environment.

Council for Interior Design Accreditation (C.I.D.A.) Professional Standards 2009 Embedded into Course Objectives:

Standard 2. Global Context for Design
Entry level interior designers have a
global view and weigh design decisions
within the parameters of ecological,
socio-economic, and cultural contexts.
Student Learning Expectations Student
work demonstrates understanding of: a.
the concepts, principles, and theories of
sustainability as they pertain to building
methods, materials, systems, and
occupants. Students understand

1. **must** be able to demonstrate an
understanding of the design elements
(space, line, form, shape, texture, time,
and color and light) and principles
(balance, rhythm, emphasis, proportion,
scale, unity, harmony, and variety) **3A**
2. work **must** follow a process and
demonstrate the ability to apply 2-
dimensional design elements and
principles in interior design projects;
apply 3-dimensional design elements
and principles to the development of the
spatial envelope; and select and apply
color in interior design projects **4A, 4B,**
4C
3. **must** demonstrate programming
skills: problem identification;
identification of client and user needs;
and information gathering research and
analysis (functional requirements,
sustainability issues) **4D, 4E, 4F**

4. **must** demonstrate competent concept development skills including concept statements; rapidly visualize concepts through sketching; space planning (adjacencies, circulation, and articulation and shaping of space) **4G, 4H, 4I**
5. work **must** demonstrate competent schematic design skills including preliminary specification of interior finishes (generic finish selections) **4J**
6. work **must** demonstrate competent design development skills in validation of design solutions relative to the objectives of the project program and appropriate selection and application of decorative elements (hardware) **4O, 4P**
7. work **must** demonstrate competence in the presentation of color and materials on sample boards **5C**
8. **must** express ideas clearly in oral presentations, critiques, and interviews **5D**
9. **must** communicate clearly in writing using correct spelling, grammar, and syntax in specifications and concept statements **5E**
10. work **must** demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria **6L**
11. **must** demonstrate knowledge of sources for materials and products **6M**
12. **must** demonstrate an understanding of the concept of sustainable building methods and materials **6N**
13. work **should** demonstrate knowledge of installation methods and material maintenance requirements **6O, 6P**
14. **must** demonstrate understanding of the impact of fire and life safety principles on space planning (movement, detection) **7A**
15. **must** demonstrate the appropriate application of: codes and regulations and standards, and barrier-free design guidelines **7B, 7C**
16. **must** demonstrate understanding of the impact on health and welfare of: indoor air quality and noise **7E, 7F**
17. **must** demonstrate understanding of universal design concepts and principles **7H**
18. **must** demonstrate understanding of time management, information management, and conflict resolution **8C, 8D, 8E**
19. **should** demonstrate understanding of basic business computer applications of word processing **8I**
20. The teaching and learning methods **must** incorporate the experience of team approaches to design solutions **1F**
21. The program **must** provide learning experiences that address understanding issues that affect the sustainability of the planet **2D**
22. The program **must** include learning experiences that incorporate critical, analytical, and strategic thinking; creative thinking; ability to think visually and volumetrically; active listening skills leading to effective interpretation of requirements; and present opportunities or experiences that address the value and importance of community or public service **2E, 2F, 2G, 2I, 2J**

Required Texts:

McDonough, W. & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. New York: North Point Press

Reznikoff, S. C. (1989). *Specifications for commercial interiors*. New York: Watson-Guption Publications.

Riggs, J. R. (2008). *Materials and components of interior architecture (seventh edition)*. Pearson Prentice Hall.

References:

Galvin, P. J. with Cheever, E. (1998). *Kitchen basics A training primer for kitchen specialists*. E. Windsor, NJ: Galvin Publications.

Galvin, P. J. (1997). *Bathroom basics A training primer for bathroom specialists*. E. Windsor, NJ: Galvin Publications.

McGowan, M. (2006). *Specifying interiors: A guide to construction and ff & e for residential and commercial interiors projects (second edition)*. New York: John Wiley & Sons, Inc.

Mitton, M. (2008). *Interior design visual presentation (third edition)*. New York: John Wiley & Sons, Inc.

Foster, K., Stelmack, A., and Hindman, D. (2007). *Sustainable residential interiors*. New York: John Wiley & Sons, Inc.

The American Institute of Architects (2002). *The graphic standards guide to architectural finishes*. New Jersey: John Wiley & Sons, Inc.

Evaluation:

- Fall Orientation.....05%
- IDEA (ASID IIDA IALD NKBA)
- 4 meetings (minimum).....05%
- Internet Research.....05%
- Critiques (2).....05%
- Field Trips (2).....10%
- Exams (4).....40%
- Practicum Assignment.....30%

Grading Scale:

A+ 100 – 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL

A 100 – 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL

A- 94 – 90 SUPERIOR, OUTSTANDING, EXCEPTIONAL

B+ 89 – 86 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

B 85 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

B- 84 – 80 AVERAGE, COMPETENT, SATISFACTORY, SOLVED PROBLEM

C+ 79 – 76 UNACCEPTABLE FOR COURSE CREDIT

C 75 UNACCEPTABLE FOR COURSE CREDIT

C- 74-70 UNACCEPTABLE FOR COURSE CREDIT

D+ 69 – 66 UNACCEPTABLE FOR COURSE CREDIT

D 65 UNACCEPTABLE FOR COURSE CREDIT

D+ 64-60 UNACCEPTABLE FOR COURSE CREDIT

F 59 – 0 UNACCEPTABLE FOR COURSE CREDIT

Assignment Deadlines:

Late projects WILL NOT BE ACCEPTED after the due date and an 'F' grade will be recorded for that project. No make up projects will be considered.

IDEA Attendance:

Attendance to first, elections and two additional IDEA meetings required for grade. Total four meetings. Dates will be posted.

Class Attendance:

Class begins at 11:00AM. Arriving after role call will be considered an absence. Any student with four absences will have their final course grade lowered by a letter grade, e.g. from an A to a B, B to a C, and so on. Any student with seven or more absences will receive an F for the course.

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom or 10 hours per week for this course.

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom:

Do not consume food of any form (including snack food, candy, "take-out", hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

Cell Phones or Other Communication Media:

No use of cell phones and/or text messaging during class. All exceptions will require instructor's approval. Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

Laptops:

While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA:

"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812 237 2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms."



Department of Family and Consumer Sciences

Interior Design Program

FCS 250 Materials and Finishes of Interior Design

Course syllabus
 Fall Semester 2009
 FCS Building Room 207
 TTh 11:00AM - 12:15PM

Weekly Schedule:

Week	Date	Activity	Assignment
Week 1	27 Aug	Distribute and Discuss Syllabus <i>Cradle to Cradle: Remaking the Way We Make Things</i>	reading Riggs pp vii-xxi Chapter 1
Fall Orientation 4:30pm Dede I			
Week 2	01 Sept	Tour resource room Material Web Sites	
	03 Sept	Introduction Environmental Concerns	reading Riggs Chapter 2
Week 3	08 Sept	Paints and Wallcoverings	reading Riggs Chapter 3
	10 Sept	Guest Speaker (paint)	
Week 4	15 Sept	Carpet Internet Research Assignment	reading Riggs Chapter 4
	17 Sept	2009 Construction Specifications Institute (CSI) Trade Show Indianapolis 3:00 – 8:00 p.m.	
Week 5	22 Sept	Floors	Study Chapters 1, 2, 3, & 4
	24 Sept	INSERT	
Week 6	29 Sept	Practicum Assignment	reading Riggs Chapter 5
	01 Oct	Exam #1 (Chapters 1, 2, 3, & 4)	
Week 7	06 Oct	Walls	reading Riggs Chapters 6 & 7
	08 Oct	Guest Speaker (gypsum board)	



Department of Family and Consumer Sciences

Interior Design Program

FCS 250 Materials and Finishes of Interior Design

Course syllabus
 Fall Semester 2009
 FCS Building Room 207
 TTh 11:00AM - 12:15PM

Weekly Schedule:

Week	Date	Activity	Assignment
Week 8	13 Oct	Ceilings	Study Chapters 5, 6, & 7
	15 Oct	Other Components	
Week 9	20 Oct	Practicum Assignment	reading Riggs Chapter 8
	22 Oct	Exam #2 (Chapters 5, 6, & 7)	
Week 10	27 Oct	Cabinet Construction	reading Riggs Chapter 9 & 10
	29 Oct	Tour of Cabinets by Nichols Incorporated	
Week 11	03 Nov	Kitchens	Study Chapters 8, 9, & 10
	05 Nov	Bathrooms	
Week 12	10 Nov	Practicum Assignment	reading Reznikoff Chapters 1, 2, & 3
	12 Nov	Exam #3 (Chapters 8, 9, & 10)	
Week 13	17 Nov	Professional Liabilities	reading Reznikoff Chapters 4, & 5
	19 Nov	Product Liability Regulations and Standards	
Week 14	24 Nov	Interior Fire Hazards Interior Finishes: Fire Performance Testing	reading Reznikoff Chapter 13
		Life Cycle Costing: Value Management	



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Department of Family and Consumer Sciences

Interior Design Program

FCS 250 Materials and Finishes of Interior Design

Course syllabus

Fall Semester 2009

FCS Building Room 207

TTh 11:00AM - 12:15PM

Weekly Schedule:

Week	Date	Activity	Assignment
Thanksgiving			
Week	01 Dec	Guest Speaker (Facilities Management)	
	03 Dec	Guest Speaker (Facilities Management)	
Week 15	08 Dec	Concepts of Performance Evaluation	Study Chapters 1, 2, 3, 4, 5, 13, & 17
	10 Dec	Practicum Assignment Presentation	
Week 16	15 Dec	Exam #4 - 10:00 AM Rm 207 (Reznikoff Chapters 1, 2, 3, 4, 5, 13, & 17)	

This syllabus is subject to change and revision. YOU are responsible for keeping abreast of any such changes.

Contract Agreement

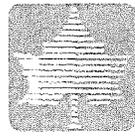
FCS 250 Materials and Finishes of Interior Design

I have read the complete class syllabus and understood all the requirements and expectations stated in it, including the acquisition of tools and textbook(s) necessary for the development of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in a disciplinary action according to University, Departmental and Interior Design guidelines.

Name: _____

Signature: _____

Date: _____



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Dept. of Family and Consumer Sciences
Interior Design Program

FCS 251: Interior Design Studio I

Course Syllabus

Semester: Spring 2010

FCS Building Room: 101

Hours:

T-TH 11:00 to 1:45 PM

Catalogue Description: Introduction and development of the design process through the exploration of abstract and realistic problem solving applications. Design solutions are presented through the development of two and three dimensional presentation techniques.

Instructor: Jessica N. Simmons, Adjunct Faculty

Office hours: By appt. only

Phone: 812.241.7557

Email: jnsinteriors@hotmail.com

Introduction:

Welcome to class! Keep this syllabus as a reference. ***You are responsible for knowing everything in this syllabus.***

Prerequisites: FCS151, 152

Policies: Classroom and general policies based upon the Indiana State University Code of Student Conduct and Rights of Students, and Student Handbook, accessible at <http://www.indstate.edu/sjp/>; click on "Code of Student conduct" and "Student Handbook". The University has made MyMail e-mail the official method of communication to students. The official policy is in the University Handbook at <http://www.indstate.edu/aminaff/handbook/sectionV.pdf>, page 17.

Required Texts:

1. Ching, Francis and Binggeli, Corry. *Interior Design Illustrated*. 2nd Edition. New Jersey: John Wiley & Sons, Inc
2. Ching, Francis. *Building Construction Illustrated*. 4th Edition. New Jersey: John Wiley & Sons, Inc.
3. NKBA *Kitchen and Bath Planning Guidelines Handbook, 2004*. Available free online.
4. The NKBA Professional Resource Library 800 843 6522:

Residential Construction
Systems – Materials - Codes

Bath Planning
Guidelines – Codes - Standards

Kitchen & Bath Systems
Mechanical – Electrical - Plumbing

Design Principles
Color – Form – Styles

Kitchen & Bath Products
Materials – Equipment – Surfaces

Kitchen & Bath Drawing
Plans – Drafting – Presentation

Kitchen & Bath Project Management
Installation – Contractors – Cost Controls

Kitchen & Bath Business Management
Financials – Personnel – Operations

References:

1. Dreyfuss, H. Associates. (2002). *The measure of man and woman: Human factors in design*. New York: John Wiley & Sons, Inc.
2. Pile, John. *Interior Design*. Harry N. Abrams, Inc.
- *Interior Design Illustrated*
3. Ching, F. D. K., & Winkel, S. R. (2003). *Building codes illustrated: A guide to understanding the International Building Code*. New York: John Wiley & Sons, Inc.
4. DeChiara, J., Panero, J., & Zelnik, M. (1992). *Time-saver standards for interior design and space planning*. New York: McGraw-Hill, Inc.

5. Riggs, J. R. (2008). *Materials and components of interior architecture (seventh edition)*. Pearson Prentice Hall.

Council for Interior Design Accreditation Professional Standards 2009 Embedded into Course Objectives:

II. Interior Design: Critical Thinking, Professional Values, and Processes

Standard 2. Global Context for Design

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates **understanding** of:

- a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Program Expectations

The interior design program provides:

- d) exposure to contemporary issues affecting interior design.

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student work demonstrates:

- b) **understanding** and the **ability** to appropriately **apply** theories of human behavior.
- c) the **ability** to select, interpret, and **apply** appropriate ergonomic and anthropometric data.

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are **able** to:

- 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 (evidence-based design).
- c) evaluate, select, and apply information and research findings to design.
- d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- e) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Program Expectations

The interior design program includes:

- f) opportunities to solve simple to complex design problems.
- h) opportunities for innovation and creative thinking.
- i) opportunities to develop critical listening skills.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have **awareness** of:

- a) team work structures and dynamics.
- b) the nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work.

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

Students are **able** to:

- 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 media.
- f) integrate oral and visual material to present ideas clearly.

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively **apply** the elements, principles, and theories of design to:

- a) two-dimensional design solutions.
- b) three-dimensional design solutions.
- c) Students are **able** to analyze and discuss spatial definition and organization.

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates **understanding** of:

- a) color principles, theories, and systems.
- b) the interaction of light and color and the impact they have on one another and interior environments.

Students are able to:

- c) appropriately select and **apply** color with regard to its multiple purposes.¹

- d) **apply** color effectively in all aspects of visual communication (presentations, models, etc.)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have **awareness** of:

- a) a broad range of materials and products.
- b) typical fabrication and installation methods, and maintenance requirements.
- c) Students select and **apply** appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are **able** to layout and specify furniture, fixtures, and equipment.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Students **understand**:

- c) the principles of acoustical design.
- d) appropriate strategies for acoustical control.

Students **understand**:

- e) the principles of thermal design.
- f) how thermal systems impact interior design solutions.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- a) structural systems and methods.
- b) non-structural systems including ceilings, flooring, and interior walls.
- c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have **awareness** of:

- a) sustainability guidelines.
- b) industry-specific regulations.

Students select and **apply** appropriate:

- i) accessibility guidelines.

Course Content:

The 2010 Residential Design Studio will introduce students to the study and application of interior design knowledge, skills, processes, and theories to interior design projects. Includes programming and schematic design. Concentrates on design development of interior spaces. Includes multidisciplinary experiences and incorporates the relationship of human behavior and the built environment. Students will also learn the National Kitchen and Bath Association's Guidelines of Planning Standards and Safety Criteria for residential bathrooms including Universal Design concepts. Includes the study and selection of bath materials, equipment, and cabinetry.

Keep all your trash paper, conceptual sketches, and schematic diagrams for each project. Date and keep all work-in-progress in a folder.

Evaluation: Class evaluation will consist of:

- **20% Project 1**
- **5% Project 2**
- **25% Project 3**
- **30% Project 4**
- **5% Midterm exam**
- **10% Attendance**
- **5 % IDEA**
 - ASID, IIDA, NKBA
 - IDEA meetings (7)
 - Design Interaction Day
 - Indiana ID Coalition meeting
 - Fund raising \$75

Mandatory Memberships and Attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester. Mandatory IDEA attendance for ALL seven Spring Semester meetings is required. Mandatory attendance and active involvement in the Design Interaction Day, Friday 26 February 2010 (Muncie) is required. Mandatory attendance is required to the joint meeting of ASID, IIDA, and Indiana Interior Design Coalition in Indianapolis (date pending). Each student will also be required to raise a minimum of \$75 in funds for IDEA. To earn the 5% of your total evaluation all requirements must be met.

Evaluation will be based on:

1. Concept, concept development
2. Process/Design, Design development
3. Presentation: Verbal and graphic
4. Ability to use different techniques to create drawings
5. Ability to prepare final presentations using different output materials and techniques
6. Ability to create presentation boards, using rendered autographic drawings and perspectives
7. Ability to construct models using different materials and techniques
8. Interaction with classmates, participation in class and studio activities
9. Willingness to work, initiative, organizational skills and consistency
10. Willingness to go beyond the minimum requirements
11. Ability to offer and accept criticism
12. Attendance

Grading Scale:

- A+** 100 – 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL
A 95 - SUPERIOR, OUTSTANDING, EXCEPTIONAL
A- 94 – 90 SUPERIOR, OUTSTANDING, EXCEPTIONAL
- B+** 89 – 86 VERY GOOD, COMMENDABLE, ABOVE AVERAGE
B 85 VERY GOOD, COMMENDABLE, ABOVE AVERAGE
B- 84 – 80 AVERAGE, COMPETENT, SATISFACTORY, SOLVED PROBLEM
- C+** 79 – 76 UNACCEPTABLE FOR COURSE CREDIT
C 75 UNACCEPTABLE FOR COURSE CREDIT
C- 74-70 UNACCEPTABLE FOR COURSE CREDIT
- D+** 69 – 66 UNACCEPTABLE FOR COURSE CREDIT
D 65 UNACCEPTABLE FOR COURSE CREDIT
D+ 64-60 UNACCEPTABLE FOR COURSE CREDIT
- F** 59 – 0 UNACCEPTABLE FOR COURSE CREDIT

A grade of B- or better is required in each Interior Design Studio course.

Assignment Deadlines:

Late projects WILL NOT BE ACCEPTED after the due date and time and an 'F' grade will be recorded for that project. No make up projects will be considered.

Attendance:

Class begins at 11:00AM. Arriving after role call will be considered an absence. Any student with four absences or more will have their final course grade lowered by a letter grade, e.g. from an A+ to a B+, B- to a C-, and so on. Any student with seven or more absences will receive an F for the course.

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom or 10 hours per week for this course.

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Studio:

Do not consume food of any form (including snack food, candy, "take-out", hot food, and drinks) in the studio. All such foods are to be consumed outside of the design studio. Bottled water is the ONLY food item allowed in the studio.

Cell Phones or Other Communication Media:

No use of cell phones and/or text messaging during class. All exceptions will require instructor's approval.

Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

Laptops:

While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the *Code of Student Conduct*.

ADA:

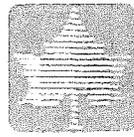
"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812 237 2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms."

Project Return Policy:

For each assignment each student is required to submit **both a hard copy and two digital copies e.g. CD.** (Examples of hard copies include original drawings, sketches, high quality color photocopies or scans, presentation boards, and or 3D models) Once graded one of the digital (CD) copy will be returned to the student, while **the other digital copy and the hard copy will be retained by the program** for possible publication, review, accreditation, and instructional purposes.

Disclaimer:

The instructor reserves the right to alter the course schedule/content when appropriate.



Indiana State University

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Dept. of Family and Consumer Sciences
 Interior Design Program
 FCS 251: Interior Design Studio I

Weekly Schedule

Week	Date		Activity	Studio
Week 1				
	T	12-Jan	Introduction	
			PROJECT 1 ISSUED	Discussion - Brainstorming
	TH	14-Jan	Design Concept	Photographic Exploration
Week 2				
	T	19-Jan	Design Process	Concept Development – form, Investigation, schematics
*Pages 2-32	TH	21-Jan	Interior Space	Design Development (chap 5)
Week 3				
*Pages 36-80	T	26-Jan	Interior Design Basics	Studio Time (chap 6,7,8)
			Mid-project review	Studio time
*Pages 82 - 104	TH	28-Jan	Design Vocabulary	Studio time
Week 4				
*Pages 105 - 144	T	02-Feb	Design Vocabulary	Studio time
*Page 146 - 181	TH	04-Feb	Interior Elements	Studio time
*Pages 182 - 212				
Week 5				
Bath Planning	T	09-Feb	PROJECT 1 DUE	Bathroom Design
Bath Planning	TH	11-Feb	PROJECT 2 ISSUED	Discussion – brainstorming
Week 6				
Residential Construction	T	16-Feb	NKBA – Bathroom design	Studio time
Bath Systems	TH	18-Feb	PROJECT 2 DUE PROJECT 3 ISSUED	Discussion - brainstorming

Week 7				
Kitchen and Bath Drawing	T	23-Feb	NKBA – Bathroom Design	Programming
Kitchen and Bath Products	TH	25-Feb	NKBA – Bathroom Design	Research
	F	27-Feb	DID @ Ball State	
Week 8				
*Pages 214 - 232	T	02-Mar	Interior Systems	Research
*Pages 234 - 261	TH	04-Mar	Lighting and Acoustics	Studio time
Week 9				
~*~*~*~*~*~*~*~*~*	T	09-Mar	* SPRING BREAK *	
~*~*~*~*~*~*~*~*~*	TH	11-Mar	* SPRING BREAK *	
Week 10				
*Pages 274 - 302	T	16-Mar	Mid term Exam	Studio time
*Pages 304 - 334	TH	18-Mar	PROJECT 3 DUE	
Week 11				
	T	23-Mar	PROJECT 4 ISSUED	Discussion - Brainstorming
	TH	25-Mar	Research	Programming
Week 12				
	T	30-Mar	Research review	Concept Development
	TH	01-Apr	Design Studio	Studio time
Week 13				
	T	06-Apr	Mid-project review	Studio time
	TH	08-Apr	Design Studio	Studio time
Week 14				
	T	13-Apr	Design Studio	Studio time
	TH	15-Apr	Design Studio	Studio time
Week 15				
	T	20-Apr	Design Studio	Studio time
	TH	22-Apr	Design Studio	Studio time
Week 16				
	T	27-Apr	Design Studio	Studio time
	TH	29-Apr	Design Studio	Studio time
Week 17				
	T	04-May		
	TH	06-May		

I have read the complete course syllabus and understood all the requirements and expectations stated in it, including the acquisition of supplies, tools, and textbook(s) necessary for the successful expediting of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in disciplinary action according to University, Department, and Program guidelines.

Name (architectural hand letter):

Signature:

Date: 12 January 2010



**Indiana State
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Department of Family and Consumer Sciences

Interior Design Program

FCS 252 Interior Design Graphics II

Course Syllabus

Semester: Fall 2009

FCS Building Room: 101

Hours: T-TH 2:00pm - 4:45pm

Catalogue Description: 3 Hours studio instruction and development of visual presentation techniques, perspectives, color rendering and advanced drafting methods.

Professor: Juan A. Jurado, Assistant Professor, Lecturer/Studio Instructor.

Office: FCS 104A

Office hours: Posted on door

Office Telephone: 812 237 3314

E-mail: jjurado@indstate.edu

Prerequisites: FCS 152

Policies: Classroom and general policies based upon Interior Design Student Handbook.

Course Objectives: After completing this course, student work and the student **must** be able to demonstrate according to the Council for Interior Design Accreditation (C.I.D.A.) Professional Standards 2009:

II. Interior Design: Critical Thinking, Professional Values, and Processes

- Standard 4 Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problem solving, Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts

Program Expectations

The interior design program includes:

h) Opportunities for innovation and creative thinking.

i) Opportunities to develop critical listening skills.

- Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

a) Team work structures and dynamics.

Program Expectations

The interior design program includes learning experiences that engage

c) Collaboration, consensus building, leadership, and team work.

- Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

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 media.

f) Integrate oral and visual material to present ideas clearly.

- Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

e) Professional ethics

Program Expectations

i) life-long learning.

III. Interior Design: Core Design and Technical Knowledge

- Standard 9. Space and Form

Entry-level interior designers apply the theories of two and three dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

a) Two-dimensional design solutions

b) Three-dimensional design solutions

c) Students are able to analyze and discuss spatial definition and organization

- Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

a) Color principles, theories and systems

b) The interaction of light and color and the impact they have on one another and interior environments

Students:

c) Appropriately select and apply color with regard to its multiple purposes. 1

d) Apply color effectively in all aspects of visual communication (presentations, models, etc.)

- Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have awareness of:

a) A broad range of materials and products

Required Texts:

1. Ching, D.K. Francis. (1997). *Design Drawing*. New York, John Wiley and Sons, Inc. **ISBN: 978-0-471-28654-7.**

2. Doyle, Michael E. (2007). *Color Drawing: Design Drawing Skills and Techniques for Architects, Landscape Architects, and Interior Designers, 3rd Edition*. New Jersey. John Wiley and Sons, Inc. **ISBN: 978-0-471-74190-9.**

Evaluation: Class evaluation will consist of:

- **45 % Assignments** Sket. + rend. **(+15)**

- **20 % Digital rend. Assignments (2)**

- **25 % Final Project**

- **10 % Attendance**

Mandatory memberships and attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester.

Grading scale:

A+	100 – 96 Superior, outstanding, exceptional
A	95 Superior, outstanding, exceptional
A-	94 – 90 Superior, outstanding, exceptional
B+	89 – 86 Very good, commendable, above average
B	85 Very good, commendable, above average
B-	84 – 80 Very good, commendable, above average
C+	79 – 76 Average, competent, satisfactory, solved problem
C	75 unacceptable for course credit
C-	74-70 unacceptable for course credit
D+	69 – 66 unacceptable for course credit
D	65 unacceptable for course credit
D+	64-60 unacceptable for course credit
F	59 – 0 unacceptable for course credit

Assignment Deadlines: Projects will be due at the beginning of the class. Late projects will not be accepted after that time and an "F" grade will be recorded for that specific project. No extra credit or "make up" work/exams

will be given or accepted. If you are late the day we have an exam (project or presentation), you will receive an F for that exam, quiz or presentation.

Note: You are responsible for being prepared for classes; this includes bringing all the materials, textbooks and assignments to class. You are the only one responsible of doing all the readings from your textbook according to the class schedule before each class. Failure to do the readings before class may result on a pop quiz without any notice.

Attendance: Roll will be taken at the beginning of class. If you are not present or fail to reply during roll call, you will be considered absent. If you are late it is your responsibility to let me know you were late to change your absence to a "late". Please do so at the end of the class. Do not interrupt classes.

You are permitted to have three (3) absences in the semester. If you are absent four (4) classes, your grade will be lower a complete letter grade "B"; if five (5) absences, your course grade will be lowered another full letter, to "C". If you are absent six (6) days, you will receive a D in the class. After 7 absences you will have a big "F" as final grade for the class.

Civility: Policies are based upon the 2005-2006 Code of Student Conduct as published by Indiana State University <http://www.indstate.edu/sjp/>.

Acts of classroom incivility will not be tolerated. This includes any threatening, demeaning or distracting behavior or language (directed toward another student or instructor) including talking during the lectures. (Please understand, however, that you are very welcome to

ask questions or make observations during the lectures; simply raise your hand and I will call on you when I reach a good pausing point.) Any act of incivility will result in the student(s) being dismissed from class, which will count as an absence.

Laptops: While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA: “ISU seeks to provide accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom:

Do not consume food of any form (including snack food, candy, “take-out”, hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237.2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that ISU offers. If you require assistance during an emergency evacuation, notify your instructor immediately. Look for evaluation procedures posted in your classrooms”

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve

Cell Phones or Other Communication

Media: No use of cell phones and/or text messaging during class. All exceptions will require instructor’s approval.

Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

NOTE: The instructor reserves the right to alter the sequence, scope, and content only and exclusively of the weekly class schedule material to permit the introduction of new/innovative material or when current topics/guests can measurably add to the students' understanding of relevant issues. This will be done only when necessary and according to the considered judgment of the instructor. Students will be notified of any change in project criteria in sufficient time to meet any changes prior to due dates and/or grading

FCS 252 Interior Design Graphics I I

Weekly Schedule

Week	Date	Lecture	Studio
Week 1	TH 27-Aug	ID fall Orientation	ID fall Orientation
Week 2	T 01-Sep	Introduction	Assignment 1
Page 1 - 37	TH 03-Aug	Line and shape	B/W drawing (lines)
Week 3	T 08-Sep	Tone and texture	B/W drawing (pencil)
Page 39 - 47	TH 10-Sep	Modeling form + Video	B/W drawing (pencil)
Page 48 - 49			
Week 4	Three week	Attendance	
Page 50 - 55	T 15-Sep	Light & shadows + Video	B/W drawing (pencil)
Page 56 - 63	TH 17-Sep	Tone, Value and Texture	B/W drawing (pencil)
Week 5	T 22-Sep	Intro to color rendering	Color pencil exercises
Page 1 - 51	TH 24-Sep	Color Pencil	Techniques and other media
Page 53 - 83			
Week 6	T 29-Sep	Color Pencil	Rendering exercises
Page 84 - 98	TH 01-Oct	Marker Rendering	Techniques and media
Page 84 - 98			
02 October	Fieldtrip to	Chicago	
Week 7	T 06-Sep	Marker Rendering	Floor plans - materials
Page 99 - 115	TH 08-Oct	Marker Rendering	Floor plans
Week 8	T 13-Oct	Mix media Rendering	Floor Plans
Mid term	TH 15-Oct	Mix media Rendering	Floor Plans
Week 9	T 20-Oct	Mix media Rendering	Floor Plans
Mid term	TH 22-Oct	Mix media Rendering	Floor plans
23 October	Fieldtrip to	Jasper - Indiana	
Week 10	T 27-Oct	Mix Media Rendering	Elevations - materials
Page 116 - 128	TH 29-Oct	Mix Media Rendering	Rendering Furniture
Page 129- 145			

Week 11 Page 146 - 162	T	03-Nov	Mix media	Lighting and Accessories
	TH	05-Nov	Mix media	Elevations
Week 12 Page 201 - 236	T	10-Nov	Final Project issued	Final Project
	TH	12-Nov	1 Point Perspective	1 Point Perspective grid
Week 13	T	17-Nov	2 point perspective	2 Point Perspective grid
	TH	19-Nov	Final Project	Final Project
Week 14 Page 237 – 260 Page 291 - 313 Page 303 – 337	T	24-Nov	Digital Rendering	Final Project
	TH	26-Nov	Thanksgiving day – No class	
Week 15	T	01-Nov	Digital rendering	Final Project
	TH	03-Nov	Digital rendering	Final Project
Week 16	T	08-Dec	Final presentations	Final Presentations
	TH	10-Dec	Final Presentations	Final Presentations
Week 17	TH	17-Dec	Final Exam @ 3:00 PM	Final Exam @ 3:00 PM

Notes:

- **Page XXX – XXX** means readings from book # 1: Ching, Francis. (1997). *Design Drawing*. New York, Van Nostrand Reinhold.

- **Page XXX – XXX** means readings from book # 2: Doyle, Michael E. (2007). *Color Drawing: Design Drawing Skills and Techniques for Architects, Landscape Architects, and Interior Designers, 3rd Edition*. New Jersey. John Wiley and Sons, Inc.



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Department of Family and Consumer Sciences

Interior Design Program

FCS 252 Interior Design Graphics II

Materials for the course:

Triangles: 30/60 & 45

Architects scale

Mechanical Pencils

Pens (fine markers) - Micron Set (various sizes), Pilot V-Ball

Sketching Pencils: H, HB and 2B (wooden ones)

-Colored Pencils - Brands of choice: Prismacolor (48 count set)

Colored Markers - Brands of choice: Chartpak AD/Prismacolor
Any Marker Paper or pad. Please make sure it is marker paper.

Size: 11 X14. Cannon Pro-layout marker pad works best

Templates: Circle, Ellipse, and others as needed

Data Storage (CD-RW, USB Drives, etc.)

Drafting Tape or Dots

Eraser, Shield and Art-Gum eraser

Drafting brush

Drawing Tube

X-Acto Knife and Blades

Spray Mount (Super 77), Glue

Scissors

Tool Box - may be one with markers

Box for markers (vertical position)

12"x50' White Tracing Paper

9x12 Sketchbook (see below)

****Note:** These are the basics, and will be carried with you from studio to studio. Other tools, materials and equipment may be required as indicated for the individual projects.

COLOR MARKERS:

Class demonstrations will be performed using Prismacolor (preferred) and/or Chartpak AD brand markers. If you choose to purchase a different brand it will be your responsibility to determine proper color matches. Please see chart below for color coding. **Please give special attention to the "warm grays" (french greys) and to the cool greys. We need a good variety of them.**

List of Markers (Chartpak shown):

Warm Gray values #2 #4, #6, #8	Violet Light	Apple Green	Pale Cherry	Kraft Brown
Cool Gray values #2, #5, #7	Sapphire Blue	Linden Green	Desert Tan	Brick Red
Maize	Crystal Blue	Nile Green	Beige	Mocha
Banana	Electric Blue	Light Olive	Naples Yellow	Redwood
Pale Flesh	Prussian Blue	Olive	Goldenrod	Light Sand
Salmon	Willow Green	Dark Olive	Pale Indigo	Chrome Orange
Crimson	Grass Green	Pale Sepia	Cream	

These are the minimum number (colors) we will be using this semester. If you can get more, please feel free to get more. It is important to mention that these markers are more expensive if you try to buy them one by one. They are cheaper by sets. Do not worry if the set does not include one or two colors in the list. You can always buy those individually. **Please, try not to blend and mix different makers "name brands". They do not always work as expected.**

SKETCH BOOK:

The more sketching you do and the more techniques you try the more creative you will become. A sketchbook will be required and reviewed weekly. The sketchbook will be a significant factor in the final grade. It is where you will be doing your assignments. Make sure to choose a sketchbook that is big enough to allow drawing freedom (one that will fit in your back pack). A 9"x12" (120 sheets) Sketch pad for graphite, color pencil and marker is recommended.

Contract Agreement

FCS 252 Interior Design Graphics I I

I have read the complete class syllabus and understood all the requirements and expectations stated in it, including the acquisition of tools and textbook(s) necessary for the development of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in a disciplinary action according to University, Departmental and Interior Design guidelines.

Name: _____

Signature: _____

Date: _____



**Indiana State
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Department of Family and Consumer Sciences

Interior Design Program

FCS 351 Interior Design Studio II

Course syllabus

Fall Semester 2009

FCS Building Room 101

MW 11:00 - 1:45 PM

Catalogue Description: 3 credit hours. Schematic development and application of problem-solving processes to small-scale living and working environments.

Professor: Mary C. Sterling, MA
IDEC, IIDA, LEED AP
NCIDQ Certified No. 012147
Office 104C - office hours by appointment only
812 237 3311
m-sterling@indstate.edu

Prerequisites: FCS 251

Co requisites: n/a

Policies: based upon the 2009-2010 *Code of Student Conduct* as published by Indiana State University
<http://www.indstate.edu/sjp/>

Council for Interior Design Accreditation (C.I.D.A.) Professional Standards 2009 Embedded into Course Objectives:

II. Interior Design: Critical Thinking, Professional Values, and Processes

Standard 2. Global Context for Design
Entry level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.
Student Learning Expectations

Student work demonstrates understanding of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

b) Globalization and the implications of conducting the practice of design within a world market.

c) how design needs may vary for different socio-economic populations.

Program expectations

The interior design program provides:

d) exposure to contemporary issues affecting interior design.

e) exposure to a variety of business, organizational, and familial structures.

f) opportunities for developing knowledge of other cultures

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student learning expectations

a) students understand that social and cultural norms may vary from their own and are relevant to making appropriate design decisions

Student work demonstrates:

b) understanding and the ability to appropriate apply theories of human behavior

c) The ability to select, interpret, and apply appropriate ergonomic and anthropometric data.

d) Understanding and the ability to appropriately apply universal design concepts

Standard 4 Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problem solving, Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

- 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 (evidence-based design).
- c) Evaluate, select, and apply information and research findings to design
- d) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements
- e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts

Program Expectations

The interior design program includes:

- f) Opportunities to solve simple to complex design problems
- g) Exposure to a range of design research and problem solving methods
- h) Opportunities for innovation and creative thinking
- i) Opportunities to develop critical listening skills.

Standard 5. Collaboration

Entry-level interior designers engage in multi-discipline collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

- a) team work structures and dynamics
- b) the nature and value of integrated design practices

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work
- d) interaction with multiple disciplines representing a variety of points of view and perspectives

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- 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 media.
- e) Integrate oral and visual material to present ideas clearly.

Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

- e) professional ethics

Program Expectations

f) The interior design program provides exposure to various market sectors and client types.

III. Interior Design: Core Design and Technical Knowledge

Standard 9. Space and Form

Entry-level interior designers apply the theories of two and three dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) two-dimensional design solutions
- b) three-dimensional design solutions
- c) students are able to analyze and discuss spatial definition and organization

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

- a) color principles, theories and systems
- b) the interaction of light and color and the impact they have on one another and interior environments

Students:

- c) appropriately select and apply color with regard to its multiple purposes
- d) apply color effectively in all aspects of visual communication (presentations, models)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations.

Students have awareness of:

- a) a broad range of materials and products

- b) typical fabrication and installation methods, and maintenance requirements
- c) students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are able to layout and specify furniture, fixtures, and equipment

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

- a) understand the principles of natural and electrical lighting design
- b) competently select and apply luminaries and light sources

Students understand:

- g) the principles of indoor air quality
- h) how the selection and application of products and systems impact indoor air quality

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- b) non structural system including ceilings, flooring, and interior walls
- c) distribution systems including mechanical and HVAC
- d) energy controls system
- f) vertical circulation systems

g) students are able to read and interpret construction drawings and documents

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have awareness of:

- a) sustainability guidelines
- b) industry-specific regulations

Student work demonstrates

understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:

- c) compartmentalization: fire separation and smoke containment
- d) movement: access to the means of egress including stairwells, corridors, exitways,
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers

Students select and apply appropriate:

- g) federal, state and local codes
- h) standards
- i) accessibility guidelines

Required Texts:

The NKBA Professional Resource Library 800 843 6522:

Residential Construction

Systems – Materials - Codes

Kitchen & Bath Systems

Mechanical – Electrical - Plumbing

Design Principles

Color – Form – Styles

Kitchen & Bath Products

Materials – Equipment – Surfaces

Kitchen Planning

Guidelines – Codes – Standards

Kitchen & Bath Drawing

Plans – Drafting - Presentation

Dreyfuss, H. Associates. (2002). *The measure of man and woman: Human factors in design*. New York: John Wiley & Sons, Inc.

McDonough, W. & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. New York: North Point Press.

Osterberg, A. E., & Kain, D. J. (2005). *Access for everyone: A guide to the accessibility of buildings and sites with references to ADAAG* (Revised Edition). Iowa State University.

NKBA Membership:

Student membership required.

Download application form at www.nkba.org

References:

Ballast, D. K. (2007). *Interior design reference manual: A guide to the NCIDQ exam* (fourth edition). Belmont, CA: Professional Publications, Inc.

Leibrock, C. A. and Terry, J. E. (1999). *Beautiful universal design: A visual guide*. New York: John Wiley & Sons, Inc. (out-of-print)

Null, R. L. (1996). *Universal Design: Creative Solutions for ADA Complicance*. Belmont, CA: Professional Publications, Inc. (out-of-print)

Peterson, M. J. (1995). *Universal Kitchen planning – Design that adapts to people*. Hackettstown, NJ: NKBA Books. (out-of-print)

D+ 64-60 UNACCEPTABLE FOR COURSE CREDIT

F 59 – 0 UNACCEPTABLE FOR COURSE CREDIT

Evaluation:

Fall Orientation.....	05%
IDEA (ASID IIDA NKBA)	
4 meetings (minimum).....	05%
NKBA Student Design Competition...	45%
Universal Design Project.....	45%

Assignment Deadlines:

Late projects WILL NOT BE ACCEPTED after the due date and an 'F' grade will be recorded for that project. No make up projects will be considered.

Grading Scale:

A+ 100 – 96 SUPERIOR, OUTSTANDING, EXCEPTIONAL

A 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL

A- 94 – 90 SUPERIOR, OUTSTANDING, EXCEPTIONAL

B+ 89 – 86 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

B 85 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

B- 84 – 80 VERY GOOD, COMMENDABLE, ABOVE AVERAGE

C+ 79 – 76 AVERAGE, COMPETENT, SATISFACTORY, SOLVED PROBLEM

C 75 UNACCEPTABLE FOR COURSE CREDIT

C- 74-70 UNACCEPTABLE FOR COURSE CREDIT

D+ 69 – 66 UNACCEPTABLE FOR COURSE CREDIT

D 65 UNACCEPTABLE FOR COURSE CREDIT

Mandatory Memberships and Attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year.

Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements.

Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester.

IDEA Attendance:

Attendance to first, elections and two additional IDEA meetings required for grade. Total four meetings. Dates will be posted.

Class Attendance:

Class begins at 11:00AM. Arriving after roll call will be considered an absence. Any student with four absences will have their final course grade lowered by a letter grade, e.g. from an A to a B, B to a C, and so on. Any student with seven or more absences will receive an F for the course.

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 5 contact hours in the classroom plus 15 hours outside the classroom or 20 hours per week for this course.

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom:

Do not consume food of any form (including snack food, candy, "take-out", hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

Cell Phones or Other Communication Media:

No use of cell phones and/or text messaging during class. All exceptions will require instructor's approval. Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

Laptops:

While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA:

"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812 237 2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms."



**Indiana State
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More. From day one.

Department of Family and Consumer Sciences

Interior Design Program

FCS 351 Interior Design Studio II

Course syllabus

Fall Semester 2009

FCS Building Room 101

MW 11:00 - 1:45 PM

Weekly Schedule:

Week	Date	Activity	Assignment
Week 1	26 Aug	Distribute and Discuss Syllabus Introduce NKBA Student Design Competition Section I Kitchen Planning Guidelines (1-31) How to Design a Kitchen	
	27 Aug	Fall Orientation 4:30pm – Dede I	
Week 2	31 Aug	How to Lay Out the Kitchen NKBA Student Design Competition	
	02 Sept	Graphics and Presentation Standards NKBA Student Design Competition	
Week 3	09 Sept	Graphics and Presentation Standards NKBA Student Design Competition	
Week 4	14 Sept	Graphics and Presentation Standards NKBA Student Design Competition	
	16 Sept	Graphics and Presentation Standards NKBA Student Design Competition	
	18 Sept	NKBA Indiana State Chapter Meeting TBA	
Week 5	21 Sept	Graphics and Presentation Standards NKBA Student Design Competition	
	23 Sept	NKBA Student Design Competition	
Week 6	28 Sept	NKBA Student Design Competition	
	30 Sept	NKBA Student Design Competition	
	02 Oct	Field Trip Chicago Juno Lighting	



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Department of Family and Consumer Sciences

Interior Design Program

FCS 351 Interior Design Studio II

Course syllabus

Fall Semester 2009

FCS Building Room 101

MW 11:00 - 1:45 PM

Weekly Schedule:

Week	Date	Activity	Assignment
Week 7	05 Oct 07 Oct	NKBA Student Design Competition NKBA Student Design Competition	
Week 8	12 Oct 14 Oct	NKBA Student Design Competition NKBA Student Design Competition Due	
Week 9	19 Oct 21 Oct 23 Oct	Introduce Universal Design Project Universal Design Project Jasper Factory Tour	
Week 10	26 Oct 28 Oct	Universal Design Project Universal Design Project	
Week 11	02 Nov 04 Nov	Universal Design Project Universal Design Project	
Week 12	09 Nov 11 Nov	Universal Design Project Universal Design Project	
Week 13	16 Nov 18 Nov	Universal Design Project Universal Design Project	
Thanksgiving Week	23 Nov	Universal Design Project	



Indiana State University

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Department of Family and Consumer Sciences

Interior Design Program

FCS 351 Interior Design Studio II

Course syllabus

Fall Semester 2009

FCS Building Room 101

MW 11:00 - 1:45 PM

Weekly Schedule:

Week	Date	Activity	Assignment
Week 14	30 Nov 02 Dec	Universal Design Project Universal Design Project	
Week 15	07 Dec 09 Dec	Universal Design Project Universal Design Project	
Week 16	14 Dec	Universal Design Project Presentations	

This syllabus is subject to change and revision. YOU are responsible for keeping abreast of any such changes.

Contract Agreement

FCS 351 Interior Design Studio II

I have read the complete class syllabus and understood all the requirements and expectations stated in it, including the acquisition of tools and textbook(s) necessary for the development of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in a disciplinary action according to University, Departmental and Interior Design guidelines.

Name: _____

Signature: _____

Date: _____



Indiana State
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More. From day one.

Interior Design Program

FCS 352 Interior Design Studio III

Course Syllabus

Semester: Spring 2010

FCS Building Room: 101

Hours: T-TH 2:00pm - 4:45pm

Catalogue Description: 3 Hours studio of advance programming, schematics, and design development and application of building codes and universal design to adaptive use and restoration projects. CAD Applications

Professor: Juan A. Jurado, Assistant Professor, Lecturer/Studio Instructor.
Office: FCS 104A
Office hours: Posted on door
Office Telephone: 812 237 3314
E-mail: juan.jurado@indstate.edu

Prerequisites: FCS 351, IMT 299

Policies: Classroom and general policies based upon Interior Design Student Handbook.

Course Objectives: After completing this course, student work and the student **must** be able to demonstrate according to the Council for Interior Design Accreditation (C.I.D.A.) Professional Standards 2009:

II. Interior Design: Critical Thinking, Professional Values, and Processes

- Standard 2. Global Context for Design
Entry level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates understanding of:

a) The concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

c) How design needs may vary for different socio-economic populations.

Program expectations:

The interior design program provides:

d) Exposure to contemporary issues affecting interior design.

e) Exposure to a variety of business, organizational, and familial structures.

- Standard 3. Human Behavior
The work of interior designers is informed by knowledge of behavioral science and human factors.

Student learning expectations:

a) Students understand that social and cultural norms may vary from their own and are relevant to making appropriate design decisions

Student work demonstrates:

b) Understanding and the ability to appropriate apply theories of human behavior

c) The ability to select, interpret, and apply appropriate ergonomic and anthropometric data.

d) Understanding and the ability to appropriately apply universal design concepts

- Standard 4 Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problem solving, Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

- 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 (evidence-based design).
- c) Evaluate, select, and apply information and research findings to design
- d) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements
- e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts

Program Expectations

The interior design program includes:

- f) Opportunities to solve simple to complex design problems
- g) Exposure to a range of design research and problem solving methods.
- h) Opportunities for innovation and creative thinking.
- i) Opportunities to develop critical listening skills.

- Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

- a) Team work structures and dynamics.

b) The nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage

c) Collaboration, consensus building, leadership, and team work.

- Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- 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 media.
- e) Integrate oral and visual material to present ideas clearly.
- f) Integrate oral and visual material to present ideas clearly.

- Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

e) Professional ethics

Program Expectations

f) The interior design program provides exposure to various market sectors and client types. 2

The interior design program provides exposure to the role and value of:

- i) life-long learning.

III. Interior Design: Core Design and Technical Knowledge

- Standard 8. History.

Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context

Student Learning Expectations

a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment

Students are able to identify:

b) Movements and periods in interior design and furniture

e) Students are able to use historical precedent to inform design solutions

- Standard 9. Space and Form

Entry-level interior designers apply the theories of two and three dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

a) Two-dimensional design solutions

b) Three-dimensional design solutions

c) Students are able to analyze and discuss spatial definition and organization

- Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

a) Color principles, theories and systems

b) The interaction of light and color and the impact they have on one another and interior environments

Students:

c) Appropriately select and apply color with regard to its multiple purposes. 1

d) Apply color effectively in all aspects of visual communication (presentations, models, etc.)

- Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have awareness of:

a) A broad range of materials and products

b) Typical fabrication and installation methods and maintenance requirements

c) Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.

d) Students are able to layout and specify furniture, fixtures, and equipment.

- Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

a) Understand the principles of natural and electrical lighting design.

b) Competently select and apply luminaries and light sources.

Students understand:

g) The principles of indoor air quality.

h) How the selection and application of products and systems impact indoor air quality.

- Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

a) Structural systems and methods.

b) Non-structural systems including ceilings, flooring, and interior walls.

- c) Distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
- d) Energy, security, and building controls systems.
- e) The interface of furniture with distribution and construction systems.
- f) Vertical circulation systems.
- g) Students are able to read and interpret construction drawings and documents.

- Standard 14. Regulations
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.
Student Learning Expectations

Students have awareness of:

- a) Sustainability guidelines.
- b) industry-specific regulations.
 Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:
- c) Compartmentalization: fire separation and smoke containment.
- d) Movement: access to the means of egress including stairwells, corridors, exit ways.
- e) Detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) Suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.
 Students select and apply appropriate:
- g) Federal, state/provincial, and local codes.
- h) Standards.
- i) Accessibility guidelines.

Required Text:

Harmon, Sharon Koomen and Kennon, Katherine. (April 2008) *The Codes Guidebook for Interiors* (4th edition). New Jersey: John Wiley & Sons Inc.
ISBN: 978-0-470-14941-6

Reference Texts:

1. International Code Council. (2003). *International Building Code, and the*

Residential Building Code. International Code council

2. Ching, F. D. K., & Winkel, S. R. (2003). *Building codes illustrated: A guide to understanding the International Building Code.* New York: John Wiley & Sons, Inc.
3. DeChiara, J., Panero, J., & Zelnik, M. (1992). *Time-saver standards for interior design and space planning.* New York: McGraw-Hill, Inc.
4. The American Institute of Architects. (2000). *Architectural graphic standards: Student edition.* New York: John Wiley & Sons, Inc.

Evaluation: Class evaluation will consist of:

- **35% Project # 1**
- **60% Restoration Project**
- **5 % Attendance to class & IDEA**
 - o ASID, IIDA, NKBA
 - o IDEA meetings (7)
 - o Design Interaction Day
 - o Indiana ID Coalition meeting
 - o Fund raising \$75

Evaluation will be based on:

1. Ability to use CAD and other software to create drawings and final presentations
2. Ability to prepare and create final presentations using different output materials and techniques
3. Depth and detail of initial research
4. Quality of design solution, considering imagination, innovation and sophistication
5. Application of building codes and universal design on adaptive use and restoration projects
6. Level of design development
7. Interaction with classmates, participation in class and studio activities
8. Willingness to work, initiative, organizational skills, and consistency

- 9. Willingness to go beyond the minimum requirements
- 10. Ability to offer and accept criticism

Mandatory Memberships and Attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester. Mandatory IDEA attendance for ALL seven Spring Semester meetings is required. Mandatory attendance and active involvement in the Design Interaction Day, Friday 26 February 2010 (Muncie) is required. Mandatory attendance is required to the joint meeting of ASID, IIDA, and Indiana Interior Design Coalition in Indianapolis (date pending). Each student will also be required to raise a minimum of \$75 in funds for IDEA. To earn the 5% of your total evaluation all requirements must be met.

Grading scale:

- A+** 100 – 96 Superior, outstanding, exceptional
- A** 95 Superior, outstanding, exceptional
- A-** 94 – 90 Superior, outstanding, exceptional
- B+** 89 – 86 Very good, commendable, above average

- B** 85 Very good, commendable, above average
- B-** 84 – 80 Very good, commendable, above average
- C+** 79 – 76 Average, competent, satisfactory, solved problem
- C** 75 unacceptable for course credit
- C-** 74-70 unacceptable for course credit
- D+** 69 – 66 unacceptable for course credit
- D** 65 unacceptable for course credit
- D+** 64-60 unacceptable for course credit
- F** 59 – 0 unacceptable for course credit

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom or 10 hours per week for this course.

Assignments Deadlines: Projects will be due at the beginning of the class. Late projects will not be accepted after that time and an "F" grade will be recorded for that specific project. No extra credit or "make up" work/exams will be given or accepted. If you are late the day we have an exam (project or presentation), you will receive an F for that exam, quiz or presentation.

Note: You are responsible for being prepared for classes; this includes bringing all the materials, textbooks and assignments to class. You are the only one responsible of doing all the readings from your textbook according to the class schedule before each class. Failure to do the reading before class may result on a pop quiz without any notice.

Attendance: Roll will be taken at the beginning of class. If you are not present or fail to reply during roll call, you will be considered absent. **If you are late for class it is your responsibility to let me know you were late to change your absence to a “late”. Please do so at the end of the class. Do not interrupt classes. Three (3) late marks will count as one absence**

You are permitted to have three (3) absences in the semester. If you are absent four (4) classes, your grade will be lower a complete letter grade “B”; if five (5) absences, your course grade will be lowered another full letter, to “C”. If you are absent six (6) days, you will receive a D in the class. After 7 absences you will have a big “F” as final grade for the class.

Civility: Policies are based upon the 2005-2006 Code of Student Conduct as published by Indiana State University <http://www.indstate.edu/sjp/>. Acts of classroom incivility will not be tolerated. This includes any threatening, demeaning or distracting behavior or language (directed toward another student or instructor) including talking during the lectures. (Please understand, however, that you are very welcome to ask questions or make observations during the lectures; simply raise your hand and I will call on you when I reach a good pausing point.) Any act of incivility will result in the student(s) being dismissed from class, which will count as an absence.

Laptops: While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as

such usage remains within the bounds of the Code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA: “ISU seeks to provide accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237.2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that ISU offers. If you require assistance during an emergency evacuation, notify your instructor immediately. Look for evaluation procedures posted in your classrooms”

Studio Classroom rules: As general rules:

- No food or drinks are allowed in the studio at any time. Only bottled water is allowed.
- The ID studio space and equipment are for the use of ID students only.
- No cellular phone usage allowed in the studio at any time during class time. Please turn them off or you will be asked to leave the classroom.

NOTE: The instructor reserves the right to alter the sequence, scope, and content only and exclusively of the weekly class schedule material to permit the introduction of new/innovative material or when current topics/guests can measurably add to the students' understanding of relevant issues. This will be done only when necessary and according to the considered judgment of the instructor. Students will be notified of any change in project criteria in sufficient time to meet any changes prior to due dates and/or grading.

FCS 352 Interior Design Studio III

Weekly Schedule

Week	Date	Activity	Studio
Week 1	T	12-Jan	Introduction and Project 1
	TH	14-Jan	Research
			Project 1 review Research & Goals
Week 2	T	19-Jan	IDEC Project
	TH	21-Jan	IDEC Project
			Concept statement Design Stage
Week 3	T	26-Jan	IDEC Project DUE
	TH	28-Jan	IDEC Project Presentation
		Building codes	Comprehensive Review
Week 4	T	02-Feb	Building codes
	TH	04-Feb	Codes Summary due
3 week attendance			Comprehensive Review Codes summary
Week 5	T	09-Feb	Restoration research
	TH	11-Feb	Restoration research
			Research Guest Speaker
Week 6	T	16-Feb	Project # 2 issued
	TH	18-Feb	Visit to Project
			Class Discussion Visit to Project
Week 7	T	23-Feb	Case studies research
	TH	25-Feb	Codes & universal des.
			Research Complete Research
Week 8	T	02-Mar	Concept & programming
	TH	04-Mar	Project development
			Research Studio time
Week 9	T	09-Mar	No Class – Spring Break
	TH	11-Mar	No Class – Spring Break
Mid term grades due			
Week 10	T	16-Mar	Project development
	TH	18-Mar	Project development
			Studio time Studio time

Week 11	T	23-Mar	Mid-term Review	Studio time
	TH	25-Mar	Mid-term Review	Studio time
Week 12	T	30-Mar	Project development	Studio time
	TH	01-Apr	Project development	Studio time
Week 13	T	06-Apr	Project development	Studio time
	TH	08-Apr	Project development	Studio time
Week 14	T	13-Apr	Project development	Studio time
	TH	15-Apr	Project development	Studio time
Week 15	T	20-Apr	Project development	Studio time
	TH	22-Apr	Project development	Studio time
Week 16	T	27-Apr	Project development	Studio time
	TH	29-Apr	Project development	Studio time
Week 17	TH	4-May	Final Project Due	Time and location to be announced
	* final project submission date may change according to client's availability and schedule			

Contract Agreement

FCS 352 Interior Design Studio III

I have read the complete course syllabus and understood all the requirements and expectations stated in it, including the acquisition of supplies, tools, and textbook(s) necessary for the successful expediting of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in disciplinary action according to University, Department, and Program guidelines.

Name: (Architectural hand letter)

Signature:

Date: 12 January 2010



Department of Family and Consumer Sciences

Interior Design Program

FCS 353 Internship
Course Syllabus
Summer Semester 2010

Catalogue Description: 3 credit hours (320 hours). Supervised experience in business and professional practices in interior design or related design field.

Professor: Mary C. Sterling
IIDA, IDEC, NCIDQ Certified No. 012147, LEED AP
519 251 4799 (summer only)
mary.sterling@indstate.edu

Prerequisites: completion of all 300 level courses in the interior design major. Junior or senior standing and pre-approval of instructor.

Co requisites: not applicable.

Policies: based upon the 2009-2010 Code of Student Conduct as published by Indiana State University
<http://www.indstate.edu/sjp/>

Course Objectives:

After completing this course, the learner will:

1. evaluate the culture and environment of the professional studio and professional practice
2. display real-world experience in preparation for embarking on a design career
3. have demonstrated a successful job search including interviews within the design field

4. create a personal design philosophy and draw conclusions on your area of interest
5. compare a professional evaluation with a self evaluation based on real-world demands
6. analyze the internship experience, explain the findings to ones peers, and participate in focused conversation

Evaluation:

Internship Position	10%
Signed Learning Contract	05%
Weekly Journal Entries	24%
Participation	6%
Intern/Supervisor Evaluation	40%
Letter of Reference	05%
Oral Presentation and Focused Conversations	10%

**Council for Interior Design
Accreditation (C.I.D.A.) Professional
Standards 2009 Embedded into
Course Objectives:**

**II. Interior Design: Critical Thinking,
Professional Values, and Processes**

**Standard 2. Global Context for
Design**

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates understanding of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

b) globalization and the implications of conducting the practice of design within a world market.
c) how design needs may vary for different socio-economic populations.

Program Expectations

The interior design program provides:
d) exposure to contemporary issues affecting interior design.

e) exposure to a variety of business, organizational, and familial structures.
f) opportunities for developing knowledge of other cultures.

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student Learning Expectations

a) Students understand that social and cultural norms may vary from their own

and are relevant to making appropriate design decisions.

Student work demonstrates:

b) understanding and the ability to appropriately apply theories of human behavior.

c) the ability to select, interpret, and apply appropriate ergonomic and anthropometric data.

d) understanding and the ability to appropriately apply universal design concepts.

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

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 (evidence-based design).

c) evaluate, select, and apply information and research findings to design.

d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.

e) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Program Expectations

The interior design program includes:

- f) opportunities to solve simple to complex design problems.
- g) exposure to a range of design research and problem solving methods.
- h) opportunities for innovation and creative thinking.
- i) opportunities to develop critical listening skills.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

- a) team work structures and dynamics.
- b) the nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work.
- d) interaction with multiple disciplines representing a variety of points of view and perspectives.

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- 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 media.

- e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.

- f) integrate oral and visual material to present ideas clearly.

III. Interior Design: Core Design and Technical Knowledge

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) two-dimensional design solutions.
- b) three-dimensional design solutions.
- c) Students are able to analyze and discuss spatial definition and organization.

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

- a) color principles, theories, and systems.
- b) the interaction of light and color and the impact they have on one another and interior environments.

Students:

- c) appropriately select and apply color with regard to its multiple purposes. 1
- d) apply color effectively in all aspects of visual communication (presentations, models, etc.)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have awareness of:

- a) a broad range of materials and products.
- b) typical fabrication and installation methods, and maintenance requirements.
- c) Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are able to layout and specify furniture, fixtures, and equipment.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

- a) understand the principles of natural and electrical lighting design.
- b) competently select and apply luminaires and light sources.

Students understand:

- c) the principles of acoustical design.

- d) appropriate strategies for acoustical control.

Students understand:

- e) the principles of thermal design.
- f) how thermal systems impact interior design solutions.

Students understand:

- g) the principles of indoor air quality.
- h) how the selection and application of products and systems impact indoor air quality.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- a) structural systems and methods.
- b) non-structural systems including ceilings, flooring, and interior walls.
- c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
- d) energy, security, and building controls systems.
- e) the interface of furniture with distribution and construction systems.
- f) vertical circulation systems.
- g) Students are able to read and interpret construction drawings and documents.

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have awareness of:

- a) sustainability guidelines.
- b) industry-specific regulations.

Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:

- c) compartmentalization: fire separation and smoke containment.
- d) movement: access to the means of egress including stairwells, corridors, exitways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students select and apply appropriate:

- g) federal, state/provincial, and local codes.
- h) standards.
- i) accessibility guidelines.



**Indiana State
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Department of Family and Consumer Sciences

Interior Design Program

FCS 355 Interior Lighting and Color Theory

Course syllabus

Fall Semester 2009

FCS Building Room 101

MW 2:00 - 4:45 PM

Catalogue Description: 3 credit hours
Lecture and studio applications of technical, aesthetic, and psychological uses of light, lighting fixtures, and their relationships to color.

Professor: Mary C. Sterling
IDEC, IIDA, LEED AP
NCIDQ Certified No. 012147
Office 104C - office hours by appointment only - 812 237 3311
m-sterling@indstate.edu

Prerequisites: FCS251 or consent of instructor or junior standing.

Co requisites: FCS351 or consent of instructor.

Policies: based upon the 2009-2010 *Code of Student Conduct* as published by Indiana State University
<http://www.indstate.edu/sjp/>

Council for Interior Design Accreditation (C.I.D.A.) Professional Standards 2009 Embedded into Course Objectives:

II. Interior Design: Critical Thinking, Professional Values, and Processes

Standard 2. Global Context for Design
Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological,

socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates understanding of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

b) Globalization and the implications of conducting the practice of design within a world market.

c) how design needs may vary for different socio-economic populations.

Program expectations

The interior design program provides:

d) exposure to contemporary issues affecting interior design.

e) exposure to a variety of business, organizational, and familial structures.

f) opportunities for developing knowledge of other cultures

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student learning expectations

a) students understand that social and cultural norms may vary from their own and are relevant to making appropriate design decisions

Student work demonstrates:

b) understanding and the ability to appropriately apply theories of human behavior

- c) The ability to select, interpret, and apply appropriate ergonomic and anthropometric data.
- d) Understanding and the ability to appropriately apply universal design concepts

Standard 4 Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problem solving, Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

- 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 (evidence-based design).
- c) Evaluate, select, and apply information and research findings to design
- d) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements
- e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts

Program Expectations

The interior design program includes:

- f) Opportunities to solve simple to complex design problems
- g) Exposure to a range of design research and problem solving methods
- h) Opportunities for innovation and creative thinking
- i) Opportunities to develop critical listening skills.

Standard 5. Collaboration

Entry-level interior designers engage in multi-discipline collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

- a) team work structures and dynamics
- b) the nature and value of integrated design practices

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work
- d) interaction with multiple disciplines representing a variety of points of view and perspectives

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- 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 media.
- e) Integrate oral and visual material to present ideas clearly.

Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

- a) the contributions of interior design to contemporary society
- Program Expectations*
- f) The interior design program provides exposure to various market sectors and client types.

III. Interior Design: Core Design and Technical Knowledge

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) two-dimensional design solutions
- b) three-dimensional design solutions
- c) students are able to analyze and discuss spatial definition and organization

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

- a) color principles, theories and systems
- b) the interaction of light and color and the impact they have on one another and interior environments

Students:

- c) appropriately select and apply color with regard to its multiple purposes
- d) apply color effectively in all aspects of visual communication (presentations, models)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations.

Students have awareness of:

- a) a broad range of materials and products
- b) typical fabrication and installation methods, and maintenance requirements
- c) students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

- a) understand the principles of natural and electrical lighting design
- b) competently select and apply luminaries and light sources

Students understand:

- c) the principles of acoustical design
- d) appropriate strategies for acoustical control
- e) the principles of thermal design
- f) how thermal systems impact interior design solutions

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- b) non structural systems including ceilings
- c) distribution systems including power, mechanical and HVAC
- d) energy and security control systems

Standard 14. Regulations
 Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have awareness of:

- a) sustainability guidelines
 - b) industry-specific regulations
- Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:
- c) compartmentalization: fire separation and smoke containment
 - d) movement: access to the means of egress including stairwells, corridors, exitways,
 - e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems
 - f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers

Students select and apply appropriate:

- g) federal, state and local codes
- h) standards
- i) accessibility guidelines

Texts:

Gordon, G. (2003). *Interior lighting for designers*, 4th edition. New Jersey: John Wiley & Sons, Inc.

Karlen, M. & Benya, J. R. (2004). *Lighting design basics*. New York: John Wiley & Sons, Inc.

McDonough, W. & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. New York: North Point Press

References:

Egan, M. D. & Olgyay, V. W. (2002). *Architectural lighting*. New York: McGraw-Hill, Inc.

Steffy, G. R. (2006). *Architectural lighting design*. New York: John Wiley & Sons, Inc.

Evaluation:

Field Trips	10%
Light Fixture Design.....	25%
Lighting Sketches (5).....	10%
Exams (3).....	15%
Studio Practicum.....	40%

Grading Scale:

**A+ 100 – 96 SUPERIOR,
 OUTSTANDING, EXCEPTIONAL**

**A 95 SUPERIOR, OUTSTANDING,
 EXCEPTIONAL**

**A- 94 – 90 SUPERIOR,
 OUTSTANDING, EXCEPTIONAL**

**B+ 89 – 86 VERY GOOD,
 COMMENDABLE, ABOVE AVERAGE**

**B 85 VERY GOOD, COMMENDABLE,
 ABOVE AVERAGE**

**B- 84 – 80 VERY GOOD,
 COMMENDABLE, ABOVE AVERAGE**

**C+ 79 – 76 AVERAGE, COMPETENT,
 SATISFACTORY, SOLVED
 PROBLEM**

**C 75 UNACCEPTABLE FOR COURSE
 CREDIT**

**C- 74-70 UNACCEPTABLE FOR
 COURSE CREDIT**

**D+ 69 – 66 UNACCEPTABLE FOR
 COURSE CREDIT**

**D 65 UNACCEPTABLE FOR COURSE
 CREDIT**

**D+ 64-60 UNACCEPTABLE FOR
 COURSE CREDIT**

F 59 – 0 UNACCEPTABLE FOR COURSE CREDIT

Assignment Deadlines:

Late projects WILL NOT BE ACCEPTED after the due date and an 'F' grade will be recorded for that project. No make up projects will be considered.

Mandatory Memberships and

Attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester.

IDEA Attendance:

Attendance to first, elections and two additional IDEA meetings required for grade. Total four meetings. Dates will be posted.

Class Attendance:

Class begins at 2:00PM. Arriving after role call will be considered an absence. Any student with four absences will have their final course grade lowered by a letter grade, e.g. from an A to a B, B to a C, and so on. Any student with seven or more absences will receive an F for the course.

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 5 contact hours in the classroom plus 15 hours outside the classroom or 20 hours per week for this course.

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom:

Do not consume food of any form (including snack food, candy, "take-out", hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

Cell Phones or Other Communication Media:

No use of cell phones and/or text messaging during class. All exceptions will require instructor's approval. Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

Laptops:

While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct.

However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA:

"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812 237 2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms."



**Indiana State
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Department of Family and Consumer Sciences

Interior Design Program

FCS 355 Interior Lighting and Color Theory

Course syllabus

Fall Semester 2009

FCS Building Room 101

MW 2:00 - 4:45 PM

Weekly Schedule:

Week	Date	Activity	Assignment
Week 1	26 Aug	Introduction Internet Research Report Light Fixture Design	reading Introduction Chapters 1 & 2
	27 Aug	Fall Orientation 4:30pm – Dede I	
Week 2	31 Aug	Introduction pp. 1-2 Chapter 1 Perception	
	02 Sept	Chapter 2 Psychology Lighting Evaluation 1 – University Art Gallery (sketching)	reading Chapters 3 & 4
Week 3	09 Sept	Chapter 3 Brightness Chapter 4 Color	reading Chapters 5, 6, & 7
Week 4	14 Sept	Exam 1 (Chapters 1-4) Critiques Light Fixture	reading Chapters 8 & 9
	16 Sept	Chapter 5 Daylight Chapter 6 Incandescent Lamps Chapter 7 Discharge Lamps Lighting Evaluation 2 – (sketching)	
	18 Sept	NKBA Indiana State Chapter Meeting TBA	
Week 5	21 Sept	Chapter 8 Auxiliary Equipment Chapter 9 Light Control	reading Chapters 10 & 11
	23 Sept	Critiques Light Fixture	

Week	Date	Activity	Assignment
Week 6	28 Sept	Exam 2 (Chapters 5-9) Critiques Light Fixture	reading
	30 Sept	Chapter 10 Photometrics Chapter 11 Electricity Lighting Evaluation 3 – (sketching)	Chapters 12 & 13
	02 Oct	Field Trip to Chicago Juno Lighting	
Week 7	05 Oct	Field Trip to LightSOURCE Indianapolis	
	07 Oct	Chapter 12 Luminaries Chapter 13 Design	
Week 8	12 Oct	Exam 3 (Chapters 10-13) Critiques Light Fixture	
	14 Oct	Lighting Evaluation 4 – (sketching)	
Week 9	19 Oct	Critiques Light Fixture	
	21 Oct	Light Fixture Due	
	23 Oct	Jasper Factory Tour	
Week 10	26 Oct	Introduction Studio Practicum	
	28 Oct	Studio Practicum Lighting Evaluation 5 – (sketching)	
Week 11	02 Nov	Studio Practicum MS out-of-country	
	04 Nov	Studio Practicum MS out-of-country	
Week 12	09 Nov	Studio Practicum	
	11 Nov	Studio Practicum Lighting Evaluations Due	
Week 13	16 Nov	Studio Practicum	
	18 Nov	Studio Practicum	
Thanksgiving			
Week	23 Nov	Studio Practicum – Professional Critiques	

Weekly Schedule:

Week	Date	Activity	Assignment
Week 14	30 Nov 02 Dec	Studio Practicum Studio Practicum	
Week 15	07 Dec 09 Dec	Studio Practicum Studio Practicum	
Week 16	14 Dec	Studio Practicum Presentations	

This syllabus is subject to change and revision. YOU are responsible for keeping abreast of any such changes.

Contract Agreement
FCS 355 Interior Lighting and Color Theory

I have read the complete class syllabus and understood all the requirements and expectations stated in it, including the acquisition of tools and textbook(s) necessary for the development of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in a disciplinary action according to University, Departmental and Interior Design guidelines.

Name: _____

Signature: _____

Date: _____



**Indiana State
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Department of Family and Consumer Sciences

Interior Design Program

FCS 451 Interior Design Studio IV

Course Syllabus

Semester: Fall 2009

FCS Building Room: 101

Hours: -T-TH 8:00am -10:45am

Catalogue Description: 3 Design solutions to specialized problems in non-residential interiors using design processes and knowledge of materials, fixtures, furnishings, and equipment. CAD applications..

Professor: Juan A. Jurado, Assistant Professor, Lecturer/Studio Instructor.
Office: FCS 104A
Office hours: Posted on door
Office Telephone: 812 237 3314
E-mail: jjurado@indstate.edu

Prerequisites: FCS250, FCS260, and FCS497I (CAD)

Policies: Classroom and general policies based upon Interior Design Student Handbook

Course Objectives: After completing this course, student work and the student **must** be able to demonstrate according to the Council for Interior Design Accreditation (C.I.D.A.) Professional Standards 2009:

II. Interior Design: Critical Thinking, Professional Values, and Processes

- Standard 2. Global Context for Design
Entry level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates understanding of:

a) The concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

b) Globalization and the implications of conducting the practice of design within a world market.

c) How design needs may vary for different socio-economic populations.

Program expectations:

The interior design program provides:

d) Exposure to contemporary issues affecting interior design.

e) Exposure to a variety of business, organizational, and familial structures.

f) Opportunities for developing knowledge of other cultures.

- Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student learning expectations:

a) Students understand that social and cultural norms may vary from their own and are relevant to making appropriate design decisions

Student work demonstrates:

b) Understanding and the ability to appropriate apply theories of human behavior

c) The ability to select, interpret, and apply appropriate ergonomic and anthropometric data.

d) Understanding and the ability to appropriately apply universal design concepts

- Standard 4 Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problem solving, Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

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 (evidence-based design).

c) Evaluate, select, and apply information and research findings to design

d) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements

e) Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts

Program Expectations

The interior design program includes:

f) Opportunities to solve simple to complex design problems

g) Exposure to a range of design research and problem solving methods.

h) Opportunities for innovation and creative thinking.

i) Opportunities to develop critical listening skills.

- Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

a) Team work structures and dynamics.

b) The nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage

c) Collaboration, consensus building, leadership, and team work.

- Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

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 media.

e) Integrate oral and visual material to present ideas clearly.

f) Integrate oral and visual material to present ideas clearly.

- Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

e) Professional ethics

Program Expectations

f) The interior design program provides exposure to various market sectors and client types. 2

The interior design program provides exposure to the role and value of:

i) life-long learning.

III. Interior Design: Core Design and Technical Knowledge

- Standard 9. Space and Form

Entry-level interior designers apply the theories of two and three dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) Two-dimensional design solutions
- b) Three-dimensional design solutions
- c) Students are able to analyze and discuss spatial definition and organization

- Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

- a) Color principles, theories and systems
- b) The interaction of light and color and the impact they have on one another and interior environments

Students:

- c) Appropriately select and apply color with regard to its multiple purposes. 1
- d) Apply color effectively in all aspects of visual communication (presentations, models, etc.)

- Standard 11. Furniture, Fixtures,

Equipment, and Finish Materials
Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have awareness of:

- a) A broad range of materials and products
- b) Typical fabrication and installation methods and maintenance requirements
- c) Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are able to layout and specify furniture, fixtures, and equipment.

- Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

- a) Understand the principles of natural and electrical lighting design.
- b) Competently select and apply luminaries and light sources.

Students understand:

- c) The principles of acoustical design.
- d) Appropriate strategies for acoustical control.
- e) The principles of thermal design.
- f) How thermal systems impact interior design solutions.
- g) The principles of indoor air quality.
- h) How the selection and application of products and systems impact indoor air quality.

- Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- a) Structural systems and methods.
- b) Non-structural systems including ceilings, flooring, and interior walls.
- c) Distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
- d) Energy, security, and building controls systems.
- e) The interface of furniture with distribution and construction systems.
- f) Vertical circulation systems.
- g) Students are able to read and interpret construction drawings and documents.

- Standard 14. Regulations
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.
Student Learning Expectations

Students have awareness of:

- a) Sustainability guidelines.
 - b) industry-specific regulations.
- Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:
- c) Compartmentalization: fire separation and smoke containment.
 - d) Movement: access to the means of egress including stairwells, corridors, exit ways.
 - e) Detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
 - f) Suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.
- Students select and apply appropriate:
- g) Federal, state/provincial, and local codes.
 - h) Standards.
 - i) Accessibility guidelines.

Text:

1. Harmon, Sharon Koomen and Kennon, Katherine. (2008). *The Codes Guidebook for Interiors 4th Edition*. New Jersey: John Wiley & Sons.

ISBN: 9780470149416

Reference Texts:

1. International Code Council. (2003). *International Building Code, and the Residential Building Code*. International Code council
2. Malking Jain. (2002). *Medical and dental space planning, a comprehensive guide to design, equipment, and clinical procedure*. 3rd edition. New Jersey: John Wiley & Sons

Evaluation: Class evaluation will consist of:

- **15 % Project I (Space)**
- **65 % Project II (Healthcare)**
- **10 % Field trips (2)**
- **05 % Fall Orientation**
- **05 % IDEA meetings**

Mandatory memberships and attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester.

Evaluation will be based on:

1. Ability to use CAD and other software to create drawings and final presentations
2. Ability to prepare and do final presentations using different output materials and techniques
3. Depth and detail of initial research
4. Quality of design solution, considering imagination, innnovation and sophistication
5. Application of building codes and universal design on adaptive use and restoration projects
6. Level of design development
7. Interaction with classmates, participation in class and studio activities

8. Willingness to work, initiative, organizational skills, and consistency
9. Willingness to go beyond the minimum requirements
10. Ability to offer and accept criticism.

Grading System:

We may use the 4 point grading scale or the 100 points grading scale depending on the complexity of the project.

Grading scale:

- A+** 100 – 96 Superior, outstanding, exceptional
- A** 95 Superior, outstanding, exceptional
- A-** 94 – 90 Superior, outstanding, exceptional
- B+** 89 – 86 Very good, commendable, above average
- B** 85 Very good, commendable, above average
- B-** 84 – 80 Very good, commendable, above average
- C+** 79 – 76 Average, competent, satisfactory, solved problem
- C** 75 unacceptable for course credit
- C-** 74-70 unacceptable for course credit
- D+** 69 – 66 unacceptable for course credit
- D** 65 unacceptable for course credit
- D+** 64-60 unacceptable for course credit
- F** 59 – 0 unacceptable for course credit

Assignments Deadlines: Projects will be due at the beginning of the class. Late projects will not be accepted after that time and an "F" grade will be recorded for that specific project. No extra credit or "make up" work/exams will be given or accepted. If you are late the day we have an exam (project or presentation), you will receive an F for that exam, quiz or presentation.

Note: You are responsible for being prepared for classes; this includes bringing all the materials, textbooks and assignments to class. You are the only one responsible of doing all the readings from your textbook according to the class schedule before each class. Failure to do the reading before class may result on a pop quiz without any notice.

Attendance: Roll will be taken at the beginning of class. If you are not present or fail to reply during roll call, you will be considered absent.

You are permitted to have three (3) absences in the semester. If you are absent four (4) classes, your grade will be lower a complete letter grade "B"; if five (5) absences, your course grade will be lowered another full letter, to "C". If you are absent six (6) days, you will receive a D in the class. After 7 absences you will have a big "F" as final grade for the class.

Civility: Policies are based upon the 2005-2006 Code of Student Conduct as published by Indiana State University <http://www.indstate.edu/sjp/>

Acts of classroom incivility will not be tolerated. This includes any threatening, demeaning or distracting behavior or language (directed toward another student or instructor) including talking during the lectures. (Please understand, however, that you are very welcome to ask questions or make observations during the lectures; simply raise your hand and I will call on you when I reach a good pausing point.) Any act of incivility will result in the student(s) being dismissed from class, which will count as an absence.

Laptops: While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

ADA: "ISU seeks to provide accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of

Student Support Services. The telephone number is 237.2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that ISU offers. If you require assistance during an emergency evacuation, notify your instructor immediately. Look for evaluation procedures posted in your classrooms”

Professionalism: Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom: Do not consume food of any form (including snack food, candy, “take-out”, hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

Cell Phones or Other Communication

Media: No use of cell phones and/or text messaging during class. All exceptions will require instructor’s approval.

Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

***NOTE:** The instructor reserves the right to alter the sequence, scope, and content only and exclusively of the weekly class schedule material to permit the introduction of new/innovative material or when current topics/guests can measurably add to the students’ understanding of relevant issues. This will be done only when necessary and according to the considered judgment of the instructor. Students will be notified of any change in project criteria in sufficient time to meet any changes prior to due dates and/or grading.*

FCS 451 Interior Design Studio IV

Weekly Schedule

Week	Date	Section 01		
		Lecture	Studio	Readings
Week 1	TH 27-Aug	Introduction	ID Fall Orientation	
Week 2	T 01-Sep	Project I Issued	Research	Research
	TH 03-Aug	Codes Research	Summary of codes and presentation	As needed
Week 3	T 08-Sep	Project 1	Design	Introduction
	TH 10-Sep	Project 1	Design	
Week 4 3 Week aten.	T 15-Sep	Project 1	Design	Chapter 1
	TH 17-Sep	End of design phase	End design	
Week 5	T 22-Sep	Schedules	Project Schedules	Chapter 2
	TH 24-Sep	Schedules	Project Schedules	
Week 6	T 29-Sep	Digital Boards	Digital Boards	Chapter 3
	TH 01-Oct	Project 1 Due	Final Presentations	
Week 7	T 06-Sep	Project II Issued	Research	Chapter 4
	TH 08-Oct	Brain Storming	Research	
Week 8 Mid term grad	T 13-Oct	Project II	Concepts	Chapter 5
	TH 15-Oct	Project II	Programming	
Week 9	T 20-Oct	Project II	Design	Chapter 6
	TH 22-Oct	Project II	Design	
Week 10	T 27-Oct	Project II	Design	Chapter 7
	TH 29-Oct	Project II	Design	

Week 11	T	03-Nov	Project II	Design	Chapter 8
	TH	05-Nov	Project II	Design	Chapter 9
Week 12	T	10-Nov	Mid point Critiques	Codes Summary	Chapter 10
	TH	12-Nov	Mid point Critiques	Codes Summary	
Week 13	T	17-Nov	Project II	Design	
	TH	19-Nov	Project II	Design	
Week 14	T	24-Nov	Project II	Design	
	TH	26-Nov	Thanksgiving Brake – No class		
Week 15	T	01-Dec	Budget/Schedules	Budget/Schedules	
	TH	03-Dec	Project II	Design	
Week 16	T	08-Dec	Project II	Design	
	TH	10-Dec	Project II	Design	
Week 17	T	15-Dec	Final Project Due	Final Project due	

Contract Agreement

FCS 451 Interior Design Studio IV

I have read the complete class syllabus and understood all the requirements and expectations stated in it, including the acquisition of tools and textbook(s) necessary for the development of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in a disciplinary action according to University, Departmental and Interior Design guidelines.

Name: _____

Signature: _____

Date: _____



Department of Family and Consumer Sciences

Interior Design Program

FCS 452 Interior Design Studio V

Course Syllabus

Spring Semester 2010

FCS Building Room 101

MW 2:30 - 5:00 PM

Catalog Description: 3 credit hours
Capstone senior projects incorporating advanced problem solving techniques, technical knowledge, oral, visual, graphic, and written communication skills into comprehensive design solutions.

Professor: Mary C. Sterling,
IDEC, IIDA, NCIDQ Certified No. 012147, LEED AP
Office 104C - office hours by appointment only
812 237 3311
m-sterling@indstate.edu

Prerequisite: FCS 451

Policies: based upon the 2009-2010
Code of Student Conduct as published
by Indiana State University
<http://www.indstate.edu/sjp/>

Required Texts:

Ballast, D. K. (2006). *Interior design reference manual: A guide to the NCDQ exam*. Belmont, CA: Professional Publications, Inc.

McDonough, W., & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. New York: North Point Press.

References:

Ching, F. D. K., & Winkel, S. R. (2003). *Building codes illustrated: A guide to understanding the International Building Code*. New York: John Wiley & Sons, Inc.

DeChiara, J., Panero, J., & Zelnik, M. (1992). *Time-saver standards for interior design and space planning*. New York: McGraw-Hill, Inc.



Department of Family and Consumer Sciences

Interior Design Program

FCS 452 Interior Design Studio V
Course Syllabus

Dreyfuss, H. Associates. (2002). *The measure of man and woman: Human factors in design*. New York: John Wiley & Sons, Inc.

Harmon, S. K., & Kennon, K. E. (2005). *The codes guidebook for interiors*. New Jersey: John Wiley & Sons, Inc.

International Building Code. (2006). Country Club Hills, IL: International Code Council, Inc.

International Residential Code. (2003). Country Club Hills, IL: International Code Council, Inc.

Karlen, M. (2004). *Space planning basics*. Hoboken, NJ: John Wiley & Sons, Inc.

McGowan, M., & Kruse, K. (2004). *Interior graphic standards*. Hoboken, NJ: John Wiley & Sons, Inc.

Osterber, A. E., & Kain, D. J. (2005). *Access for everyone: A guide to the accessibility of buildings and sites with references to ADAAG*. Ames, Iowa: Iowa State University.

Pena, W. M., & Parshall, S. A. (2001). *Problem seeking: An architectural programming primer*. New York: John Wiley & Sons, Inc.

Reznikoff, S. C. (1989). *Specifications for commercial interiors*. New York: Whitney Library of Design.

Riggs, J. R. (2008). *Materials and components of interior architecture (seventh edition)*. Pearson Prentice Hall.

The American Institute of Architects. (2000). *Architectural graphic standards: Student edition*. New York: John Wiley & Sons, Inc.

This course is the final studio, so although lecture will be a component of this course, class critiques (creative thinking) and studio applications (creative problem solving) will comprise the majority of the in-class experience. Field research will be extremely important to the successful completion of the design project.

**Council for Interior Design
Accreditation (C.I.D.A.) Professional
Standards 2009 Embedded into
Course Objectives:**

**II. Interior Design: Critical Thinking,
Professional Values, and Processes**

**Standard 2. Global Context for
Design**

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates understanding of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students understand:

b) globalization and the implications of conducting the practice of design within a world market.
c) how design needs may vary for different socio-economic populations.

Program Expectations

The interior design program provides:
d) exposure to contemporary issues affecting interior design.

e) exposure to a variety of business, organizational, and familial structures.
f) opportunities for developing knowledge of other cultures.

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student Learning Expectations

a) Students understand that social and cultural norms may vary from their own

and are relevant to making appropriate design decisions.

Student work demonstrates:

b) understanding and the ability to appropriately apply theories of human behavior.

c) the ability to select, interpret, and apply appropriate ergonomic and anthropometric data.

d) understanding and the ability to appropriately apply universal design concepts.

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

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 (evidence-based design).

c) evaluate, select, and apply information and research findings to design.

d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.

e) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Program Expectations

The interior design program includes:

- f) opportunities to solve simple to complex design problems.
- g) exposure to a range of design research and problem solving methods.
- h) opportunities for innovation and creative thinking.
- i) opportunities to develop critical listening skills.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

- a) team work structures and dynamics.
- b) the nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work.
- d) interaction with multiple disciplines representing a variety of points of view and perspectives.

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

- 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 media.
- e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
- f) integrate oral and visual material to present ideas clearly.

III. Interior Design: Core Design and Technical Knowledge

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively apply the elements, principles, and theories of design to:

- a) two-dimensional design solutions.
- b) three-dimensional design solutions.
- c) Students are able to analyze and discuss spatial definition and organization.

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates understanding of:

- a) color principles, theories, and systems.

b) the interaction of light and color and the impact they have on one another and interior environments.

Students:

c) appropriately select and apply color with regard to its multiple purposes. 1
d) apply color effectively in all aspects of visual communication (presentations, models, etc.)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have awareness of:

a) a broad range of materials and products.
b) typical fabrication and installation methods, and maintenance requirements.
c) Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
d) Students are able to layout and specify furniture, fixtures, and equipment.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

a) understand the principles of natural and electrical lighting design.
b) competently select and apply luminaires and light sources.

Students understand:

c) the principles of acoustical design.
d) appropriate strategies for acoustical control.

Students understand:

e) the principles of thermal design.
f) how thermal systems impact interior design solutions.

Students understand:

g) the principles of indoor air quality.
h) how the selection and application of products and systems impact indoor air quality.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

Student work demonstrates understanding that design solutions affect and are impacted by:
a) structural systems and methods.
b) non-structural systems including ceilings, flooring, and interior walls.
c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
d) energy, security, and building controls systems.
e) the interface of furniture with distribution and construction systems.
f) vertical circulation systems.

g) Students are able to read and interpret construction drawings and documents.

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have awareness of:

- a) sustainability guidelines.
- b) industry-specific regulations.

Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:

- c) compartmentalization: fire separation and smoke containment.
- d) movement: access to the means of egress including stairwells, corridors, exitways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students select and apply appropriate:

- g) federal, state/provincial, and local codes.
- h) standards.
- i) accessibility guidelines.



Department of Family and Consumer Sciences

Interior Design Program

FCS 452 Interior Design Studio V
Course Syllabus

Course Content:

The 2010 Thesis Design Project will form the design problem for the final studio course. This project will use all of the knowledge acquired in the years of your design study.

Weekly time sheets will be submitted to the instructor every Monday.

Keep all your trash paper, conceptual sketches, and schematic diagrams.

Date and keep all work-in-progress in a folder. Portions of this documentation will be incorporated into a portfolio as prepared in ARTD490.

Evaluation:

- P.O.E.....5%
- Programming.....20%
- Schematic Design and Space Planning15%
- Design Development.....20%
- Working Drawings and Specifications20%
- Senior Thesis Exhibit.....10%
- Work-in-progress.....5%
- IDEA.....5%
 - ASID, IIDA, NKBA
 - IDEA meetings (7)
 - Design Interaction Day
 - Indiana ID Coalition meeting
 - Fund raising \$75

students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year.

Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester.

Mandatory IDEA attendance for ALL seven Spring Semester meetings is required. Mandatory attendance and active involvement in the Design Interaction Day, Friday 26 February 2010 (Muncie) is required. Mandatory attendance is required to the joint meeting of ASID, IIDA, and Indiana Interior Design Coalition in Indianapolis (date pending). Each student will also be required to raise a minimum of \$75 in funds for IDEA. To earn the 5% of your total evaluation all requirements must be met.

Mandatory Memberships and Attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design



Department of Family and Consumer Sciences

Interior Design Program

FCS 452 Interior Design Studio V
Course Syllabus

Assignment Deadlines:

Late projects WILL NOT BE ACCEPTED after the due date and an 'F' grade will be recorded for that project. No make up projects will be considered.

deadlines, respect for equipment and systems, and constructive response to criticism.

Attendance:

Class begins at 2:30PM. Arriving after roll call will be considered an absence. Any student with four absences or more will have their final course grade lowered by a letter grade, e.g. from an A+ to a B+, B- to a C-, and so on. Any student with seven or more absences will receive an F for the course.

Food in Studio:

Do not consume food of any form (including snack food, candy, "take-out", hot food, and drinks) in the studio. All such foods are to be consumed

outside of the design studio. Bottled water is the ONLY food item allowed in the studio.

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom or 10 hours per week for this course.

Cell Phones or Other Communication Media:

No use of cell phones and/or text messaging during class. All exceptions will require instructor's approval. Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting

Laptops:

While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the *Code of Student Conduct*.



Department of Family and Consumer Sciences

Interior Design Program

FCS 452 Interior Design Studio V
Course Syllabus

ADA:

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812 237 2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

C+ 79 – 76 UNACCEPTABLE FOR COURSE CREDIT
C 75 UNACCEPTABLE FOR COURSE CREDIT
C- 74-70 UNACCEPTABLE FOR COURSE CREDIT

D+ 69 – 66 UNACCEPTABLE FOR COURSE CREDIT
D 65 UNACCEPTABLE FOR COURSE CREDIT
D+ 64-60 UNACCEPTABLE FOR COURSE CREDIT

F 59 – 0 UNACCEPTABLE FOR COURSE CREDIT

A grade of B- or better is required in each Interior Design Studio course.

Grading Scale:

A+ 100 – 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL
A 100 – 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL
A- 94 – 90 SUPERIOR, OUTSTANDING, EXCEPTIONAL
B+ 89 – 86 VERY GOOD, COMMENDABLE, ABOVE AVERAGE
B 85 VERY GOOD, COMMENDABLE, ABOVE AVERAGE
B- 84 – 80 AVERAGE, COMPETENT, SATISFACTORY, SOLVED PROBLEM



Department of Family and Consumer Sciences

Interior Design Program

FCS 452 Interior Design Studio V
Course Syllabus

Weekly Schedule:

Week	Date	Activity	Assignment
Week 1	11 Jan	Thesis Design Project	
	13 Jan	Thesis Design Project	
Week 2	18 Jan	Martin Luther King, Jr.'s Birthday No Class	
	20 Jan		2:30 p.m. Research Summary and Bibliography Due 2:30 p.m. Five Major Goals and Design Concept Statement Thesis Design Project
Week 3	25 Jan	Thesis Design Project	
	27 Jan	Thesis Design Project	
Week 4	01 Feb	Thesis Design Project	
	03 Feb	Thesis Design Project	
Week 5	08 Feb		2:30 p.m. Phase 1: Programming Due Thesis Design Project
	10 Feb		Thesis Design Project
Week 6	15 Feb	Thesis Design Project	
	17 Feb	Thesis Design Project	
Week 7	22 Feb	Thesis Design Project	
	24 Feb		2:30 p.m. Phase 2: Schematic Design and Space Planning Due
	26 Feb		Design Interaction Day



Department of Family and Consumer Sciences

Interior Design Program

FCS 452 Interior Design Studio V
Course Syllabus

Weekly Schedule:

Week	Date	Activity	Assignment
Week 8	01 Mar	Thesis Design Project	
	03 Mar	Thesis Design Project	
Spring Break			
Week 9	15 Mar	Thesis Design Project	
	17 Mar	Thesis Design Project	
Week 10	22 Mar	Thesis Design Project	
	24 Mar	Thesis Design Project	
Week 11	29 Mar	Thesis Design Project	
	31 Mar	Thesis Design Project	
Week 12	05 Apr 07 Apr	5:00 p.m. Phase 3: Design Development Due Presentations	
Week 13	12 Apr	Thesis Design Project	
	14 Apr	Thesis Design Project	
Week 14	19 April	Thesis Design Project	
	21 April	Thesis Design Project	
Week 15	26 April	Thesis Design Project	
	28 April	Thesis Design Project	
Week 16	03 May	5:00 p.m. Phase 4: Working Drawings & Specifications Due Contract Agreement	

FCS 452 Interior Design Studio V

I have read the complete course syllabus and understood all the requirements and expectations stated in it, including the acquisition of supplies, tools, and textbook(s) necessary for the successful expediting of the class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in disciplinary action according to University, Department, and Program guidelines.

Name (architectural hand letter):

Signature:

Date: 11 January 2010



Department of Family and Consumer Sciences

Interior Design Program

FCS 458 Professional Practices and Procedures

Course Syllabus

Spring Semester 2010

FCS Building Room 110A

TTh 9:30 - 10:45 AM

Catalog Description: 3 credit hours
Application of professional business practices and procedures, contract documents, and ethical issues in interior design. Portfolio preparation to seek positions in the interior design field.

Professor: Mary C. Sterling,
IIDA, IDEC, NCIDQ Certified No. 012147, LEED AP
Office 104C - office hours by appointment only
812 237 3311 – m-sterling@indstate.edu

Prerequisites: FCS451.

Co requisites: FCS452.

Policies: based upon the 2009-2010 Code of Student Conduct as published by Indiana State University
<http://www.indstate.edu/sjp/>

Required Text:
Piotrowski, C. M. (2008). *Professional practice for interior designers fourth edition*. Hoboken, New Jersey: John Wiley & Sons, Inc.

References:

Ballast, D. K. (2006). *Interior design reference manual: A guide to the NCIDQ exam*. Belmont, CA: Professional Publications, Inc.

Henley, P. E. B. (1995). *Interior design practicum exam workbook*. Belmont, CA: Professional Publications, Inc.

Knackstedt, M. V. (2002). *The interior design business handbook: A complete guide to profitability*. New York: John Wiley & Sons, Inc.

Linton, H. (2003). *Portfolio design (third edition)*. New York: W. W. Norton & Company, Inc.

Marjanovic, I., Ray, K. R., & Lookko, L. N. N. (2003). *The portfolio: An architecture student's handbook*. Burlington, MA: Architectural Press.



Department of Family and Consumer Sciences

Interior Design Program

FCS 458 Professional Practices and Procedures
Course Syllabus

Mitton, M. (2008). *Interior design visual presentation (third edition)*. Hoboken, NJ: John Wiley & Sons, Inc.

Piotrowski, C. M. (2009). *Becoming an interior designer: A guide to careers in design (second edition)*. Hoboken, NJ: John Wiley & Sons, Inc.

Thompson, J. A. (1992). *ASID American society of interior designer professional practice manual*. New York: Whitney Library of Design.

**Council for Interior Design
Accreditation (C.I.D.A.)
Professional Standards 2009
Embedded into Course
Objectives:**

II. Interior Design: Critical Thinking, Professional Values, and Processes

Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students understand:

- a) the contributions of interior design to contemporary society.
- b) various types of design practices.
- c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines).
- d) the elements of project management, project communication, and project delivery methods.
- e) professional ethics.

Program Expectations

- f) The interior design program provides exposure to various market sectors and client types.

The interior design program provides exposure to the role and value of:

- g) legal recognition for the profession.
- h) professional organizations.
- i) life-long learning.
- j) public and community service.

Course Content:

The semester will be divided into a series of lectures, guest speakers, field trips, and examinations. Owner (client)-designer agreements will be studied; and business skills including general business management, marketing, financial management, carrying insurance, managing employees, and professional ethics will be discussed.

Evaluation:

Professional Services and Fees Document.....	30%
Advisory Board Meeting.....	05%
Ethics Paper.....	30%
Exams (3).....	30%

Mandatory Memberships and Attendance:

After careful analyze of the professional interior design market place, the Interior Design faculty verified the need for all interior design students to be active members of IDEA. Active membership in IDEA translates into student membership in ASID, IIDA, and NKBA. Memberships start in January of each year. Memberships allow each student to participate in student competitions, to apply for scholarships, to enroll in job shadowing experiences, and to network with professionals assisting with internship and full time placements. Memberships must be current and in good standing on an annual basis. Proof of membership must be presented during mid-term exams each semester. Mandatory IDEA attendance for ALL seven Spring Semester meetings is required. Mandatory attendance and

active involvement in the Design Interaction Day, Friday 26 February 2010 (Muncie) is required. Mandatory attendance is required to the joint meeting of ASID, IIDA, and Indiana Interior Design Coalition in Indianapolis (date pending). Each student will also be required to raise a minimum of \$75 in funds for IDEA. To earn the 5% of your total evaluation in FCS 151, 251, 352, and 452 all requirements must be met.

Assignment Deadlines:

Late projects WILL NOT BE ACCEPTED after the due date and an 'F' grade will be recorded for that project. No make up projects will be considered.

Attendance:

Class begins at 9:30AM. Arriving after role call will be considered an absence. Any student with four absences or more will have their final course grade lowered by a letter grade, e.g. from an A+ to a B+, B- to a C-, and so on. Any student with seven or more absences will receive an F for the course.

Time Expectations:

University guidelines suggest that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom or 10 hours per week for this course.

Professionalism:

Students should be able to demonstrate a professional attitude and behavior toward their work, their fellow students, and their instructor(s): reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and systems, and constructive response to criticism.

Food in Classroom:

Do not consume food of any form (including snack food, candy, “take-out”, hot food, and drinks) in the classroom. All such foods are to be consumed outside of the classroom. Bottled water is the ONLY food item allowed in the classroom.

Cell Phones or Other Communication Media:

No use of cell phones and/or text messaging during class. All exceptions will require instructor’s approval. Violation of this etiquette will result in the confiscation of the communication device until the end of semester.

Laptops:

While there are no assignments or exams for which you must use your laptop, your use of a laptop is generally permitted as long as such usage remains within the bounds of the code of Student Conduct. However, there may be occasions where laptop usage is forbidden, in which failure to comply with this direction will be viewed as a violation of the *Code of Student Conduct*.

ADA:

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812 237 2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

Grading Scale:

A+ 100 – 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL
A 100 – 95 SUPERIOR, OUTSTANDING, EXCEPTIONAL
A- 94 – 90 SUPERIOR, OUTSTANDING, EXCEPTIONAL

B+ 89 – 86 VERY GOOD, COMMENDABLE, ABOVE AVERAGE
B 85 VERY GOOD, COMMENDABLE, ABOVE AVERAGE
B- 84 – 80 AVERAGE, COMPETENT, SATISFACTORY, SOLVED PROBLEM

C+ 79 – 76 UNACCEPTABLE FOR COURSE CREDIT
C 75 UNACCEPTABLE FOR COURSE CREDIT
C- 74-70 UNACCEPTABLE FOR COURSE CREDIT

D+ 69 – 66 UNACCEPTABLE FOR
COURSE CREDIT

D 65 UNACCEPTABLE FOR COURSE
CREDIT

D+ 64-60 UNACCEPTABLE FOR
COURSE CREDIT

F 59 – 0 UNACCEPTABLE FOR
COURSE CREDIT

A grade of B- or better is required in
each Interior Design Studio course.

Interior Design Program

FCS 458 Professional Practices and Procedures
Course Syllabus

Weekly Schedule:

Week	Date	Activity	Assignment
Week 1	12 Jan	Introduction	reading pp 3-41
	14 Jan	Interior Design as a Profession Professional Preparation	Chapters 1 & 2
Week 2	19 Jan	Ethics	reading pp 43-57
	21 Jan	Personal Goals	pp 77-83 Chapters 3 & 5
Week 3	26 Jan	Getting the Next – or First – Job	reading pp 649-678
	28 Jan	Guest Speaker	Chapter 33
Week 4	02 Feb	Business Formations	reading pp 137-151
	04 Feb	Practice Organization and Management	pp 191-199 Chapters 9 & 12
Week 5	09 Feb	Exam #1 (Chapters 1, 2, 3, 5, 33, 9, & 12)	
	11 Feb	Guest Speaker	
Week 6	16 Feb	Project Compensation and Fees	reading pp 403-426 Chapter 23
	18 Feb	Review Professional Services and Fees Document	
Week 7	23 Feb	Preparing Design Contracts	reading pp 429-469 Chapter 24
	25 Feb	Review Professional Services and Fees Document	
	26 Feb	Design Interaction Day	



Department of Family and Consumer Sciences

Interior Design Program

FCS 458 Professional Practices and Procedures
Course Syllabus

Weekly Schedule:

Week	Date	Activity	Assignment
Week 8	02 Mar	Selling Strategies	reading pp 359-376 Chapter 21
	04 Mar	Design Presentations	reading pp 377-399 Chapter 22
Spring Break			
Week 9	16 Mar	The Project Management Process	reading
	18 Mar	Trade Sources	pp 529-560 pp 561-574 Chapters 28 & 29
Week 10	23 Mar	Exam #2 (Chapters 21, 22, 23, 24, 28, & 29)	
	25 Mar	Guest Speaker (MS at IDEC Conference)	
Week 11	30 Mar	Contract Documents and Specifications	reading pp 575-602 pp 605-631
	01 Apr	Contract Administration	Chapters 30 & 31
Week 12	06 Apr	Guest Speaker	reading pp 85-101
	08 Apr	Professional Options	Chapter 06
Week 13	13 Apr	Basic Financial Accounting	reading
	15 Apr	Guest Speaker	pp 259-282 Chapter 16
Week 14	20 April	Portfolio Production	
	22 April	Portfolio Production	
	22 April	Professional Advisory Board Meeting Indianapolis	
	23 April	Professional Portfolio review Indianapolis	



Department of Family and Consumer Sciences

Interior Design Program

FCS 458 Professional Practices and Procedures
Course Syllabus

Weekly Schedule:

Week	Date	Activity	Assignment
Week 15	27 April 29 April	Portfolio Production Portfolio Production	
Week 16	04 May	10:00AM to 12:00PM Exam #3 (Chapters 06, 16, 30, & 31)	

Contract Agreement
FCS 458 Professional Practices and Procedures

I have read the complete course syllabus and understood all the requirements and expectations stated in it, including the acquisition of supplies, tools, and textbook(s) necessary for the successful expediting of the professional practices class. I understand that as a student of the Interior Design Program at Indiana State University, I am required to comply with all the rules stated in this syllabus. I agree to follow the rules and guidelines inside the scope of this document and beyond to ensure a good learning environment. I also understand that violating this agreement may result in disciplinary action according to University, Department, and Program guidelines.

Name (architectural hand letter):

Signature:

Date: 12 January 2010



National Kitchen & Bath Association
 687 Willow Grove Street, Hackettstown, NJ 07840
 (800) THE-NKBA Fax: (908) 852-1695
<http://www.nkba.org>

FORM B – PART 2. SCHEDULE OF COURSES FOR THE PROGRAM SEEKING ACCREDITATION

To help evaluate your program, you are asked to submit the curriculum (kitchen or bath) that details the courses a student will take, when they will take them, and the credits each course earns for the program seeking NKBA accreditation. Please list the yearly course requirements for a student in the kitchen/bath curriculum along with the course number, title, and the credits earned. Include internship requirements.

The courses listed below teach the body of knowledge necessary for NKBA accreditation found in Form B – Part I.

SEMESTERS, 1 AND 2 (FRESHMAN):

Department	Course Number	Course Title	Credit
FCS	150	Introduction to Interior Design	2
FCS	151	Design Fundamentals: 3D	3
FCS	152	ID Graphics I	3



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FORM C – FACULTY WORKLOAD CHART AND RESUME SUBMISSION

Submit a separate resume or vitae for each instructor (full-time/adjunct)

Coordinators information

Name: Mary C. Sterling Date: 21 April 2010
 Academic Title: Coordinator Interior Design Program Unit: Interior Design Program
 Institution: Indiana State University
 Phone: 812 237 3311 Fax: 812 237 3304 e-mail: m-sterling@indstate.edu
 Responsibilities in the unit/program: Research, Teaching, and Service
 Intended date for NKBA Certification: TBA
 Date appointed to present position: August 2000 Tenured: Yes No

To help evaluate your program, record the workload of the department on the chart below. Do not include workload for general studies. Begin with the past academic year; indicate all courses each instructor teaches in the term. In addition to scheduled courses, list scheduled weekly office hours and hours scheduled for administration of the program. Use the abbreviation CO for Coordinator, FT for full-time instructors and ADJ for adjunct instructors. Complete the chart for the past academic year, future academic year and longer if possible. Use the following example to prepare your workload chart.

Term Fall 2010 # of Weeks 16

Instructor (Sample)	CO - FT or ADJ	Course Number	Course Title	Credit	Type studio/ lecture	Hour per week
Conrady	ADJ	FCS150	Intro to ID	2	stu/lect	3
Jurado	FT	FCS152	ID Graphics	3	studio	6
Sterling	CO	FCS250	Mat/Finishes	3	Studio	6
Jurado	FT	FCS451	Studio IV	3	Studio	6
Sterling	CO	FCS355	Light/Color	3	Studio	6
Sterling	CO	FCS351	Studio II	3	Studio	6

Term Spring 2011

of Weeks 16

Instructor	CO - FT or ADJ	Course Number	Course Title	Credit	Type studio/lecture	Hour per week
Sterling	CO	FCS353	Internship Summer 2010	3	n/a	320 total
Simmons	ADJ	FCS251	Studio I	3	Studio	6
Sterling	CO	FCS260	Const/Detail	3	Studio	6
Sterling	CO	FCS452	Studio V	3	Studio	6
Jurado	FT	FCS352	Studio III	3	Studio	6
Sterling	CO	FCS458	Prof Prac	3	Lecture	3
Jurado	FT	FCS151	Design Fund 3D	3	studio	6



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FORM D – ORGANIZATIONAL STRUCTURE AND SUPPORT STATEMENT

Please indicate the organizational structure of your educational institution as it relates to the program seeking the NKBA Accreditation. Specify the contact at each level **with a statement of his/her support of the NKBA Accredited Program**. List program instructors, fulltime, part-time, adjunct, etc., and appropriate appellations (CKD/CBD, CKE/CBE). Attach an organizational chart of the institution if available.

PRESIDENT, DEAN, ETC. (PLEASE SPECIFY)	
Name: Dr. Daniel Bradley	Position: University President
Academic Title: Associate Professor, Chemistry	
Address: Indiana State University Parsons Hall, Room 208 Terre Haute, IN 47809	Statement of support:
Phone #: 812.237.4000	Fax #: 812.237.7948
e-mail: Dan.Bradley@indstate.edu	
Name: Dr. Bradford Sims	Position: Dean, College of Technology
Academic Title: Professor, Construction Management	
Address: Indiana State University Technology Annex, Room 108 Terre Haute, IN 47809	Statement of support: See Form A. Part 1
Phone #: 812.237.3166	Fax #: 812.237.3733
e-mail: Bradford.Sims@indstate.edu	
DEPARTMENT CHAIRMAN, DEPARTMENT HEAD, ETC. (PLEASE SPECIFY)	
Name: Dr. Jeffery McNabb	Position: Associate Dean, College of Technology
NKBA certification: N/A	
Academic title: Associate Professor, Industrial Technology	
Address: Indiana State University TC 101 C, Terre Haute, IN 47809	Statement of support: See Form A. Part 1
Phone #: 812.237.2987	Fax #: 812.237.3397
e-mail: Jeffery.McNabb@indstate.edu	

DEPARTMENT COORDINATOR, PROFESSOR, INSTRUCTOR, ETC. (PLEASE SPECIFY)	
Name: Mary Sterling	Position: Coordinator Interior Design Program
NKBA certification:	
Academic title: Associate Professor, Interior Design	
Address: Indiana State University 318 North 6th Street, Terre Haute, IN 47809	Statement of support: See Form A. Part 1
Phone #: 812.237.3311	Fax #: 812.237.3304
e-mail: Mary.Sterling@indstate.edu	
Name: Juan Jurado	Position: Full-time Faculty
NKBA certification:	
Academic title: Assistant Professor, Interior Design	
Address: Indiana State University 318 North 6th Street, Terre Haute, IN 47809	Statement of support:
Phone #: 812.237.3314	Fax #: 812.237.3304
e-mail: Juan.Jurado@indstate.edu	
Name: Steve Arnold	Position: Adjunct Faculty
NKBA certification:	
Academic title: Adjunct Professor, Interior Design	
Address: MMS/AE 630 Wabash Avenue, Suite 209 Terre Haute, IN 47807	Statement of support:
Phone #: 812.334.5190	Fax #: 812.237.3304
e-mail: sarnold@mmsae.com	
Name: Denise Conrady	Position: Adjunct Faculty
NKBA certification:	
Academic title: Adjunct Professor, Interior Design	
Address: Indiana State University 318 North 6th Street, Terre Haute, IN 47809	Statement of support:
Phone #: 812.237.3678	Fax #: 812.237.3304
e-mail: Denise.Conrady@indstate.edu	
Name: Jessica Simmons	Position: Adjunct Professor/Graduate Assistant
NKBA certification:	
Academic title: Adjunct Professor, Interior Design, Graduate Student, MFA 2012	
Address: Indiana State University 318 North 6th Street, Terre Haute, IN 47809	Statement of support:

Phone #: 812.237.3678	Fax #: 812.237.3304
e-mail: Jessica.Simmons@indstate.edu	
NKBA CERTIFIED FACULTY OR ADVISOR	
Individual must have CKD/CBD/CKE/CBE/CMKBD designation from the NKBA	
Name: Patricia Redenbarger	Position: Principle, Kitchens and Interiors Inc.
NKBA Certification: CKD	
Academic title: Advisor, Interior Design Program	
Address: Kitchens and Interiors Inc. 4410 South 7th Street Terre Haute, IN 47802	Statement of support: See Form A. Part 1
Phone #: 812.299.8949	Fax #: 812.299.7419
e-mail: Kandlinc@aol.com	
MARKETING/STUDENT RECRUITMENT DEPARTMENT	
Name: John Beacon	Position: Vice President, Enrollment Management, Marketing, and Communications
Title: Vice President	
Address: Indiana State University Parson Hall, Room 225 Terre Haute, IN 47803	Statement of support: See Form A. Part 1
Scheduled College Fairs:	Date: Place:
Date: Place:	Date: Place:
Date: Place:	Date: Place:
Phone #: 812.237.3560	Fax #: 812.237.3607
e-mail: John.Beacon@indstate.edu	

(Form is available electronically and on the Toolkit CD)

Indiana State University – Proposed College of Technology Fall 2010 Structure

