Sam Houston State University

2026 - 2027

HANDBOOK

Interior Design Program



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TABLE OF CONTENTS

TABLE OF CONTENTS 1

WELCOME 4

Purpose of the Interior Design Handbook 4

Welcome 4

Introduction to the Interior Design Program 5

Interior Design Program Mission 6

Interior Design Program Goals 6

Interior Design Student Learning Outcomes 7

Marketable Skills & Employability 7

Accreditation 10

Council for Interior Design Accreditation (CIDA) 10

Program Admission and Progression 12

INTERIOR DESIGN PROGRAM OVERVIEW 14

Program Overview 14

Program Outcomes and Expectations 15

Program Admission and Portfolio Review Requirements 16

Admission Requirements 17

FACULTY & STAFF 19

Faculty Directory 19

Website 19

INTERIOR DESIGN PROGRAM CURRICULA 20

Interior Design Degree Requirements and Options 20

Academic Advising 24

Core Course Descriptions 24
Attendance 27
Communication (Email, Blackboard Community, etc.) 28
Retention of Student Work 30
Sophomore Portfolio Review Eligibility Requirements 30
Portfolio Submission Requirements 31
Portfolio Identification and Organization 32
Portfolio Security 33
Portfolio Photography and Confidentiality 33
Portfolio Review Process 33
Portfolio Evaluation Process 35
Portfolio Review Passing Standard 35
Portfolio Review Results 36
Portfolio Pickup 36
Access to the Margaret Lea Houston Building 110 Computer Lab 37
Artificial Intelligence (AI) Use Policy 38
Required Technology and Software 39
Drafting and Art Supplies 41
STUDENT SERVICES & RESOURCES 43
Department and College Events 43
Blackboard 44
Information Technology (IT) Services 44
Academic Success Center 45
Interior Design Student Organizations 46
ACADEMIC STANDARDS & STUDENT DEVELOPMENT 48

Academic Expectations and Important Meetings 48
Student Growth and Professional Development 49
Ethical and Professional Behavior 50
Student Advocacy 51
GRADUATION 53
Application for Graduation 53
Commencement Ceremony 53
DEPARTMENT FORMS 55
Appendix A 55
Appendix B 57
Appendix C 58
Appendix D 59
SHSU ACADEMIC REQUIREMENTS AND POLICIES 60
APPROVED BY: 61

WELCOME

Purpose of the Interior Design Handbook

The purpose of the Interior Design Program Handbook is to provide information about the Interior Design Program, as well as the policies and procedures governing the program, and facilitate progress through the Program.

The information in this handbook reflects the general orientation of the undergraduate program and provides students with a detailed description of curriculum requirements. During your time as an undergraduate student, you may see changes in the curriculum. When revisions occur, efforts will be made to restrict new requirements to students entering the program so that students already in the program can continue to be guided by the rules in force at the time they were admitted or declared the program, when applicable. However, some changes may become effective immediately due to university, system, state, or accreditation requirements and may apply to all students. Please check with Shelby Brock or your academic advisor to determine whether any curricular changes apply to you.

If you are uncertain about requirements and/or expectations, or if you need clarification beyond that offered in the handbook, please contact Shelby Brock, department chair, or your academic advisor.

The information in this Handbook supplements other university publications, including the Undergraduate Catalog, Texas State University System (TSUS) Rules and Regulations, Academic Policy manual, and the Student Code of Conduct. You should refer to the most recent editions of these publications for details not given here. Other documents that provide additional information are referred to as appropriate throughout this Handbook.

Disclaimer: *This Handbook fully replaces previous editions of the Handbook. Students are accountable for familiarizing themselves with its contents and compliance with the policies and procedures.*

This Handbook does not constitute a contract between Sam Houston State University (SHSU) and its students. SHSU reserves the right to amend, modify, add, or delete information within this Handbook at any time. In the event of conflict between the provisions of this Handbook and the SHSU Policies and/or the TSUS Rules and Regulations, the latter shall govern and control.

Welcome

Welcome to the Interior Design Program at SHSU. The interior design curriculum prepares students for entry into various positions in the design industry, providing an educational

foundation. The program is accredited by the Council of Interior Design Accreditation (CIDA) which is *the* internationally recognized organization for interior design accreditation. The SHSU program combines lecture, studio, guest speakers and field studies, internships, and interaction with industry professionals, in educating students to become professionals.

Introduction to the Interior Design Program

The SHSU Interior Design Student Handbook has been developed to inform students entering the Interior Design Program of the expectations, policies, procedures, and resources that support their academic success and professional development. The handbook serves as a comprehensive guide throughout the student's educational journey, providing information that will assist in successfully completing the program and preparing for entry into the interior design profession.

The information presented in this handbook addresses academic advising, curriculum requirements, course syllabi, classroom and laboratory expectations, faculty and student relationships, technology and supply requirements, professional conduct, and program specific policies and procedures. It is intended to complement the SHSU Undergraduate Catalog and other university policies by providing guidance specific to the Interior Design Program.

The Interior Design Program is committed to preparing students to become creative, technically proficient, and ethically responsible professionals who design interior environments that protect the health, safety, and welfare of the public. Students are expected to demonstrate increasing levels of creativity, critical thinking, technical competency, professionalism, and collaboration as they progress through the curriculum.

As a program accredited by the CIDA, the Interior Design Program is committed to maintaining the highest standards of design education. Evidence that students are achieving the CIDA Professional Standards must be clearly demonstrated through coursework, studio projects, presentations, portfolios, and other student learning outcomes. The quality of student work is essential to maintaining CIDA accreditation, which represents the educational benchmark for the interior design profession. Every student plays an important role in supporting the continued success and reputation of the program by striving for excellence in design, technical documentation, communication, and professional practice.

Students are responsible for reading and understanding the information contained in this handbook and for remaining informed of program and university policies. Compliance with the policies and expectations outlined herein is a condition of continued enrollment in the Interior Design Program. Questions regarding program requirements or handbook policies should be directed to the Interior Design Program Coordinator or the appropriate faculty member.

The Interior Design Program continually evaluates and enhances its curriculum to reflect changes in professional practice, accreditation standards, emerging technologies, and industry expectations. Consequently, the information contained in this handbook may be revised periodically. Students are responsible for following the most current edition of the handbook and any official communications issued by the program.

The faculty of the Interior Design Program are dedicated to fostering a collaborative, inclusive, and academically rigorous learning environment that encourages innovation, integrity, lifelong learning, and professional excellence. This handbook serves as a roadmap to help students navigate the program successfully while preparing for meaningful careers in the interior design profession.

Interior Design Program Mission

The mission of the Interior Design Program at SHSU is to provide an academic background preparing students to think critically, creatively, and independently, enabling them, as beginning professionals in interior design, to produce quality work and serve the public through protecting health, safety, and welfare in a diverse marketplace.

Interior Design Program Goals

To fulfill its mission, the Interior Design Program is committed to the following goals:

Prepare Entry Level Professionals

Produce graduates with the knowledge, technical skills, and professional competencies necessary to practice as entry level interior designers in a diverse and evolving marketplace. Graduates will establish a strong educational foundation that supports future professional growth and eligibility to pursue the NCIDQ Examination.

Maintain Academic Excellence

Continuously evaluate and improve the curriculum to ensure that course content reflects current professional practice, emerging technologies, industry expectations, and the CIDA Professional Standards.

Provide Relevant Learning Experiences

Develop design projects, studio experiences, and assignments that mirror real world design challenges while fostering creativity, collaboration, research, and problem solving.

Promote High Academic Standards

Maintain a high level of quality throughout the curriculum by requiring students to earn a minimum grade of C in all required Interior Design, Art, and Engineering Technology courses and to complete prerequisite coursework in the prescribed sequence.

Develop Ethical Professionals

Foster integrity, professionalism, leadership, and a commitment to protecting the health, safety, and welfare of the public through responsible design practice.

Encourage Lifelong Learning

Inspire graduates to pursue professional registration, continuing education, leadership opportunities, and active participation in professional organizations throughout their careers.

Interior Design Student Learning Outcomes

Upon successful completion of the Interior Design Program, graduates will be able to:

- Apply the principles and elements of design to create functional, innovative, and aesthetically appropriate interior environments.
- Employ critical thinking and evidence-based research throughout the design process.
- Develop creative design solutions that respond to client needs while protecting the health, safety, and welfare of building occupants.
- Demonstrate competency in space planning, building systems, construction methods, building codes, accessibility requirements, lighting, and material selection.
- Produce professional quality construction documents, specifications, and technical drawings utilizing current industry software and technologies.
- Communicate design concepts effectively through oral presentations, written communication, graphic representation, digital media, and visual presentations.
- Collaborate professionally with clients, consultants, architects, engineers, contractors, and other design professionals.
- Demonstrate ethical decision making, professionalism, and respect for diversity in the built environment.
- Integrate sustainable design principles and environmentally responsible decision making into the design process.
- Be prepared for entry into professional practice and continued advancement toward licensure, certification, and leadership within the interior design profession.

Marketable Skills & Employability

The Interior Design Program at SHSU prepares graduates with the knowledge, technical abilities, and professional competencies necessary to enter the interior design profession and related industries. Through a combination of studio experiences, technical coursework, collaborative projects, internships, and professional practice, students develop marketable skills that are highly valued by employers and clients.

The curriculum emphasizes critical thinking, creativity, communication, technical proficiency, and ethical decision making while preparing students to design interior environments that protect the health, safety, and welfare of the public.

Marketable Skills

Graduates of the Interior Design Program develop proficiency in the following areas:

Design and Creative Thinking

- Apply the design process from research and programming through final design solutions.
- Develop creative, functional, and aesthetically appropriate interior environments.
- Integrate evidence based research into design decisions.
- Solve complex design problems using analytical and critical thinking skills.

Technical Competencies

- Prepare professional construction documents and technical drawings.
- Develop floor plans, reflected ceiling plans, elevations, sections, details, and schedules.
- Apply knowledge of building systems, construction methods, life safety requirements, accessibility standards, and building codes.
- Select and specify materials, finishes, furnishings, lighting, and equipment appropriate for project requirements.

Digital Technology

- Produce technical drawings and documentation using industry standard software such as AutoCAD and Revit.
- Create digital presentations and visual communication materials.
- Utilize presentation software and graphic applications to communicate design concepts effectively.
- Adapt to emerging technologies used within the interior design profession.

Communication Skills

- Present design concepts professionally through oral, written, and visual communication.
- Prepare professional reports, specifications, and client presentations.
- Effectively communicate with clients, faculty, consultants, contractors, and multidisciplinary design teams.

Professional Skills

- Demonstrate professionalism, ethical conduct, and accountability.
- Manage multiple projects while meeting deadlines.
- Collaborate effectively within diverse teams.
- Receive and apply constructive feedback throughout the design process.
- Demonstrate leadership, initiative, and sound decision making.

Business and Project Management

- Understand professional practice procedures and client relationships.
- Apply project planning and organizational skills throughout the design process.
- Develop budgeting, scheduling, and project coordination skills.
- Understand contracts, specifications, and professional responsibilities.

Career Opportunities

Graduates of the Interior Design Program are prepared for careers in a variety of design related fields, including:

- Residential Interior Design
- Commercial Interior Design
- Corporate Interior Design
- Healthcare Design
- Hospitality Design
- Retail Design
- Kitchen and Bath Design
- Workplace Design
- Facilities Planning
- Space Planning
- Furniture and Product Specification
- Lighting Design
- Design Consulting
- Construction Documentation
- Project Coordination
- Sales and Manufacturer Representation

Graduates may also pursue careers with architectural firms, interior design firms, corporate facilities departments, healthcare organizations, furniture dealerships, government agencies, educational institutions, construction companies, and manufacturers.

Professional Preparation

The Interior Design Program prepares graduates to pursue professional registration and continued career advancement by providing the educational foundation necessary to:

- Qualify for supervised professional experience.
- Pursue the NCIDQ Examination, following applicable eligibility requirements.
- Engage in lifelong learning through continuing education and professional development.
- Participate in professional organizations and leadership opportunities within the design industry.

Commitment to Career Readiness

The Interior Design Program is committed to developing graduates who possess the technical expertise, creative abilities, professional ethics, and communication skills necessary to succeed in an evolving design profession. Through rigorous coursework, studio experiences, internships, and collaboration with industry professionals, students graduate prepared to make meaningful contributions to the built environment while protecting the health, safety, and welfare of the public.

Accreditation

The Interior Design Program offers two degree options for graduation: Bachelor of Science (BS) and Bachelor of Arts (BA) degrees. Both degree programs are accredited by the CIDA. Each course syllabi lists the specific CIDA Standards that will be covered in the course. A listing of the CIDA Standards is included in the Appendix. The National Association of Schools of Art and Design (NASAD) also accredits both degrees in the Interior Design Program

Council for Interior Design Accreditation (CIDA)

What is CIDA?

The Council for Interior Design Accreditation (CIDA) is the internationally recognized accrediting organization for professional interior design education programs. CIDA accredits postsecondary interior design programs that prepare students for entry into the profession by ensuring that educational programs meet rigorous standards of quality, student learning, and professional preparation.

Accreditation by CIDA signifies that an Interior Design Program has demonstrated excellence in curriculum, faculty qualifications, student achievement, facilities, institutional support, and continuous improvement. Graduating from a CIDA accredited program provides students with an educational foundation that is widely recognized by employers, licensing boards, and professional organizations throughout North America.

Why is CIDA Accreditation Important?

CIDA accreditation benefits students, graduates, employers, and the profession by ensuring that graduates possess the knowledge, skills, and competencies necessary to protect the health, safety, and welfare of the public.

Graduation from a CIDA accredited program:

- Demonstrates completion of a nationally recognized professional curriculum.
- Provides the educational foundation required by many jurisdictions for interior design registration or licensure.
- Helps qualify graduates to pursue the NCIDQ Examination, subject to applicable experience requirements.

- Enhances employment opportunities by assuring employers that graduates have completed a rigorous, professionally recognized program.
- Promotes continuous improvement through regular program assessment and accreditation reviews.

CIDA Professional Standards

The CIDA Professional Standards define the knowledge, skills, and abilities expected of graduates entering the interior design profession. Accredited programs must demonstrate that students achieve these learning outcomes through coursework, studio experiences, research, and professional practice.

The standards are organized into four broad categories:

1. Mission, Goals, and Culture

Programs establish a clear educational mission, support student success, promote ethical behavior, encourage diversity and inclusion, and foster a culture of continuous improvement.

2. Teaching and Learning

Students develop competencies in:
- Design thinking and creative problem solving.
- Communication through verbal, written, graphic, and digital methods.
- Collaboration and interdisciplinary teamwork.
- Professional ethics and responsibility.
- Research and evidence based design.
- Human centered design and user needs.

3. Professional Preparation

Students demonstrate knowledge of:
- Building systems and construction methods.
- Interior materials, finishes, furnishings, and equipment.
- Lighting and environmental systems.
- Building codes and accessibility regulations.
- Sustainability and environmental responsibility.
- Business practices and professional conduct.
- Protection of the health, safety, and welfare of building occupants.

4. Program Quality and Resources

Accredited programs maintain qualified faculty, appropriate facilities, technology, learning resources, industry engagement, assessment processes, and institutional support to ensure student success.

Student Responsibility

Every Interior Design student contributes to maintaining the program's accreditation. Student projects, portfolios, presentations, and other coursework are routinely assessed to demonstrate achievement of the CIDA Professional Standards. Selected student work may be retained for accreditation purposes and reviewed during periodic accreditation visits.

Students are expected to produce work that reflects creativity, technical competency, critical thinking, professionalism, and ethical decision making throughout the curriculum. The quality of student work is a key component in demonstrating the program's continued compliance with CIDA standards.

Continuous Improvement

CIDA accreditation is not permanent. Accredited programs undergo comprehensive self-study and external peer review on a regular cycle to verify continued compliance with the Professional Standards. Faculty, students, alumni, employers, and advisory board members all contribute to the ongoing evaluation and improvement of the Interior Design Program.

Maintaining CIDA accreditation reflects the program's commitment to providing a high quality educational experience that prepares graduates for successful careers while protecting the health, safety, and welfare of the public.

Program Admission and Progression

Interior design students are not required to declare their major until the sophomore year (third semester); however, students intending to major in interior design (including transfer students) are required to begin with first-year level courses. All students must meet with an advisor each semester to determine which courses to take based on the interior design courses they have completed or are enrolled in at the time of advisement. The interior design curriculum is sequential requiring prerequisite courses to be completed with a minimum grade of a C before admittance into the next course.

The Interior Design Program is committed to maintaining the high academic and professional standards expected by the interior design profession and the CIDA. The Sophomore Portfolio Review is a required milestone in the curriculum that provides a comprehensive assessment of each student's readiness to advance into upper level design coursework.

The portfolio review evaluates the knowledge, technical skills, creative abilities, and professional competencies developed during the first two years of the Interior Design program. While successful completion of prerequisite coursework and minimum GPA requirements demonstrates academic achievement, the portfolio review provides an independent assessment of a student's ability to integrate and apply those skills through design projects and professional presentation. This process ensures that students possess the foundational competencies necessary for success in advanced studio courses and future professional practice.

Portfolio Review Overview

The Sophomore Portfolio Review is required for all Interior Design majors seeking to continue into the professional phase of the curriculum. Students become eligible to participate during the spring semester of their sophomore year after meeting all published eligibility requirements, including minimum course grades, GPA requirements, and completion or enrollment in the required prerequisite courses.

Students submit a portfolio consisting of selected projects completed during the first two years of the program. The portfolio is intended to demonstrate each student's proficiency in design thinking, creative problem solving, visual communication, technical drawing, space planning, design theory, materials and furnishings, construction knowledge, and professional presentation.

Each portfolio is independently evaluated by a review committee using a standardized scoring rubric. Committee members assess the portfolio based on established program learning outcomes and professional expectations. Individual evaluator scores are averaged to determine the student's final score for each competency and the overall portfolio score.

To successfully pass the Sophomore Portfolio Review, students must earn the minimum passing score established by the Interior Design Program. Successful completion of the review signifies that the student has demonstrated the level of competency, critical thinking, technical proficiency, and professionalism necessary to advance into upper level Interior Design coursework.

Students who do not achieve a passing score may improve their skills through additional coursework and portfolio development before participating in the next annual portfolio review cycle. Because the review is conducted once each academic year, a non passing evaluation will delay progression through the Interior Design curriculum and extend the anticipated graduation date.

The Sophomore Portfolio Review is an essential component of the Interior Design curriculum and serves to ensure that graduates are prepared to meet the rigorous academic, creative, and professional expectations of the program and the interior design profession.

INTERIOR DESIGN PROGRAM OVERVIEW

Program Overview

The Interior Design Program at SHSU prepares students to become creative, technically skilled, and ethically responsible design professionals. The program emphasizes the design of interior environments that enhance quality of life while protecting the health, safety, and welfare of the public. Through a rigorous curriculum that integrates design theory, technical knowledge, building systems, codes, materials, lighting, sustainability, accessibility, and professional practice, students develop the knowledge and skills necessary for successful entry into the interior design profession.

Students may pursue either a Bachelor of Science or Bachelor of Arts in Interior Design. Both degree programs are accredited by CIDA and NASAD, providing graduates with the educational foundation required to pursue the NCIDQ examination and professional registration.

The curriculum follows a progressive studio model that builds from design fundamentals to advanced commercial and residential design, healthcare environments, construction documentation, evidence based design, and a comprehensive senior capstone experience. Students gain proficiency in industry standard software including AutoCAD and Revit while developing expertise in space planning, technical drawing, specifications, lighting design, materials, building codes, and presentation techniques. The program also requires a minimum 200 hour supervised internship, allowing students to gain practical experience and establish professional connections prior to graduation.

A distinguishing characteristic of the SHSU Interior Design Program is its emphasis on critical thinking, problem solving, and collaboration with industry professionals. Students participate in studio critiques, portfolio reviews, field experiences, and projects that address real world design challenges while developing communication, leadership, and project management skills. Faculty maintain strong relationships with design professionals and an active advisory board to ensure the curriculum remains current with evolving industry standards and employer expectations.

Graduates of the program are prepared for careers in residential, commercial, healthcare, hospitality, corporate, institutional, and specialty interior design, as well as related fields involving space planning, facilities management, design consulting, and construction coordination. The program's commitment to academic excellence, accreditation standards, and experiential learning equips graduates to contribute meaningfully to the profession and to improve the built environment through thoughtful, evidence based design.

Program Outcomes and Expectations

The Interior Design Program at SHSU is committed to developing graduates who are prepared to enter the profession as competent, ethical, and creative designers. Through a progressive curriculum, students are expected to demonstrate increasing levels of knowledge, technical proficiency, critical thinking, and professional responsibility while protecting the health, safety, and welfare of the public. The program is designed to meet the educational standards established by the CIDA and prepare students for professional practice.

Program Outcomes

Upon successful completion of the Interior Design Program, graduates will be able to:

- Apply the principles and elements of design to create functional, aesthetically appropriate, and innovative interior environments.
- Employ a comprehensive design process that incorporates research, programming, concept development, space planning, design development, and final presentation.
- Design interior environments that prioritize human health, safety, welfare, accessibility, and sustainability.
- Demonstrate competency in building systems, construction methods, building codes, regulations, and industry standards applicable to interior design.
- Produce professional quality construction documents, specifications, and technical drawings utilizing current industry software and technologies.
- Select and specify appropriate materials, finishes, furnishings, fixtures, lighting, and equipment based on performance, sustainability, aesthetics, and client needs.
- Integrate evidence based research and critical thinking into the design decision making process.
- Communicate design solutions effectively through written, verbal, graphic, digital, and visual presentation methods.
- Collaborate professionally with clients, consultants, architects, engineers, contractors, and other members of multidisciplinary design teams.
- Demonstrate ethical decision making, professionalism, leadership, and lifelong learning consistent with the standards of the interior design profession.

Student Expectations

Students enrolled in the Interior Design Program are expected to:

- Maintain a minimum grade of C in all required Interior Design, Art, Engineering Technology, and supporting coursework as required by the curriculum.
- Complete prerequisite courses in the prescribed sequence to ensure progressive skill development.
- Successfully complete the Sophomore Portfolio Review before advancing into upper division design studios.
- Demonstrate continual growth in creativity, technical knowledge, communication, and professional conduct throughout the program.

- Participate actively in studio critiques, presentations, collaborative projects, and experiential learning opportunities.
- Complete a minimum 200 hour supervised professional internship.
- Adhere to the ethical standards and academic integrity policies of SHSU and the interior design profession.
- Develop a professional portfolio that reflects competency in design thinking, technical documentation, and presentation skills.
- Exhibit professionalism through responsibility, time management, collaboration, and respect for faculty, peers, clients, and industry partners.
- Embrace lifelong learning and remain informed about emerging technologies, building practices, sustainability initiatives, and professional standards.

Graduate Expectations

Graduates of the SHSU Interior Design Program are expected to enter the profession as competent entry level interior designers who:

- Protect the health, safety, and welfare of the public.
- Demonstrate strong creative and technical problem solving abilities.
- Contribute positively to the design profession through ethical practice and professional service.
- Continue professional development through certification, registration, continuing education, and involvement in professional organizations.
- Pursue leadership opportunities while adapting to the evolving needs of the design industry.

Program Admission and Portfolio Review Requirements

Interior design students are not required to declare their major until the sophomore year (third semester); however, students intending to major in interior design (including transfer students) are required to begin with first-year level courses. All students must meet with an advisor each semester to determine which courses to take based on the interior design courses they have completed or are enrolled in at the time of advisement. The interior design curriculum is sequential requiring prerequisite courses to be completed with a minimum grade of a C before admittance into the next course.

At the end of the sophomore year, interior design students are required to submit materials for a portfolio review. See the section on Portfolio Review for criteria and the Appendix for the rubric. The review process evaluates each student's design knowledge and skills acquired during the first several semesters in the program. Passing the review indicates that the student has developed an understanding of design knowledge and skills which are essential in order to progress to advanced interior design coursework.

Admission Requirements

Admission to the SHSU Interior Design Program requires acceptance to the university and enrollment as an Interior Design major. Students begin the program as pre majors and progress through a structured sequence of courses that develops the creative, technical, and professional competencies required for upper division study. Because the curriculum is sequential, students are encouraged to begin the program in the fall semester and follow the published degree plan.

University Admission

Students must first meet all undergraduate admission requirements established by SHSU. First time freshmen, transfer students, and change of major students must complete the university admission process before enrolling in Interior Design coursework.

Program Admission Requirements

To remain in good standing and progress through the Interior Design curriculum, students must:

- Be admitted to SHSU as an Interior Design major.
- Follow the prescribed degree plan and complete courses in the required sequence.
- Earn a minimum overall GPA of 2.0.
- Maintain a minimum 2.5 GPA in Interior Design major coursework.
- Earn a grade of C or higher in all ARTS, ETDD, ETCM, and INDS courses and in all prerequisite courses.
- Complete all prerequisite coursework before enrolling in advanced studio classes.

Sophomore Portfolio Review

Advancement into the professional phase of the program requires successful completion of the Sophomore Portfolio Review. The portfolio review is conducted during the spring semester and evaluates each student's body of work for evidence of design thinking, creativity, technical competency, visual communication, and readiness for upper division studio coursework.

Students must successfully pass the Sophomore Portfolio Review and receive departmental approval before enrolling in advanced Interior Design studios, including INDS 3338 and other designated upper division courses.

Transfer Students

Transfer students are encouraged to consult with the Student Advising and Mentoring (SAM) Center and the Interior Design Program Coordinator prior to enrollment. Because the Interior Design curriculum is highly sequential and studio based, transfer credit evaluations are completed on an individual basis to determine course equivalencies and appropriate placement within the program. Students should understand that completion of the degree typically requires a minimum of six long semesters due to the progressive nature of the curriculum.

Professional Expectations for Admission and Continuation

Students admitted to the Interior Design Program are expected to demonstrate:

- Commitment to creative and technical excellence.
- Professional conduct and ethical behavior.
- Effective communication and collaboration.
- Strong time management and organizational skills.
- Willingness to participate in studio critiques, presentations, and collaborative learning experiences.
- Dedication to protecting the health, safety, and welfare of the public through responsible design practice.

Successful completion of these requirements prepares students for continued progression through the curriculum, participation in a supervised internship, and eventual entry into the interior design profession.

FACULTY & STAFF

Faculty Directory

The Interior Design Program is supported by dedicated faculty and staff who are committed to student success, academic excellence, and professional development. Students are encouraged to communicate regularly with faculty regarding academic progress, advising, studio projects, internships, and career preparation.

Because faculty and staff assignments, office locations, telephone numbers, and email addresses may change, students should refer to the Department of Human Sciences website for the most current faculty and staff directory. The directory includes current contact information, office locations, and faculty and staff listings and may be accessed at: https://www.shsu.edu/academics/colleges/health-sciences/human-sciences/people.

Interior Design Program Coordinator

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Website

For the most current information about the SHSU Interior Design Program, including degree options, curriculum, admissions, accreditation, faculty, student handbook, advisory board, internship requirements, and contact information, visit the official program website: https://www.shsu.edu/academics/majors-programs/interior-design-bachelor

The program website also provides access to:

- Bachelor of Arts (BA) and Bachelor of Science (BS) degree plans
- Program mission and goals
- CIDA and NASAD accreditation information
- Student achievement data
- Sophomore Portfolio Review information
- Advisory Board
- Faculty directory
- Internship requirements

INTERIOR DESIGN PROGRAM CURRICULA

Interior Design Degree Requirements and Options

Interior Design majors must complete the State of Texas required 42 semester hour University Core Curriculum in addition to the degree specific coursework required for either the Bachelor of Arts (BA) or Bachelor of Science (BS) in Interior Design. Both degree plans consist of a minimum of 120 semester credit hours and are designed to provide students with a comprehensive foundation in general education, design theory, technical knowledge, and professional practice.

The University Core Curriculum provides a broad educational foundation in communication, mathematics, science, history, government, social and behavioral sciences, creative arts, and language, philosophy, and culture. Degree specific coursework builds upon this foundation through sequential studies in design studios, building systems, construction documentation, materials and finishes, lighting, computer aided design, professional practice, and internship experiences.

Students are responsible for following the degree plan under which they entered the university unless otherwise approved by the Interior Design Program and the University. Because the curriculum is highly sequential, students should work closely with their academic advisor and the Interior Design Program Coordinator to ensure timely completion of prerequisite courses and progression through the program.

Detailed degree requirements, course descriptions, prerequisites, and current curriculum information are available in the SHSU Undergraduate Catalog. Students are encouraged to consult the catalog regularly, as degree requirements and course offerings are subject to change.

2026-2027 University Core Courses

- Refer to the Undergraduate Student Catalog located on the university main webpage under “Getting Started”

Bachelor of Arts Degree

The Bachelor of Arts degree has a total of 120 hours and includes 11 credits hours of foreign language and 3 credit hours of philosophy. BA degree specific courses include -

- WOLC 1411
- WOLC 1412
- PHIL 2303 (this course double dips with the university core)
- COMS 3370 or ETSM 4335
- KINE 2115
- WOLC 2311

The Bachelor of Science Degree

The Bachelor of Science degree has a total of 120 hours and includes 8 hours of physical and life sciences and 13 credit hours in the degree specific courses. BS degree specific courses include -

- MATH 1314, 1324, 1332, or 1342 (this course is double dipped with the university core curriculum)
- COMS 3370 or ETSM 4335
- KINE 2115
- COMS 2386, PHIL 2303, PSYC 1301, or SOCI 1301 (6 hours total, select two)
- 2 hours general electives

Degree Plan Notes & Requirements:

- Students must earn a 2.0 minimum overall GPA in all coursework.
- Students must meet a 2.5 minimum overall major GPA in all major coursework.
- Students must earn a 2.0 minimum SHSU GPA in all coursework.
- Students must meet a 2.5 minimum SHSU major GPA in all major coursework.
- A minimum grade of "C" is required for Interior Design majors in all ARTS, ETDD, ETCM, and INDS courses and in the prerequisites for these courses. The program requires a 2.5 GPA.
- The Interior Design specific courses (INDS designation) are only offered once per academic year, in either Fall or Spring, as noted in the plan of study.
- INDS 1140 is a prerequisite for INDS 1360.
- INDS 1360 is a prerequisite for INDS 2386.
- INDS 2364, INDS 2386, and INDS 2387 must be taken concurrently.
- INDS 1360 OR INDS 2364 is a prerequisite for ETDD 2363.
- INDS 2365, INDS 2388, ETDD 2363, and ARTS 1316 are prerequisites for INDS 3338.
- ARTS 3385 is a prerequisite for ARTS 3383, ARTS 4384, OR ARTS 4385.
- A passing sophomore portfolio review is required along with departmental approval prior to taking INDS 3338 and INDS 3332.
- HUSC 4369 requires departmental approval and 90 hours of course work completed.

Academic Progression

The Interior Design curriculum is carefully structured to provide students with a progressive educational experience that builds knowledge and skills from foundational concepts to advanced professional practice. Students pursuing either the Bachelor of Arts (BA) or Bachelor of Science (BS) in Interior Design must complete the State of Texas 42 semester hour University Core Curriculum, the required major and major support courses, a minimum of 42 advanced semester credit hours (3000 and 4000 level), and a minimum of 120 semester credit hours to graduate.

To earn a degree in Interior Design, students must maintain a minimum cumulative grade point average of 2.50 and earn a grade of C or higher in all Interior Design (INDS), Engineering Design Technology (ETDD), Engineering Technology Construction Management (ETCM), and Art (ARTS) courses required in the degree plan.

The university utilizes DegreeWorks® to assist students and advisors in tracking progress toward degree completion. While DegreeWorks® is an excellent planning tool, updates to degree requirements or curriculum changes may not immediately be reflected in the system. Students are ultimately responsible for meeting all graduation requirements and should consult with an academic advisor in the Student Advising and Mentoring (SAM) Center prior to registration each semester to ensure they remain on track for timely graduation.

Course Sequencing

Interior Design courses are offered in a prescribed sequence, with many courses available only during either the fall or spring semester. Because each course builds upon knowledge and competencies developed in prerequisite courses, students must complete all prerequisite requirements before enrolling in subsequent courses. Failure to complete a required course in sequence may delay graduation by one or more semesters.

The professional curriculum is designed to be completed over six consecutive long semesters following admission into the major. Students who follow the recommended degree plan and successfully complete all required coursework each semester are positioned to graduate within four academic years.

Students should carefully review all course prerequisites, corequisites, and enrollment restrictions listed in the SHSU Undergraduate Catalog and work closely with their academic advisor when developing each semester's schedule.

Major & Major Support Courses -

Year 1

INDS 1140 Introduction to Interior Design, (fall, spring)
INDS 1360 Applied Design Theory, (fall, spring)
ARTS 1316 Drawing, (refer to schedule of classes for when this course is offered)

Year 2

INDS 2361 History of Furnishing I, (spring only)
INDS 2364 Materials and Sources, (summer only)
INDS 2365 Digital Drawing for ID I, (spring only)
INDS 2386 Space Planning Fundamentals (fall only)
INDS 2387 Architectural Graphics for Interiors, (fall only)

INDS 2388 Building Systems for Interiors, (spring only)
ETDD 2363 Architectural Design, (refer to schedule of classes for when this course is offered)

Year 3

INDS 3332 Lighting Design for Interiors, (fall only)
INDS 3337 Design Process, (spring only) prerequisites
INDS 3338 Residential Design, (fall only) prerequisite
INDS 3360 Interior Design Professional Practice and Procedures, (spring only)
INDS 3377 Interior Codes and Standards, (summer only)
INDS 3361 History of Furnishing II, (fall only)
INDS 3365 Digital Drawing for ID II (spring only)
ARTS 3385 Survey of Art History II (refer to schedule of classes for when this course is offered)

Summer before or Spring of Senior Year*

HUSC 4369 Internship, (spring, summer) prerequisites – 90 hours completed

Year 4

ARTS 4384 Modern Art Before 1945, ARTS 4395 Modern Art After 1945, or ARTS 3383 Design History, (refer to schedule of classes for when courses are offered)
ETCM 3372 Construction Drafting, (fall, spring)
INDS 4330 Commercial Design I, (fall only)
INDS 4331 Commercial Design II, (spring only)
*HUSC 4369 Internship, (spring, summer)

Academic Standards

To remain in good standing and progress through the Interior Design Program, students are expected to:

- Maintain a minimum cumulative grade point average of 2.50.
- Earn a grade of C or higher in all required ARTS, ETDD, ETCM, and INDS courses.
- Complete all prerequisite and corequisite requirements before enrolling in subsequent courses.
- Follow the prescribed course sequence as outlined in the degree plan.
- Meet regularly with an advisor in the SAM Center to review academic progress and degree requirements.

Adherence to these academic standards ensures that students develop the knowledge, technical competencies, and professional skills necessary for success in upper division coursework, the internship experience, and entry into the interior design profession.

Academic Advising

Academic advising is an essential component of student success in the Interior Design Program. Due to the highly sequential nature of the curriculum, all Interior Design majors are strongly encouraged to meet with an academic advisor in the Student Advising and Mentoring (SAM) Center prior to registering for courses each semester. Regular advising helps ensure that students remain on track for graduation, satisfy prerequisite requirements, and follow the prescribed degree plan.

The SAM Center advisors assist students with degree planning, course registration, transfer credit evaluations, university policies, graduation requirements, and referrals to campus resources. Because many Interior Design courses are offered only once each academic year and must be completed in sequence, careful academic planning is essential to avoid delays in graduation.

Students are responsible for understanding their degree requirements and are encouraged to consult both the SAM Center advisor and the Interior Design Program Coordinator when questions arise regarding course sequencing, program policies, internships, or career planning. Working collaboratively with academic advisors and faculty each semester helps students make informed decisions and successfully progress through the Interior Design Program.

Core Course Descriptions

INDS 1140. Introduction to Interior Design. 1 Hour.

Students explore the interior design profession including basic concepts and topics related to the knowledge, skills, theories, contemporary and societal issues of design practice, and career paths in interior design.

INDS 1360. Applied Design Theory. 3 Hours. [TCCN: ARTS 1311]

Specific attention is given to fundamental design theories, elements and principles of design as they function in the interior environment. Opportunities are provided for a variety of applied experiences with art and design media. Practical application in two-dimensional and three-dimensional projects is made through laboratory experiences. (2-2). Course Equivalents: FACS 1360 **Prerequisite:** C or better in INDS 1140.

INDS 2361. History of Furnishings I. 3 Hours. [TCCN: ARCH 1301]

A study of history of interior furniture, furnishings, and architecture from the Egyptian period to the Renaissance. Emphasis is given to the social, economic, and political conditions that

influenced furniture, interiors, and architectural design. (3-0). Offered spring semesters. Course Equivalents: FACS 2361 .

INDS 2364. Materials and Sources. 3 Hours.

A theoretical analysis of design is merged with understanding of interior materials and products which meet human needs. Assessment of quality and performance criteria is emphasized, along with the design process.(3-0). Offered summer semester. Course Equivalents: FACS 2364 .

INDS 2365. Digital Drawing for Interior Design. 3 Hours. [TCCN: ARCH 1315]

This course addresses computer graphics for interior designers. It will focus on the implementation of computer-aided design processes and drafting techniques to produce construction and presentation drawings. Students will explore various digital drafting techniques to develop 2-dimensional and 3-dimensional drawings. Offered spring semesters. Course Equivalents: FACS 2365 Prerequisite: Grade of C or better in INDS 2364 and INDS 2387.

INDS 2386. Studio I: Space Planning. 3 Hours.

This course provides the student with an introduction to complex process of planning residential and small commercial spaces for interior design. As part of the design process, space planning begins with a programmatic investigation of human needs, desired spatial quality, and building parameters. Students will explore space planning variations applied to a variety of interior spaces, stressing the importance of changing needs in design development and problem solving. Influencing factors such as the human element, barrier-free design and building systems are included. Offered spring semesters. Co-requisites: INDS 2387. Course Equivalents: FACS 2386 Prerequisite: INDS 1360.

INDS 2387. Architectural Graphics for Interiors. 3 Hours. [TCCN: ARCH 1307]

The course focuses on the development of two-dimensional graphic representations of architectural design. Practical application is achieved through development of drafting skills and representational sketching. (2-2). Co-requisites: INDS 2386. Offered spring semesters. Course Equivalents: FACS 2387 Prerequisite: MATH 1332, or MATH 1314, or MATH 1324, or MATH 1342.

INDS 2388. Building Systems for Interiors. 3 Hours. [TCCN: ARCH 2312]

This course focuses on helping students to develop an understanding of building systems as they apply to interior design. Student understanding of systems is communicated in drawing of construction, electrical, mechanical, ceiling and floor systems as part of design solutions. (2-2). Offered spring semesters. Course Equivalents: FACS 2388 **Prerequisite:** INDS 2387 with a grade of C or better.

INDS 3332. Lighting Design for Interiors. 3 Hours.

This course provides basic principles of light and color, measurement and control of light as applied to human needs in both residential and commercial interiors. Environmental systems for day lighting and solar design are studied. (3-0). Offered fall semesters. Concurrent enrollment in INDS 3338. Course Equivalents: FACS 3332 Prerequisite: INDS 2364, INDS 2387, and INDS 2388 with a grade of C or better.

INDS 3337. Studio III: Design Process. 3 Hours.

The student in this course will implement the design process in residential and commercial spaces through drawings and model construction techniques. Students will explore various rendering media and develop three-dimensional drawings along with volumetric study of spaces (1-4). Offered spring semesters. Course Equivalents: FACS 3337 Prerequisite: Grade of C or better in INDS 3332, INDS 3338, and INDS 3377.

INDS 3338. Studio II: Residential Design. 3 Hours.

The student will apply the design process to residential spaces. It will include development of schematic and technical drawings, material selection, perspective representations of space, and specifications. (1-4). Offered fall semesters. Concurrent enrollment in INDS 3332. Course Equivalents: FACS 3338 Prerequisite: Grade of C or better in ARTS 1316, INDS 2365, INDS 2388, and ETCM 2363.

INDS 3360. Interior Design Profession Practice & Procedure. 3 Hours.

This course includes fundamentals of business procedures used in interior design residential and commercial establishments. Practical application is implemented through design project management. (3-0). Offered spring semesters. Co-requisite: INDS 3337. Course Equivalents: FACS 3360 Prerequisite: Grade of C or better in INDS 3338.

INDS 3361. History of Furnishings II. 3 Hours.

This course is focused on the study of history of interiors, architecture, and furnishings from the post-Renaissance era to the present. Emphasis is given to the social, economic, and political conditions that influenced furniture, interior, and architectural design. Offered fall semesters.(3-0). Course Equivalents: FACS 3361 .

INDS 3365. Digital Drawing for Interior Design II. 3 Hours.

Students in this course focus on computer applications through digital design, three-dimensional modeling, perspective drawing, problem identification, problem solving, and research techniques applied to interior environments. Offered spring semesters. Course Equivalents: FACS 3365 Prerequisite: ETCM 2363, INDS 2365, and INDS 2388.

INDS 3377. Interior Codes & Standards. 3 Hours.

A study of laws, codes, standards and regulations that are in effect to protect human health and safety for interiors. Included are the fire and life safety codes, barrier-free design, and ergonomics. (3-0). Offered summer semester. Course Equivalents: FACS 3377 Prerequisite: Junior Standing.

INDS 4330. Studio IV: Commercial Design I. 3 Hours.

A study is made of design development of interiors through analysis of space and structure. Focus is on comprehensive design solutions implemented through multiphase projects including space planning, contract documents, specifications, finish selections, sustainability, and various presentation techniques. (1-4). Offered fall semesters. Course Equivalents: FACS 4330 Prerequisite: INDS 3332, INDS 3337, INDS 3338, INDS 3360, INDS 3365 and INDS 3377 with a grade of C or higher and senior standing.

INDS 4331. Studio V: Commercial Design II. 3 Hours.

The capstone course for Interior Design majors, this course includes a semester-long project or a series of comprehensive projects preparing students for internship and professional office settings. Students are encouraged to demonstrate knowledge gained to-date to solve various design situations. Graphics presentations include hand and digital drawings and media. (1-4). Offered spring semesters. Course Equivalents: FACS 4331 Prerequisite: INDS 4330 and ETCM 3372 with a grade of C or higher, senior standing.

HUSC 4369. Internship. 3 Hours.

Course consists of an off-campus work experience in an approved professional environment under the guidance of an internship supervisor. A minimum of two hundred (200) supervised clock hours are required for appropriate credit and enrollment in the course HUSC 4369 at the time the work is being completed. Offered spring semesters and summer only. Refer to the department internship handbook for specific major requirements. Course Equivalents: FACS 4369 Prerequisite: Departmental Approval Required and 90 semester hours completed.

Attendance

Regular attendance and active participation are essential to student success in the Interior Design Program. Because Interior Design courses are studio based and emphasize experiential learning, lectures, demonstrations, critiques, collaborative activities, and project based instruction, students are expected to attend every scheduled class meeting and arrive on time.

Many course activities cannot be replicated outside of the classroom. Frequent absences, tardiness, or early departures may negatively affect a student's ability to meet course learning outcomes and successfully complete assignments and projects.

Students are responsible for all material presented during an absence, including lecture notes, demonstrations, announcements, assignments, quizzes, examinations, critiques, and project deadlines. Absence from class does not excuse students from completing required coursework or meeting published due dates unless otherwise approved by the instructor in accordance with university policy.

Each Interior Design course may have attendance requirements specific to the course objectives and instructional format. Attendance expectations, procedures for reporting absences, and any attendance related grading policies will be outlined in the course syllabus. Students are responsible for reviewing and adhering to the attendance policy established by each instructor.

Students participating in university sponsored activities, military obligations, jury duty, or other excused absences recognized by SHSU should notify their instructor as early as possible and provide appropriate documentation when required.

The Interior Design Program encourages students to develop the professional habits expected in the design industry. Reliability, punctuality, preparation, and consistent participation are characteristics of successful design professionals and are expected throughout the program.

Communication (Email, Blackboard Community, etc.)

Effective communication is essential to student success in the Interior Design Program. Students are responsible for regularly monitoring official university communication channels and responding promptly to program and course related information.

SHSU Email

The official SHSU email account is the primary method of communication between students, faculty, and university offices. Students are expected to check their SHSU email daily for important announcements, course updates, advising information, internship opportunities, scholarship announcements, and other official university communications.

Students are responsible for all information sent to their SHSU email account. Failure to read university email does not excuse a student from meeting deadlines, complying with program requirements, or responding to requests from faculty or university personnel.

Blackboard

Blackboard is the official learning management system used by the Interior Design Program. Students should access Blackboard regularly to review course announcements, assignments, grades, instructional materials, project requirements, calendars, and other course resources. Each course syllabus will provide specific information regarding the use of Blackboard, assignment submission procedures, and instructor expectations for online communication.

Professional Communication

Students are expected to communicate with faculty, staff, classmates, clients, and industry professionals in a courteous, respectful, and professional manner. All written and verbal communication should reflect the standards of the interior design profession.
When communicating by email, students should:

- Use their official SHSU email account.
- Include a clear and descriptive subject line.
- Address the recipient professionally.
- Identify themselves by name, Sam ID number, and course number when applicable.
- Write messages using appropriate grammar, spelling, and professional language.
- Allow faculty a reasonable amount of time to respond, typically during normal university business hours.

Faculty are generally available during posted office hours and may also be contacted by appointment. Email responses may be delayed during evenings, weekends, holidays, university closures, and semester breaks. Maintaining professional communication habits throughout the program helps prepare students for successful interactions with clients, consultants, contractors, and colleagues throughout their careers.

Participation in Off Campus Events

The Interior Design Program encourages students to participate in professional events, conferences, industry tours, networking opportunities, student competitions, volunteer activities, and other experiences that enhance their education and professional development. Students are expected to conduct themselves in a professional and ethical manner whenever participating in activities related to the Interior Design Program.

While participating independently and on personal time in design related events, conferences, or activities outside the university, or when posting content on social media related to the Interior Design Program, students should recognize that they may be perceived as representatives of the program and SHSU. Students are expected to uphold the mission, values, and standards of professionalism of the university and to conduct themselves in a manner that reflects positively on the Interior Design Program, its faculty, staff, students, and the university community.

When students are representing SHSU or the Interior Design Program at an off campus event, the activity must have an identified university sponsor, such as a faculty member, advisor of a recognized student organization, or another university representative. Prior to participation, the sponsoring individual should be informed of the event details, including the date, location, purpose, and the names of participating students, as required by university policies and procedures.

Students participating in university sponsored events are expected to:

- Demonstrate professionalism, integrity, and respect in all interactions.
- Comply with all applicable university policies, procedures, and codes of conduct.
- Follow the expectations established by the event sponsor or faculty representative.

- Represent the Interior Design Program and SHSU in a positive and responsible manner.
- Use sound judgment when posting photographs, videos, or comments on social media related to university sponsored activities.

Participation in professional activities outside the classroom provides valuable opportunities for networking, leadership development, and career preparation. Students are encouraged to take advantage of these experiences while maintaining the highest standards of personal and professional conduct.

Retention of Student Work

As part of the CIDA accreditation process, the Interior Design Program retains selected student work as evidence of student achievement and compliance with the CIDA Professional Standards. Student work from Interior Design (INDS), Engineering Design Technology (ETDD), Engineering Technology Construction Management (ETCM), and Art (ARTS) courses may be collected and retained for accreditation, assessment, and program improvement purposes. While grading rubrics and evaluation feedback will be returned to students, selected projects, drawings, models, presentations, and other coursework may be retained by the program until the completion of the accreditation review process or other assessment activities. The retention of student work is essential to demonstrating the quality and effectiveness of the Interior Design Program and maintaining CIDA accreditation.

Students are encouraged to retain digital copies of all coursework submitted for evaluation. Prior to submitting work that may be retained by the program, students should:

1. Photograph or digitally archive all projects, drawings, models, presentation boards, and other work for their personal records and professional portfolio. Student work may also be photographed within the department after submission, if needed.
2. For ETDD and ETCM courses, students may be asked to provide additional printed copies of drawings when required for accreditation documentation.

Students who wish to have retained work returned should notify the Interior Design Program Coordinator. When accreditation and assessment needs have been satisfied, students will be informed of the dates and procedures for retrieving their work. Work not claimed within the designated retrieval period may be retained for future accreditation and assessment purposes or disposed of in accordance with university procedures.

The Interior Design Program appreciates students' contributions to the accreditation process. The quality of student work plays a vital role in demonstrating compliance with CIDA standards and supporting the continued success and accreditation of the program.

Sophomore Portfolio Review Eligibility Requirements

The Sophomore Portfolio Review is a required milestone for all Interior Design majors and serves as the gateway to upper division coursework. The review is conducted at the conclusion of

the sophomore year, regardless of the student's catalog year or DegreeWorks® plan. Its purpose is to evaluate each student's readiness to progress into advanced studio courses by assessing competency in design, technical skills, visual communication, and critical thinking.

To be eligible for the Sophomore Portfolio Review, students must satisfy all of the following requirements:

- Successfully complete the required portfolio courses with a grade of C or higher:
  - ARTS 1316 Drawing
  - INDS 1140 Introduction to Interior Design
  - INDS 1360 Applied Design Theory
  - INDS 2361 History of Furnishings I
  - INDS 2364 Materials and Sources
  - INDS 2365 Digital Drawing for Interior Design I
  - INDS 2386 Space Planning Fundamentals
  - INDS 2387 Architectural Graphics
  - INDS 2388 Building Systems for Interiors
  - ETDD 2363: Architectural Design
- Earn a grade of C or higher in all required ARTS, ETDD, ETCM, and INDS courses.
- Maintain a minimum 2.50 cumulative grade point average at SHSU.
- Maintain a minimum 2.50 grade point average in the Interior Design major.

Students who have not successfully completed all required coursework or who do not meet the minimum grade point average requirements are not eligible to participate in the Sophomore Portfolio Review. Students who are not eligible or who do not successfully complete the review may not enroll in junior level Interior Design coursework, including INDS 3338 Residential Design, until all eligibility requirements have been met and the portfolio review has been successfully completed.

Portfolio Submission Requirements

The Sophomore Portfolio Review is an important milestone in the Interior Design curriculum and serves as the gateway to upper division coursework. The review provides students with valuable feedback regarding their academic progress, design abilities, technical competencies, and readiness to advance into the professional phase of the program.

Students who meet the eligibility requirements for the Sophomore Portfolio Review are responsible for submitting passing projects from each of the required courses identified in the eligibility requirements. Submission requirements, portfolio formatting instructions, evaluation criteria, and deadlines will be communicated by the Interior Design Program prior to the review.

To maintain a fair and impartial evaluation process, student names or any other identifying information must not appear on any portfolio materials. Portfolios will be identified according to the procedures established by the Interior Design Program.

Students must submit a completed Portfolio Review Application to the Interior Design Program Coordinator on or before April 30 of the spring semester. If April 30 falls on a weekend or university holiday, the application will be due by 5:00 p.m. on the next university business day. The Portfolio Review Application is provided in Appendix D of this handbook.

Announcements regarding submission procedures, portfolio drop off locations, required materials, and important deadlines will be distributed through the Interior Design Blackboard Community and the student's official SHSU email account during the spring semester. Students are responsible for monitoring these communication channels and ensuring that all submission requirements are met by the published deadlines.

Portfolio Identification and Organization

To ensure a fair and anonymous review process, students must not include their name or any other identifying information on any portfolio materials submitted for review.

Each project must have a label affixed to the back that includes the following information:

- Student's SAM ID
- Course number
- Date completed
- Skill category number(s) represented by the project, as identified on the Portfolio Review Evaluation Form (Appendix C)

Student names must be completely concealed on all submitted materials, including project boards, drawings, models, notebooks, assignment sheets, title blocks, and supporting documentation. Any portfolio containing visible student identification will be disqualified from the Portfolio Review.

Students are responsible for assembling and organizing all required portfolio materials in accordance with the program guidelines. If projects have previously been returned, students must submit all required drawings, presentation boards, models, notebooks, and supporting materials to the Interior Design Program Coordinator by the Friday of final examination week during the spring semester. If an instructor has retained student work for accreditation or assessment purposes, the instructor or Program Coordinator will provide the necessary materials for the review.

All 8.5 inch by 11 inch project materials must be organized sequentially by course and placed in one black three ring binder. Dividers should be used to separate each course, and the last four digits of the student's SAM ID must be clearly displayed on the front cover of the binder.

Only one binder will be accepted for review. Multiple binders or separate binders organized by individual courses will not be accepted.

Portfolio Security

To preserve the integrity, fairness, and confidentiality of the Sophomore Portfolio Review, all submitted portfolios will be handled in accordance with the following procedures:

- Submitted portfolios will be stored in a secure, locked location until the review process begins.
- Every reasonable effort will be made to protect portfolio materials during the review. However, because portfolios are examined by multiple jurors and handled throughout the evaluation process, the Interior Design Program cannot guarantee that submitted materials will not experience normal wear or minor damage.
- Once portfolios have been submitted, students are not permitted to enter the portfolio review area or access their portfolios until the review process has been completed.
- Students who are observed handling, moving, reviewing, tampering with, or otherwise disturbing another student's portfolio at any time during the review process will be immediately disqualified from the Sophomore Portfolio Review.

These procedures are intended to ensure an impartial review process and to maintain the security of all portfolio submissions.

Portfolio Photography and Confidentiality

To protect the integrity and confidentiality of the Sophomore Portfolio Review, photography, video recording, screen recording, or any other form of image reproduction is strictly prohibited before, during, and after the review process.
Students may not photograph, record, copy, or reproduce submitted portfolios, the review area, jurors, evaluation materials, scoring documents, or any portion of the review process. Likewise, the posting or sharing of portfolio images, evaluation materials, review discussions, or other confidential information on social media, websites, or any other public or private platform is prohibited.

Any student who violates these policies will be immediately disqualified from the Sophomore Portfolio Review and may be subject to additional disciplinary action in accordance with SHSU policies and the Code of Student Conduct.

These procedures are designed to ensure a fair, impartial, and professional evaluation process while protecting the confidentiality of student work and maintaining the integrity of the Sophomore Portfolio Review.

Portfolio Review Process

The Sophomore Portfolio Review is conducted annually by the Interior Design Program and is typically completed before the end of May. Portfolios are reviewed only during the scheduled review period and will not be evaluated at other times during the academic year.

Each portfolio is evaluated using the official Portfolio Review Rubric by a committee composed of Interior Design faculty and qualified design professionals. The review committee assesses each student's demonstrated knowledge, technical competency, design ability, and professional skills based solely on the submitted portfolio materials. Evaluation criteria and the specific knowledge and skill areas assessed are provided in Appendix B of this handbook.

Each competency is evaluated using the following proficiency scale:

Score of 5 – Exceptional Proficiency

Demonstrates exemplary mastery of the evaluated skill or competency and consistently exceeds program expectations. Work is exceptionally creative, innovative, and professionally executed, exhibiting a high level of technical accuracy, critical thinking, craftsmanship, and attention to detail. Solutions are well developed, clearly communicated, and demonstrate readiness for advanced Interior Design coursework and professional practice with little to no improvement needed.

Score of 4 – Proficient

Demonstrates strong proficiency that consistently meets and occasionally exceeds program expectations. Work is well organized, technically accurate, creative, and professionally presented. Design decisions are appropriate and thoughtfully developed, with only minor deficiencies that do not detract from the overall quality of the work. The student demonstrates readiness to advance into upper level design coursework.

Score of 3 – Satisfactory Proficiency

Demonstrates competent proficiency that meets the minimum expectations for advancement. Work reflects an adequate understanding of the required knowledge and skills and is generally complete and functional. Technical execution and design decisions are acceptable but may contain inconsistencies, minor errors, or areas lacking refinement. Additional development is recommended to strengthen design thinking, communication, technical skills, and presentation quality.

Score of 2 – Unacceptable Proficiency

Demonstrates limited or marginal proficiency that falls below the expected standard for advancement. Work shows partial understanding of the required concepts but contains significant deficiencies in technical execution, design development, problem solving, communication, organization, or presentation. Greater consistency, accuracy, and application of design principles are needed before the student is prepared for advanced Interior Design coursework.

Score of 1 – Fails to Meet Expectations

Demonstrates unacceptable proficiency and does not meet the minimum professional or program standards required for advancement. Work is incomplete, inaccurate, poorly organized, or lacks

sufficient evidence of the required knowledge, technical ability, design thinking, or professional presentation. Significant remediation and additional coursework or skill development are necessary before the student can successfully progress in the Interior Design program.

Portfolio Evaluation Process

To ensure a fair, objective, and comprehensive assessment, each portfolio is independently evaluated by every member of the Sophomore Portfolio Review Committee using the established evaluation rubric. Committee members assess each portfolio individually without consultation with other reviewers during the scoring process, allowing each evaluation to reflect the reviewer's independent professional judgment.

Each evaluator assigns a score for every competency included in the review rubric. Upon completion of the evaluations, the scores from all committee members are averaged to determine the student's final score for each competency as well as the student's overall portfolio score. The averaged scores are used to determine whether the student has met the minimum passing standard of 70 points (70%) required to advance into upper level Interior Design coursework.

This evaluation process is designed to promote consistency, minimize individual bias, and ensure that every portfolio is assessed equitably based on the published evaluation criteria and the professional standards established by the Interior Design Program and the CIDA.

Portfolio Review Passing Standard

The Department of Human Sciences and the Interior Design Program are committed to maintaining high academic and professional standards that reflect the expectations of the interior design profession and the CIDA. The Sophomore Portfolio Review serves as a critical assessment of each student's preparedness to advance into upper level design studios and, ultimately, professional practice.

The Sophomore Portfolio Review is scored on a 100 point scale. To successfully pass the review, students must earn a minimum score of 70 points (70%), demonstrating satisfactory to exceptional proficiency across the evaluated competencies. A passing score indicates that the student has demonstrated the knowledge, technical skills, design ability, critical thinking, and professional readiness necessary to continue into advanced Interior Design coursework.

Eligibility to participate in the Sophomore Portfolio Review, including meeting the minimum course grade and GPA requirements, does not guarantee a passing outcome. Grades earned in coursework and grade point averages establish eligibility to submit a portfolio but are not indicators of the quality of the portfolio or a student's readiness to progress into the professional phase of the Interior Design curriculum. The portfolio review is an independent assessment of each student's demonstrated abilities, design competencies, and potential for success in advanced studio courses.

Portfolio Review Results

Students are encouraged throughout the Interior Design curriculum to produce work that reflects the highest standards of creativity, technical competency, and professionalism. The Sophomore Portfolio Review is designed to evaluate each student's readiness to advance into the upper division professional studios.

To successfully pass the review, students must earn a minimum score of 70 points (70%). Students meeting or exceeding this minimum score will be ranked according to their overall portfolio score.

Following completion of the review, students will be notified of the results through their official SHSU email account. Students who successfully pass the Portfolio Review will be eligible to enroll in INDS 3338 Residential Design and INDS 3332 Lighting Design for Interiors, provided all other program and university requirements have been satisfied.

Students who are not selected for advancement will receive written feedback identifying areas for improvement based on the committee's evaluation. These students may choose to strengthen their portfolio and reapply during the next scheduled Portfolio Review cycle or may elect to pursue another academic major.

The Sophomore Portfolio Review is conducted by a committee of Interior Design faculty and qualified design professionals. Because the evaluation represents the collective judgment of the review committee, all committee decisions are final.

Students will receive their overall portfolio score in the official results letter. To preserve the integrity and confidentiality of the review process, individual reviewer evaluations, comments, scoring sheets, and individual juror scores will not be released.

Portfolio Pickup

Students are responsible for retrieving all portfolio materials submitted for the Sophomore Portfolio Review after the review process has been completed. Portfolio pickup should be arranged as soon as possible following notification that portfolios are available for release.

Students must coordinate pickup with the Department of Human Sciences front office staff or an Interior Design faculty member during normal university business hours. Portfolio materials may not be removed without prior authorization from the department.
The Department of Human Sciences and the Interior Design Program are not responsible for portfolio materials that are removed without authorization, left unattended, or not retrieved within the designated pickup period.

Any portfolio materials remaining in the department after the summer term may be discarded. Students are strongly encouraged to retrieve their work promptly, as the department cannot guarantee storage beyond the designated pickup period.

Access to the Margaret Lea Houston Building 110 Computer Lab

The Margaret Lea Houston Building, MLHB 110 Computer Lab is provided to support the academic and studio needs of Interior Design students. Access outside of normal university operating hours is a privilege intended to provide students with additional time to complete coursework and projects.

After Hours Access

Students who are officially designated as Interior Design pre majors or majors will be granted after hours access to MLHB 110 through their Bearkat OneCard. Card swipe access is available:

- Before 7:30 a.m.
- After 5:30 p.m., Monday through Friday
- On weekends

Access is restricted to authorized Interior Design students only.

Computer Lab Expectations

Students are expected to use the computer lab responsibly and in a manner that promotes a safe and professional learning environment. The following are strictly prohibited:

- Allowing unauthorized individuals or guests into the computer lab.
- Permitting others to enter using your Bearkat OneCard access.
- Propping open exterior or secured doors.
- Using the facility in any manner that creates an unsafe, disruptive, or inappropriate environment.
- Misusing university equipment or facilities.

Students are responsible for securing the laboratory upon entry and exit and for helping maintain a safe environment for all authorized users.

Security

MLHB 110 is monitored by 24 hour video surveillance, which is connected directly to the SHSU Police Department. Students should be aware that all activity within the laboratory may be recorded.

Misuse of Privileges

Failure to comply with university policies or Interior Design Program expectations regarding computer lab use may result in disciplinary action, including:

- Removal of individual after hours access privileges.
- Suspension of after hours access for all Interior Design students if misuse becomes widespread.
- Referral for disciplinary action under the SHSU Code of Student Conduct, which may include probation, suspension, or other university sanctions.

Students are expected to exercise good judgment and professionalism when using university facilities. Responsible use of the MLHB 110 Computer Lab helps ensure that this valuable resource remains available to all Interior Design students.

Artificial Intelligence (AI) Use Policy

The Interior Design Program recognizes that artificial intelligence (AI) is becoming an increasingly valuable tool within the design profession. Students are encouraged to explore AI technologies in an ethical and responsible manner to support learning, creativity, research, and professional development. However, AI is intended to enhance the design process, not replace the student's own critical thinking, creativity, technical skills, or design judgment.

Interior design education is founded on the development of original ideas, problem solving abilities, and professional competencies. Therefore, all submitted work must demonstrate the student's individual authorship and design intent. AI generated content should be used only as a supplemental resource unless otherwise authorized by the course instructor.

Students who have questions regarding the appropriate use of AI for a particular assignment or project should consult the course instructor before using AI tools.

Permitted Uses of AI

When approved by the course instructor or appropriate for the assignment, AI may be used to support learning activities such as:

- Brainstorming concepts and generating preliminary design ideas.
- Researching precedents, materials, building products, codes, or site and contextual information.
- Creating conceptual mood boards or inspiration imagery during the early stages of design development.
- Assisting with grammar, spelling, formatting, citations, and presentation writing.
- Learning or troubleshooting design software and digital workflows.
- Enhancing student created hand sketches or digital drawings, provided the original work was created by the student.

Prohibited Uses of AI

Unless specifically authorized by the instructor, students may not use AI to:

- Generate and submit design solutions, floor plans, construction documents, renderings, specifications, or technical drawings as their own work.
- Produce written assignments, research papers, project narratives, or reports that are submitted without substantial student authorship.
- Fabricate research, site analyses, programming information, design processes, references, or project documentation.
- Circumvent required learning objectives, design thinking, problem solving exercises, or studio activities.

- Misrepresent AI generated work as original student work.

Student Responsibilities

Students are expected to use AI ethically and professionally by adhering to the following principles:

- Transparency: Clearly disclose when and how AI tools were used in the development of an assignment or project when required by the instructor.
- Student Authorship: Final design decisions, drawings, documentation, presentations, and written work must reflect the student's own knowledge, creativity, and professional judgment.
- Academic Integrity: Improper use of AI or the submission of AI generated work as original work constitutes academic misconduct and may result in disciplinary action in accordance with the SHSU Academic Honesty Policy.
- Privacy and Data Security: Students should use AI applications that comply with university technology policies and should not upload confidential client information, copyrighted materials, or sensitive university data to public AI platforms without authorization.

The responsible use of AI can enhance creativity, improve efficiency, and support professional growth. As future interior designers, students are expected to exercise sound judgment, maintain ethical standards, and use AI as a tool that complements, rather than replaces, their own design thinking and creative process.

Required Technology and Software

Interior Design students have access to computers and technology resources located throughout the SHSU campus for general academic use. However, industry specific software required for the Interior Design curriculum, including AutoCAD® and Revit®, is available only in designated computer laboratories, including MLHB 110 and the Engineering Design Technology and Construction Management laboratories located in the Pirkle Engineering Technology Center.

Students are introduced to AutoCAD® during the sophomore year in INDS 2365 Digital Drawing for Interior Design I and continue developing advanced computer aided design skills in ETDD 2363. As students progress into the junior and senior years, the majority of design projects, construction documents, three dimensional modeling, renderings, and presentation materials are developed using industry standard software applications.

Because upper division studio courses require extensive use of specialized design software both inside and outside the classroom, all Interior Design majors are required to own a laptop computer beginning with the first junior level studio course, INDS 3338 Residential Design. A personal laptop allows students to work efficiently during studio courses, collaborate on group projects, complete assignments outside scheduled laboratory hours, and prepare professional quality presentations.

Students are responsible for maintaining a computer that meets the minimum hardware and software specifications established by the Interior Design Program. Recommended specifications are reviewed periodically to remain consistent with current software requirements and industry standards. Students should consult the program's current technology recommendations before purchasing a computer.

The following pages outline the recommended computer specifications, required software, and technology expectations for students enrolled in the Interior Design Program.

1. Laptop Computer

Beginning with INDS 3338 Residential Design, all Interior Design majors are required to own a laptop computer capable of running current industry standard design software used throughout the upper division curriculum.

Students should ensure their laptop meets or exceeds the current Autodesk® system requirements for AutoCAD® and Revit®. Autodesk updates its software and hardware recommendations periodically; therefore, students should always refer to the official Autodesk website for the most current system requirements.

2. USB Storage Device

Students are required to maintain a reliable portable storage device for transporting and backing up coursework.
Minimum requirements include:

- One USB flash drive with a minimum storage capacity of 1T.
- The flash drive should be clearly labeled with the student's name and either an SHSU email address or telephone number to facilitate its return if lost.

Students are strongly encouraged to maintain multiple backups of important coursework using cloud storage, external storage devices, or other secure backup methods. Loss of digital files due to equipment failure, accidental deletion, or inadequate backup practices is not considered an acceptable reason for late or missing assignments.

3. Required and Recommended Software

Students should maintain software on their personal computers that is compatible with the software used in the Interior Design Program. Using the same software versions as those available in university computer laboratories helps ensure compatibility with course assignments, file sharing, and project collaboration.

Software commonly used throughout the Interior Design curriculum includes:

- Microsoft Office® Suite
- Autodesk® AutoCAD®
- Autodesk® Revit®

- SketchUp®
- Adobe Creative Cloud® applications
- Enscape™
- Rhino®

Additional software may be required for specific courses as determined by the course instructor. Students are responsible for installing and maintaining the software required for their coursework and should verify software requirements at the beginning of each semester.

Drafting and Art Supplies

Interior Design students will use a variety of drafting, rendering, model making, and presentation materials throughout the curriculum. Supply requirements vary by course and instructor. Students are not expected to purchase all supplies before beginning the program.

Each course syllabus will identify the supplies required for that course. Students are encouraged to wait until instructed by their faculty member before purchasing materials, as some courses may require only a portion of the items listed below.

Typical drafting and art supplies used throughout the Interior Design Program include:

1. Clearprint® Vellum (25 sheet pad), unprinted (no title block), 18 × 24 inch.
2. Mechanical drafting pencils:
    - 0.3 mm with 4H lead
    - 0.5 mm with 2H lead
    - 0.7 mm with HB lead
3. Fine and medium point drawing pens (Sharpie® or equivalent).
4. Plastic architect's triangular scale (architectural scale only; do not purchase mechanical or civil engineering scales).
5. Drafting triangles:
    - One 30°/60° triangle
    - One 45° triangle
6. Drafting or masking tape.
7. White plastic eraser.
8. Erasing shield.
9. Drafting brush or dry cleaning pad (powder erasing bag).
10. Ames lettering guide.
11. Plastic circle template (up to 2 inch diameter).
12. Residential plumbing and kitchen template (¼ inch = 1 foot scale).
13. Residential furniture template (¼ inch = 1 foot scale).
14. Stapler, staples, brad folders, and notebook.
15. Equipment case or carrying bag.

16. Drawing tube (approximately 19 to 25 inches long by 2¾ inches in diameter), mailing tubes or sturdy wrapping paper tubes are acceptable.
17. Colored pencils (Prismacolor® or equivalent), minimum 24 color set.
18. Design markers, including neutral colors such as:
    - Tan, Sienna, Light and dark cool grays, Light and dark warm grays, Dark brown, Medium blue, Dark green, Olive, Tuscan red, Goldenrod, and additional colors as needed
19. Thirty foot metal measuring tape.
20. Optional for home use: 24 inch or longer T square (wood with plastic edges recommended).
21. Foam core board (20 × 30 inch), typically black, quantity varies by course.
22. Adhesives such as glue sticks, white glue, or contact cement
23. Scissors, utility knife or box cutter, and paper trimmer.
24. Eighteen inch metal ruler.
25. Self healing cutting mat.

Because project requirements differ from course to course, students should not purchase supplies in advance unless specifically instructed to do so. Faculty will provide supply lists in course syllabi or during the first week of class to ensure students purchase only the materials needed for successful completion of each course.

Department and College Events

The Department of Human Sciences and the College of Health Sciences provide numerous opportunities for students to enhance their educational experience beyond the classroom. Students are strongly encouraged to participate in department, college, and university events that promote academic success, professional development, networking, leadership, and community engagement.

Examples of department and college events may include:

- Guest lectures by industry professionals.
- Professional development workshops.
- Career fairs and networking events.
- Student organization meetings and activities.
- Advisory Board presentations.
- Alumni presentations and panel discussions.
- Employer information sessions.
- Research and creative scholarship events.
- Community service and outreach activities.
- College and university recognition ceremonies.
- Professional conferences and field trips.
- Internship and career preparation workshops.

Participation in these activities provides students with opportunities to build professional relationships, explore career paths, strengthen leadership skills, and remain informed about current trends within the interior design profession.

Students should regularly monitor their official SHSU email account, the Interior Design Blackboard Community, and the Department of Human Sciences website for announcements regarding upcoming events, registration deadlines, and participation opportunities.

Attendance at selected department or program events may be required as part of specific Interior Design courses. Any required participation will be communicated by the course instructor and outlined in the course syllabus.

The Interior Design Program encourages students to become active members of the Department of Human Sciences and the College of Health Sciences community. Engagement outside the classroom enriches the educational experience and contributes to both personal and professional growth.

Blackboard

Blackboard is the official learning management system used by SHSU and serves as the primary online platform for Interior Design courses. Students are expected to access Blackboard regularly to remain informed of course requirements, assignments, announcements, and other important program communications.

Faculty utilize Blackboard to support instruction by providing course materials and facilitating communication throughout the semester. Depending on the course, Blackboard may be used for:

- Course announcements and instructor communications.
- Course syllabi and schedules.
- Assignment instructions and submission.
- Lecture notes and instructional materials.
- Project requirements and grading rubrics.
- Quizzes, examinations, and assessments.
- Grades and instructor feedback.
- Discussion boards and collaborative activities.
- Supplemental learning resources.

In addition to individual course sites, all Interior Design majors are enrolled in the Interior Design Blackboard Community. This site serves as the central communication hub for program wide information and may include:

- Program announcements.
- Scholarship opportunities.
- Internship and employment postings.
- Student organization information.
- Portfolio Review announcements and deadlines.
- Professional development opportunities.
- Department events and guest speakers.
- Forms, policies, and program resources.

Students are responsible for checking Blackboard and the Interior Design Blackboard Community on a regular basis. Failure to review announcements or course materials posted in Blackboard does not excuse students from meeting course requirements, assignment deadlines, or program expectations.

Students experiencing technical difficulties with Blackboard should contact the SHSU IT@Sam Help Desk as soon as possible. Technical issues should also be communicated promptly to the course instructor when they may affect assignment submission or course participation.

Information Technology (IT) Services

SHSU Information Technology (IT) Services provides technology resources and support to assist students with their academic success. Interior Design students rely extensively on technology

throughout the curriculum and are encouraged to become familiar with the services and resources available through the university.
IT Services provides assistance with:

- SHSU account activation and password management.
- Multi factor authentication (Duo).
- Blackboard access and technical support.
- Campus wireless network connectivity.
- University email support.
- Software installation and licensing.
- Computer and hardware troubleshooting.
- Printing services.
- Microsoft 365 applications.
- Technology support for university owned computers and laboratories.

Students experiencing technical issues should contact IT Services as soon as possible. Promptly reporting technical problems can help minimize disruptions to coursework and project deadlines.

IT Support

Students may contact the SHSU IT@Sam Help Desk for assistance with university technology services.

IT@Sam Help Desk
Phone: (936) 294 1950
Email: servicedesk@shsu.edu

Additional information, technology resources, service requests, software downloads, and current operating hours are available on the IT Services website: https://www.shsu.edu/dept/it@sam/

Because Interior Design coursework often requires specialized software and significant computer use, students are encouraged to maintain regular backups of all digital files and to seek technical assistance before issues affect coursework or project submissions. Students are responsible for ensuring that their computers, software, and storage devices remain in good working order throughout the program.

Academic Success Center

The Academic Success Center (ASC) at SHSU is dedicated to helping students achieve their academic goals by providing comprehensive support services that promote learning, confidence, and long term success. The ASC offers free academic resources designed to strengthen study skills, reinforce classroom learning, and encourage independent academic achievement.

Interior Design students are encouraged to utilize the Academic Success Center throughout their academic career. Services available through the ASC include:

- One on one and small group tutoring.

- Academic success coaching.
- Writing assistance for papers, reports, and presentations.
- STEM tutoring.
- Study skills and time management strategies.
- Workshops and academic success programming.

The Academic Success Center is located in the Newton Gresham Library on the Huntsville campus. Many services are available both in person and virtually to accommodate students' schedules. Students are encouraged to seek assistance early rather than waiting until they are struggling academically. Regular use of tutoring, writing support, and academic coaching can improve academic performance, strengthen study habits, and increase confidence throughout the Interior Design curriculum.

Interior Design Student Organizations

Participation in student organizations is an important component of the Interior Design educational experience. Student organizations provide opportunities to develop leadership skills, build professional networks, engage with the design community, and gain experiences beyond the classroom. Students are strongly encouraged to become active members of professional organizations and participate in program sponsored activities throughout their academic career.

American Society of Interior Designers (ASID) Student Chapter

The American Society of Interior Designers (ASID) Student Chapter provides students with opportunities to connect with practicing interior designers, manufacturers, and industry partners. Through meetings, guest speakers, tours, networking events, service projects, and professional development activities, students gain valuable insight into the interior design profession while building relationships within the industry.
Student members may also participate in regional and national ASID events, design competitions, leadership opportunities, and educational programs that complement the Interior Design curriculum.

International Interior Design Association (IIDA)

Students are encouraged to participate in activities sponsored by the International Interior Design Association (IIDA). IIDA offers educational programming, networking opportunities, student design competitions, mentorship, and professional events that expose students to commercial interior design and emerging industry trends.
Additional Professional Organizations

Throughout the program, students may have opportunities to engage with other professional organizations and industry partners, including:
- National Kitchen and Bath Association (NKBA)
- Interior Design Educators Council (IDEC)
- International Code Council (ICC)

- U.S. Green Building Council (USGBC)
- Construction Specifications Institute (CSI)

Participation opportunities may vary from year to year based on student interest, faculty sponsorship, and industry partnerships.

Benefits of Participation

Active involvement in student organizations provides numerous professional and personal benefits, including:

- Leadership development.
- Networking with design professionals and alumni.
- Professional mentoring.
- Community service opportunities.
- Attendance at industry conferences and trade shows.
- Participation in design competitions.
- Exposure to current design trends and technologies.
- Career preparation and employment opportunities.

Students should monitor their official SHSU email, announcements from faculty advisors and student officers for information regarding membership, meetings, upcoming events, and volunteer opportunities.

The Interior Design Program strongly encourages every student to participate in at least one professional organization during their academic career. Engagement outside the classroom enhances the educational experience, strengthens professional preparation, and supports a successful transition into the interior design profession.

ACADEMIC STANDARDS & STUDENT DEVELOPMENT

Academic Expectations and Important Meetings

Students enrolled in the Interior Design Program are expected to demonstrate a strong commitment to academic excellence, professionalism, and personal responsibility. Success in the program requires consistent attendance, active participation, timely completion of assignments, and adherence to university and program policies. Because the curriculum is highly sequential and studio based, students are expected to remain engaged throughout their academic career and take an active role in planning their progress toward graduation.

Academic Expectations

Interior Design students are expected to:

- Attend all scheduled classes, studios, laboratories, critiques, and required program activities.
- Arrive prepared for class with required supplies, completed assignments, and appropriate course materials.
- Maintain the academic standards required for progression within the program, including the required cumulative and major grade point averages.
- Earn a grade of **C** or higher in all required ARTS, ETDD, ETCM, and INDS courses.
- Complete prerequisite and corequisite courses in the prescribed sequence.
- Demonstrate professionalism, ethical behavior, respect, and integrity in all academic and professional interactions.
- Accept constructive criticism and incorporate feedback into future work.
- Produce original work that reflects individual creativity, technical competency, and critical thinking.
- Monitor official SHSU communication channels, including university email and Blackboard, for important announcements and deadlines.
- Meet regularly with an academic advisor in the Student Advising and Mentoring (SAM) Center and consult with the Interior Design Program Coordinator as needed.

Important Meetings

Throughout the academic year, students are expected to attend meetings that provide essential information regarding academic progress, program requirements, and professional development. These meetings may include:

- New student orientation sessions.
- Program information meetings.
- Academic advising appointments.
- Sophomore Portfolio Review information sessions.
- Internship orientation meetings.

- Guest lectures and professional presentations.
- Student organization meetings.
- Career preparation workshops.

Some meetings may be required for specific student classifications or courses, while others are strongly encouraged. Students will be notified of meeting dates, times, and locations through their official SHSU email account, the Interior Design Blackboard Community, course announcements, or other official university communication channels.

Participation in these meetings helps students remain informed of program expectations, academic requirements, internship opportunities, career preparation activities, and changes that may affect their progression through the Interior Design Program. Students are responsible for attending required meetings and for any information distributed during those sessions.

Student Growth and Professional Development

The Interior Design Program is committed to fostering the academic, personal, and professional growth of every student. In addition to developing technical knowledge and design skills, the program emphasizes the importance of leadership, ethical decision making, communication, collaboration, and lifelong learning. These qualities are essential for success in the interior design profession and for protecting the health, safety, and welfare of the public.

Throughout the curriculum, students are encouraged to take an active role in their education by seeking opportunities that extend learning beyond the classroom. Experiences such as internships, student organizations, guest lectures, design competitions, industry events, community service, and professional conferences help students develop confidence, expand their professional network, and gain practical insight into the design profession.

Students are encouraged to pursue opportunities that support their professional development, including:

- Participation in professional organizations such as ASID and IIDA.
- Attendance at guest lectures, workshops, and industry presentations.
- Participation in design competitions and collaborative projects.
- Community service and volunteer activities.
- Leadership opportunities within student organizations and the university.
- Networking with alumni, employers, and industry professionals.
- Development of a professional portfolio and résumé.
- Internship and experiential learning opportunities.

The Interior Design Program also encourages students to develop professional habits that contribute to long term success, including:

- Demonstrating integrity, professionalism, and ethical conduct.
- Communicating effectively with faculty, peers, clients, and industry professionals.
- Managing time effectively and meeting project deadlines.
- Accepting constructive criticism and using feedback to improve.
- Demonstrating initiative, creativity, and a commitment to continuous improvement.

- Embracing new technologies and emerging trends within the design profession.

Faculty serve as mentors throughout the program and encourage students to seek guidance regarding academic planning, career exploration, graduate education, professional registration, and employment opportunities. Students are encouraged to take advantage of university resources that support academic success, leadership development, wellness, and career readiness.

The Interior Design Program believes that meaningful growth occurs through active engagement, collaboration, and continuous learning. By participating fully in academic, professional, and extracurricular opportunities, students develop the knowledge, skills, and confidence necessary to become successful interior designers and future leaders within the profession.

Ethical and Professional Behavior

The Interior Design Program expects all students to conduct themselves with integrity, professionalism, and respect in every academic and professional setting. As future interior designers, students are preparing to enter a profession that is founded on ethical decision making, accountability, and the responsibility to protect the health, safety, and welfare of the public.

Professional behavior extends beyond the classroom and includes interactions with faculty, staff, classmates, clients, guest speakers, employers, contractors, and members of the community. Students are expected to demonstrate conduct that reflects positively on themselves, the Interior Design Program, the Department of Human Sciences, and SHSU.

Professional Expectations

Students are expected to:

- Demonstrate honesty, integrity, and accountability in all academic and professional activities.
- Treat faculty, staff, classmates, clients, and visitors with courtesy, dignity, and respect.
- Maintain a professional attitude during classes, studio activities, critiques, field trips, internships, and university sponsored events.
- Arrive prepared, be punctual, and meet established deadlines.
- Accept constructive criticism professionally and use feedback to improve performance.
- Work collaboratively while respecting the ideas, perspectives, and contributions of others.
- Communicate professionally in person, by email, through Blackboard, and on other university approved communication platforms.
- Maintain confidentiality when working with client information, internship projects, or proprietary materials.
- Demonstrate respect for university facilities, equipment, laboratories, and shared learning spaces.
- Comply with all university policies, program requirements, and applicable laws and regulations.

Academic Integrity

Students are expected to complete all assignments, projects, examinations, and presentations honestly and in accordance with the SHSU Academic Honesty Policy. Plagiarism, cheating, fabrication, unauthorized collaboration, misuse of artificial intelligence, or any other form of academic misconduct is inconsistent with the ethical standards of both the university and the interior design profession.
Violations of academic integrity may result in academic penalties, disciplinary action, or other sanctions as outlined in applicable SHSUpolicy.

Professional Responsibility

Interior designers have a professional obligation to protect the health, safety, and welfare of building occupants through thoughtful and ethical design decisions. Throughout the curriculum, students are expected to demonstrate responsible decision making by considering accessibility, building codes, life safety, sustainability, and the diverse needs of individuals and communities. Students should also respect intellectual property rights by properly citing sources, obtaining permission when required, and avoiding the unauthorized use or reproduction of another individual's creative work.

Representation of the Program

Whether participating in studio activities, internships, professional meetings, conferences, competitions, field experiences, community service projects, or social media, students should conduct themselves in a manner that reflects positively on the Interior Design Program and SHSU. Professionalism, ethical conduct, and mutual respect are essential qualities of successful interior designers. The Interior Design Program is committed to fostering these values and expects students to uphold them throughout their academic careers and into professional practice.

Student Advocacy

The Interior Design Program is committed to creating a supportive, respectful, and inclusive learning environment where students are encouraged to succeed academically, professionally, and personally. Faculty and staff are dedicated to fostering open communication and assisting students in navigating university resources and resolving concerns in a fair and timely manner.

Students are encouraged to advocate for themselves by communicating respectfully with faculty, seeking assistance when challenges arise, and utilizing available university resources. Addressing questions or concerns early often leads to the most effective resolution.

Addressing Concerns

Students who have questions or concerns regarding a course, academic performance, or program policies should follow the appropriate chain of communication:

1. Discuss the concern with the course instructor.

2. If the issue cannot be resolved, contact the Interior Design Program Coordinator.
3. If additional assistance is needed, contact the Department Chair.

The Interior Design Program encourages respectful, professional dialogue and is committed to addressing student concerns in accordance with university policies and procedures.

Student Support Resources

SHSU offers numerous resources to support student success and well being. Students are encouraged to take advantage of services such as:

- Student Advising and Mentoring (SAM) Center
- Academic Success Center
- Career Success Center
- Counseling Center
- Office of Students' Legal and Mediation Services
- Student Health Center
- Disability Services
- Financial Aid and Scholarships
- Information Technology (IT) Services
- Newton Gresham Library

Faculty may also refer students to appropriate campus resources when additional academic or personal support is needed.

Commitment to Student Success

The Interior Design Program values student input and encourages students to actively participate in improving the program through constructive feedback, advisory opportunities, surveys, and program assessments. Student perspectives contribute to the continuous improvement of the curriculum, facilities, and overall educational experience.

The program is committed to treating all students with fairness, dignity, and respect while providing an educational environment that promotes academic excellence, professional growth, and personal development. Students are encouraged to seek assistance whenever needed and to become active partners in their own success throughout the Interior Design Program.

GRADUATION

Application for Graduation

Students are responsible for applying for graduation by the deadlines established by SHSU. Applying for graduation is a separate process from course registration and degree completion. Students should submit their graduation application only after consulting with their academic advisor to confirm that all degree requirements will be completed by the anticipated graduation date.

Students are strongly encouraged to meet with an advisor in the Student Advising and Mentoring (SAM) Center during their final year to conduct a comprehensive degree audit. The advisor will review the student's degree plan, transfer credits, University Core Curriculum, major requirements, and graduation eligibility to help ensure that all academic requirements have been satisfied.

Students should submit their graduation application through the university's official graduation application process by the published deadline for their intended graduation semester. Missing the application deadline may delay graduation or participation in commencement ceremonies.

Information regarding graduation application deadlines, commencement ceremonies, graduation fees, regalia, and diploma distribution is available through the SHSU Registrar's Office. Students are responsible for monitoring their SHSU email and the Registrar's Office website for important graduation announcements and deadlines.

Commencement Ceremony

Commencement is a significant milestone that celebrates the successful completion of the Interior Design Program and the achievement of a college degree. Eligible graduates are encouraged to participate in the SHSU Commencement Ceremony to recognize their academic accomplishments and celebrate with family, friends, faculty, and fellow graduates.

Participation in the commencement ceremony does not constitute official graduation. Students must successfully complete all degree requirements and be certified for graduation by SHSU to receive their degree.

Students planning to participate in commencement should:

- Apply for graduation by the published university deadline.
- Verify degree completion with their academic advisor in the Student Advising and Mentoring (SAM) Center.
- Monitor their SHSU email account and the Registrar's Office website for commencement announcements and important deadlines.

- Purchase or obtain the required academic regalia (cap, gown, and hood, if applicable) through the university's designated vendor.
- Review all commencement instructions, including arrival times, parking, guest information, and ceremony procedures.

The Interior Design Program and the Department of Human Sciences may also host recognition events, senior exhibitions, portfolio presentations, awards ceremonies, or receptions to celebrate graduating students. Participation in these events is strongly encouraged and provides an opportunity to recognize academic achievement, professional growth, and contributions to the program.

Current information regarding commencement dates, ceremony schedules, graduation regalia, guest policies, accessibility accommodations, and other graduation details is available through the SHSU Registrar's Office and the official SHSU Commencement website.

Appendix A

Selection of Work from the Courses Listed and Required for the Portfolio Review

The courses listed in this handbook identify where the assignments submitted for the Sophomore Portfolio Review are typically completed. Students are encouraged to select projects that best demonstrate their basic and technical design skills, understanding of the design process, and visual communication abilities. The specific knowledge, skills, and competencies evaluated during the review are identified in Appendix B.

Your portfolio should present a cohesive body of work that demonstrates your ability to apply the knowledge and skills acquired during the first two years of the Interior Design curriculum. Projects should reflect growth in creativity, technical competency, problem solving, and communication while illustrating your readiness to progress into the professional phase of the program.

The Sophomore Portfolio Review is intended to evaluate your ability to critically assess your own work and make informed decisions regarding portfolio content. Faculty members are not permitted to review, critique, prescreen, or recommend specific projects for inclusion in the portfolio. Selecting the projects that best represent your abilities is an important component of the review process and demonstrates your critical thinking, design judgment, and understanding of the evaluation criteria.

Students should use the Portfolio Planning Worksheet to organize and prepare their portfolio submission. Before submitting the portfolio, verify that:

- All required coursework from the designated portfolio review courses has been completed.
- Every required skill identified in Appendix B is represented by one or more projects.
- Projects demonstrate the highest quality of work and accurately reflect your current level of design ability and technical competency.
- Portfolio materials are complete, organized, and comply with all submission requirements.

If a required competency is not adequately represented, or if previously completed work does not demonstrate the minimum level of proficiency expected for a successful review, students are strongly encouraged to revise, improve, or recreate work, when permitted, to better demonstrate the required knowledge and skills. Careful preparation and thoughtful project selection will help ensure that the portfolio accurately reflects your abilities and readiness to advance into the junior level Interior Design studios.

Courses That Must Be Completed in First Two Years of Major for the Review:

- ARTS 1316: Drawing I
- ETDD 2363: Architectural Design
- INDS 1140: Introduction to Interior Design
- INDS 1360: Applied Design Theory
- INDS 2361: History of Furnishings I
- INDS 2364: Materials and Sources
- INDS 2365: Digital Drawing for ID I
- INDS 2386: Space Planning Fundamentals
- INDS 2387: Architectural Graphics for Interiors
- INDS 2388: Building Systems for Interiors

Note on Portfolio Submission

All project materials measuring 8.5 × 11 inches or smaller must be compiled into one single black three ring binder for the Sophomore Portfolio Review. Materials within the binder should be organized in sequential order by course and separated with clearly labeled course dividers. Only one binder will be accepted for review. Multiple binders or separate binders organized by individual courses will not be accepted.

Project materials that are larger than 8.5 × 11 inches should not be placed in the binder. These large format pieces should be neatly stacked at the student's designated portfolio review location. The student's black binder and any required models should be placed with the large format materials so that all portfolio components are grouped together at the student's designated location.

Please ensure that all materials are organized, clearly identified, and ready for review prior to submission.

Appendix B

Portfolio Review Criteria & Rubric

Juror Portfolio Review Form
Interior Design Program Portfolio Review Student Portfolio Review #: _____

Student Proficiency Rating Scale
5 – Exceptional Proficiency: Demonstrates outstanding skill and performance that exceeds expectations.
4 – Proficient: Demonstrates strong skill and performance that consistently meets expected standards.
3 – Satisfactory Proficiency: Demonstrates competent skill and performance that meets expected standards.
2 – Needs Improvement: Skills are below the expected level and require additional development.
1 – Fails to Meet Expectations: Skills do not meet the minimum standards expected for advancement.

Description of Skill	5	4	3	2	1
1. Color Theory and Application Demonstrates effective understanding and application of color theory fundamentals in design solutions, visual compositions, and presentations.					
2. Visual Communication and Graphic Presentation Demonstrates the ability to communicate design ideas effectively through sketching, rendering, graphics, composition, layout, balance, alignment, contrast, white space, and other visual presentation techniques using a variety of media.					
3. Manual Technical Drawing Skills Produces manual technical drawings that exhibit professional quality, precision, organization, technical accuracy, and completeness.					
4. Digital Technical Drawing Skills Produces digital drawings (AutoCAD, SketchUp, Revit, or similar software) that demonstrate professional quality, precision, organization, technical accuracy, and completeness.					
5. Materials and Furnishings Demonstrates an appropriate understanding and application of materials, finishes, furnishings, and specifications in design solutions.					
6. Design Theory, Principles, and Elements Demonstrates comprehension and application of design theories and the principles and elements of design through written, graphic, and design solutions.					
7. Design Solutions and Professional Presentation Develops creative, functional, and professional design solutions that are effectively communicated through written, graphic, and presentation media.					
8. Space Planning and Problem Solving Demonstrates the ability to analyze user needs, solve design problems, and develop effective space planning solutions through both manual and digital methods.					
9. Spatial Organization and Building Systems Demonstrates an understanding of spatial organization through two dimensional and three dimensional methods, along with knowledge of building construction processes as reflected in technical and digital drawings.					
10. Overall Portfolio Quality and Professionalism The portfolio demonstrates an appropriate level of design ability, breadth of skills, creativity, professionalism, organization, quality, neatness, attention to detail, and readiness for advancement into upper level design coursework.					
Column Totals:					

A minimum rating of 70 out of 100 (70%) is needed to pass the Interior Design Portfolio Review.

Reviewer Name: _____ Date: _____
Student was informed of Portfolio Review Evaluation results Date: _____

Appendix C

Sophomore Interior Design Portfolio Review Application Form

Submission Deadline
This application must be submitted to the Interior Design Program Coordinator or the Department of Human Sciences Main Office (Room 119) on or before April 30 of the spring semester in which you are eligible to participate in the portfolio review. If April 30 falls on a weekend or a university holiday, the submission deadline will be 5:00 p.m. on the next business day. Applications received after the deadline will not be accepted.

Submission Requirements
To be eligible for the Sophomore Portfolio Review, students must have earned a grade of C or better in all completed ARTS, ETDD, ETCM, and INDS courses, maintain a minimum 2.50 SHSU GPA and a minimum 2.50 Interior Design Major GPA, and have completed or be currently enrolled (In Progress) during the spring semester of the review year in all courses listed below. Applications that do not meet these eligibility requirements will be disqualified from the portfolio review process.

Name (First/Last):_____
SHSU Email Address:_____
Contact Phone Number:_____ SAM ID Number:_____
Total Earned Credit Hours: _____
Current SHSU GPA:_____ (Minimum of 2.5 Required)
Major GPA (Interior Design):_____ (Minimum of 2.5 Required)

Required Courses for Portfolio Review Eligibility
To qualify for the Sophomore Portfolio Review, students must have completed or be currently enrolled in each of the courses listed below.
For each course:

- Indicate the letter grade earned if the course has been completed.
- Enter IP (In Progress) if you are currently enrolled in the course during the spring semester of the review year.

All required courses must be completed with a grade of C or better or be In Progress (IP) at the time of application to maintain eligibility for the portfolio review.

_____ ARTS 1316 Drawing
_____ INDS 1140 Intro. to Interior Design
_____ INDS 1360 Applied Design Theory
_____ INDS 2365 Dig. Drawing for Int. I
_____ INDS 2361 History of Furnishings I
_____ INDS 2386 Space Planning Fund.
_____ INDS 2387 Arch. Graphics for Inte
_____ INDS 2364 Materials and Sources
_____ INDS 2388 Building Systems for Int.
_____ ETDD 2363 Architectural Design

Re Submission Acknowledgment
I understand that if my portfolio does not meet the required proficiency standards and receives a non passing evaluation, I will not be eligible to participate in the Sophomore Portfolio Review again until the following spring semester. As a result, my graduation may be delayed by up to one year. I further understand that I may not enroll in advanced Interior Design coursework until I have successfully passed the portfolio review. I acknowledge that it is recommended I consult with my academic advisor regarding alternative degree options should my portfolio receive a non passing evaluation.

Signature:_____ Date:_____

Appendix D

Interior Design Student Handbook Agreement Form

This form is to be submitted to your instructor in your first design course taken in the Interior Design Program.

By signing this Student Acknowledgment and Agreement, I, _____, acknowledge that I have read and understand the Interior Design Student Handbook, including the program expectations and requirements, the Sophomore Portfolio Review process and expectations, and the Bachelor of Science/Bachelor of Arts degree requirements, course sequencing, and progression policies for Interior Design majors.

I accept responsibility for complying with the policies, procedures, and expectations outlined in the handbook and agree to participate in the required Sophomore Portfolio Review process. I understand that if my portfolio does not meet the minimum proficiency standards required to continue into advanced Interior Design coursework, I may be required to repeat coursework to strengthen my skills and improve my GPA before reapplying for the portfolio review during the next review cycle. I also understand that this may delay my graduation and that consulting with my academic advisor regarding alternative degree options is recommended if I do not successfully pass the portfolio review.

I further grant permission to the Interior Design Program in the Department of Human Sciences to retain copies of interior design assignments, projects, drawings, models, papers, reports, and other coursework for accreditation, assessment, and program improvement purposes, including documentation required by the Council for Interior Design Accreditation (CIDA) and the National Association of Schools of Art and Design (NASAD).

Signature: _____ Date:_____

Sam ID Number: _____

SHSU email address:_____

Contact phone number: _____

---------- *Program Use Only*----------

Received by: _____ Date:_____

SHSU ACADEMIC REQUIREMENTS AND POLICIES

For a comprehensive list of SHSU's undergraduate student academic requirements and policies, go to the online version of the University's Undergraduate Catalog and the Academic Policy manual.

- Academic Grievance Procedures for Students
- Academic Honesty
- Academic Probation, Suspension, Dismissal, and Termination
- Class Attendance
- Courses and Grades Applied to Degrees and Certificates
- Student Withdrawals and Medical Leaves of Absence
- Student Absences on Religious Holy Days
- Student's Use of Academic Facilities
- Student Code of Conduct
- Students with Disabilities
- Title IX and Discrimination Resolution
- Student Privacy Information (FERPA)

Approved By:

Ryan C. Zapalac, Ph.D. 11-16-2026

Ryan Zapalac, PhD — Date
Dean, College of Health Sciences

Anne Gaillard, Vice Provost
Digitally signed by Anne Gaillard, Vice Provost
Date: 2026.11.17 09:13:56 -06'00'

Anne Gaillard, PhD — Date
Vice Provost, Academic Affairs