



Sam Houston State University
Human Sciences
College of Health Sciences

Interior Design Program Student Handbook

2025-2026

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Table of Contents

Welcome	3
Introduction	3
Interior Design Program Mission.....	3
Accreditation	3
Program Admissions and Portfolio Review Requirements	3
Degree Options	
University Core	4
Bachelors of Arts	4
Bachelors of Science	4
Degree Plan Notes & Requirements.....	4
Curriculum.....	5-6
Studio Culture and Critiques	6
Attendance & Work Habits	6
Academic Honesty	6
Critique & Professionalism	7
Dressing Appropriately/ Personal Appearance.....	7
Social Media and Event Participation Outside of SHSU.....	8
Retention of Student Work	8
Portfolio Review Eligibility Requirements	8-10
Submission Details.....	9
Communicating with Faculty	10
Communication Expectations	10
Access to Margaret Lea Houston Building (MLHB) and Design Studio	11
Access to Margaret Lea Houston Building (MLHB) 110 Computer Lab	11
Academic Grievance Process	11
AI Use Policy for Interior Design Courses.....	11
Student Success Study Tips.....	12
Study Habits.....	12
Tutoring	12
Acquiring Information.....	12
Success Obstacles	12
Procrastination.....	13
Program Supplies	13-14
Appendix	15
Appendix A – Overview of CIDA Professional Accreditation Standards.	16-17
Appendix B – Selection of Work & Courses Required for the Portfolio Review.....	18
Appendix C – Rubric for Portfolio Review	19
Appendix D – Application Form for the Sophomore Portfolio Review.....	20
Student Agreement Form.....	21

Welcome

Welcome to the interior design program at Sam Houston State University. 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

This handbook has been developed to inform students entering the interior design program concerning expectations, policies, and procedures to assist them in completing the program. The information presented in this handbook relates to academic advisement, course syllabi, the classroom and laboratory environment, faculty and student inter-relationship, course requirements and supplies. Evidence of the CIDA standards and guideline visible in student work is essential to the continuation of the CIDA accreditation, which is the threshold of the profession. Development of quality of work by students is essential to the program's ability to maintain CIDA accreditation.

Interior Design Program Mission

The mission of the interior design program at Sam Houston State University (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.

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 accredit both degrees in the interior design program.

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 course 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 (p. 10) 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.

Degree Options

Interior design majors must complete the state of Texas mandatory 42-hour university core curriculum and the group of degree specific courses for the BA or BS degree. Course descriptions are available in the SHSU online catalog.

2025-2026 University Core Courses

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

The BA 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 BS 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.

Curriculum

Throughout the program students earn 42 advanced hours (3000 to 4000 level) and graduate with a minimum of 120 credit hours. Students need to have a minimum 2.50 overall grade point average and a “C” or better in all INDS, ETDD, ETCM and ARTS courses to graduate in interior design. The university uses the DegreeWorks© program to track completion of course work, however at times, changes to DegreeWorks© can lag behind changes to the catalog. The student should always seek advisement from the SAM Center prior to registering for courses each semester.

Interior design courses are extremely sequenced, and some are offered “fall only” and “spring only” from the sophomore year through the senior year. Due to the sequence of the interior design courses if students are not enrolled in the prerequisite course they will not be able to enroll in the subsequent following course. The shortest period the course sequence can be completed is in six 16-week semesters. The listing of prerequisites courses and fall/spring sequence is given for each course (see Major and Major Support Courses below). The following is the typical sequence of the interior courses for on-time graduation in four years.

Students must earn a grade of “C” or higher in all ARTS, ETDD, ETCM, and INDS courses to advance in the program. Please refer to the undergraduate catalog for all course pre or co-requisites or other restrictions for taking classes in the plan of study, in addition to the required sequence and order of courses that must be taken to proceed in the program.

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, (fall 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, (fall 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)

Studio Culture & Critiques

Courses with laboratory time, otherwise known as design studios, require 2 hours in the laboratory setting for each hour of credit. Interior design courses can have 2 hours, 4 hours, or 6 hours of laboratory time. Laboratory time should be spent working on course projects, assignments, or exercises. Students generally work at their own pace and are supervised by the professor for individual critiques.

Attendance and Work Habits

- Class attendance is expected for all classes and attendance will be taken during each class period. Students should arrive at each class period with the necessary supplies and materials for working.
- Laboratory attendance is required, and it is within the professor's discretion to use lab time for lecture on course topics. It is not appropriate to leave the lab early if work is not complete.
- As stated in the University catalog, students are allowed to take THREE hours of absences per course per semester. These should be used for the purpose of personal illness, family funerals, university activities or legal matters. There are NO "personal days." It is not recommended that students use their absences, because of an employment schedule, events related to family vacations, birthdays, or weddings. Students are required to keep track of their own attendance in each class and meet the attendance policy within each syllabus.
- Students should minimize distraction during lab and use their lab time to complete their projects and assignments.
- Studio labs are similar to a real-world interior design office with designers and design assistants working in the same area. Visiting with other students, texting, and working on assignments for other courses are not permitted.

Academic Honesty

- All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in academic experiences both in and out of the classroom. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resources materials.
- Misrepresented methods can include but are not limited to:
 1. Copying work of another student (Friends working together should take extra care to have work that is different, so it does not appear to be copied.)
 2. tracing a drawing of another student
 3. Plagiarizing published work (In writing enhanced courses written work is subject to review through Turn-it-in.com to check for plagiarism.)
 4. using the computer to generate work that is to be hand generated

5. Allowing someone else to complete an assignment or work for the student.
6. Asking another student to give false information related to projects or assignments.
7. Taking materials or drawings from another student's board or project.
8. Using AI (ChatGPT) or other technology to create non-authored original work.

Critique and Professionalism

Studio critiques (discussions of student work) are to assist students in producing the best design solutions and physical documents related to assigned projects or assignments. Critiques can be done individually with a student, within groups, or as a class and can be either a formal presentation with questions or an informal exchange of ideas. Critiques evaluate students' performance and work in a similar method to the way the design assistant interacts with the professional designers, co-workers, or clients.

Generally, the critique focuses on defining the design concepts, evaluating the depth of research, proposing and testing solutions so that the best solution can be moved to the next step in the process. The instructor is there to be a sounding board for the student's ideas, and to ask questions to reveal strengths or weaknesses in the design solution that can then be corrected to improve the work. The dialogue of the critique assists students to further an understanding of the design process.

Student as pre-professional preparing to enter the interior design industry should treat coursework as if they are on a job working for an interior designer or architect. An entering professional design assistant is expected to put their design work above other daily activities and manage their time, as well as apply their knowledge and skills to accomplish their tasks in an effective manner.

Students should apply these expectations to their coursework by:

- Coming to class and lab with significant progress completed on projects and assignments.
- Taking responsibility for their work and being committed to producing quality solutions and documents.
- Being eager to learn and participate in class discussions.
- Showing initiative to solve problems through research outside of the "typical" solution.
- Reading design periodicals, research articles, and current product information.
- Being an active listener.
- Being involved in the critique process and openly welcome constructive criticism.
- Taking notes during individual critiques or write down the points of discussion as soon as possible after the critique is concluded.
- Learning from noted errors indicated on rubric and avoid continuing these mistakes on future assignments.
- Being a willing team member on team projects and completing assigned work. Students should be open to opinions from team members.

Dressing Appropriately/Personal Appearance

- As an interior design student, you represent the program, the Department of Human Sciences and, on field trips, Sam Houston State University. Students are expected to dress appropriately as pre-professionals for all presentations, field trips, and whenever representing themselves as an intern of the interior design program to businesses. Appropriate dress for these events is defined as "Business Casual."
- Business casual is less formal than a suit and tie or dress and heels. For men it consists of slacks or khakis and shirt with collar, polo, and nice shoes (non-sports shoes). For women it is slacks, knee-length skirt or

dress, shirt or top, sweater and nice shoes. No flip-flops, high platform heels, tank tops or spaghetti strap tops, yoga pants, torn jeans, short skirts, shorts, sweatpants, or pajamas should be worn.

- For construction site visits, the same conservative nature applies to dress, and requirements of the construction supervisor should be met. However, jeans and t-shirts are permitted. Students should wear closed shoes with thick soles. The Department of Human Sciences may supply hard hats, reflective vest, and protective eyewear.
- Dress for the job you want and be image conscious as an entry-level professional in the industry.

Event Participation Outside of SHSU

While participating independently, and on your own time, at design events outside of campus or posting to social media sites, you are using the likeness and representation of the design program, campus community, its administration, faculty, and staff and must respect the mission and values of the University.

When you are representing the interests of the university and its academic programs off campus. The external group or individual must identify a University Sponsor, advisors of student organizations, or faculty, which is provided communication of all participants attending and the details of the event.

Retention of Student Work

Due to accreditation procedures, the program keeps student work as “evidence” of the standards and guidelines for CIDA accreditation. Student work is required from all INDS, ETDD, ETCM and ARTS courses. Rubrics are returned to the student to inform the student of their evaluation and grade. The instructor will collect and hold some student work until after the accreditation site visit.

1. Each student should photograph their work before turning it in to the instructor for evaluations. Work turned in can still be photographed by the student within the building. ARTS projects can also be photographed. ETDD and ETCM drawings should be reprinted for the department.
2. Students should notify the program coordinator if they would like their work returned and will be informed of the dates when work will be available to be picked up.

Portfolio Review Eligibility Requirements

The required Interior Design Program Portfolio Review occurs at the *end of the sophomore year regardless of catalog/Degreeworks© year for interior design students and requires them to submit passing projects* from the following eight courses: ARTS 1316 Drawing, 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 and INDS 2387 Architectural Graphics and INDS 2388 Building Systems for Interiors. Students must have earned a minimum of a “C” or higher in all ARTS, ETDD, ETCM, and INDS courses to be eligible for the review. *Students must also have a 2.5 minimum GPA in the major and overall SHSU grade point average.* The student who has not completed work related to all INDS and ARTS courses and does not have the 2.5 GPA is **not eligible for the portfolio review and therefore not able to register for the junior level courses, including studio course INDS 3338: Residential Design.** Student names should not appear on any of the portfolio work submitted for the review.

Submission Details

Applications for the review must be submitted to the Program Coordinator on or Before April 30th in the spring semester. If the 30th falls on a weekend, the due date is the next business day by 5:00 PM. The application can be found in Appendix D. Announcements will be made and posted in April regarding the submission location and instructions.

Students should cover their name with a removable label that includes the last four digits of their SAM ID, course number, date, and the number(s) that corresponds to the skill set(s) the project is representing from the review sheet (Appendix C) and place this on back of all projects. The review consists of 12 categories of skills that are evaluating by the review panel. **Any portfolio with a student name clearly readable on individual projects will be disqualified.** This includes names on all contents, support documentation, assignment sheets, etc. If work was returned to the student then project drawings, presentation boards, models, and notebooks should be delivered to the Interior Design Program Coordinator by the Friday of finals week in May. If instructors kept student projects, the instructor or program coordinator will provide the work. **All 8 ½ x 11 sized project work must be assembled, organized sequential and tabbed into ONE single black binder for the review. Place the last four digits of your SAM ID on the cover of the binder. Multiple binders and binders for each course will not be accepted.**

- Portfolios will be placed in a locked and secured area.
- While every effort will be made by the jurors to protect the work during the review, there is no guarantee the work will not be damaged during the review since it will be handled by multiple people, moved, and examined extensively by several jurors throughout the review. Students are not permitted in the area after the portfolios are dropped off and any student seen moving or reviewing another student's portfolio will be automatically disqualified from the review.
- No student is permitted in the review area once portfolios are dropped off.
- Students who are observed disturbing portfolios from other peer submissions will be immediately disqualified from the review.
- No video or cameras may be used before, during, and after reviews. Photo reproduction or videoing of the portfolios and/or jury site is prohibited. Students who are observed or reported engaging in either of these acts will be disqualified from the review. Images that are found posted to social media accounts will result in disqualification and further disciplinary action deemed necessary.

Review Details

The professional review committee will perform the portfolio review before the end of May. No portfolio will be reviewed at other times during the academic year. Using the rubric, a committee composed of design professionals and design faculty will assess each student's knowledge and skills based on the submitted work. The student's proficiency will be ranked according to the following categories:

- Score of 4** = exceptional proficiency indicating that the student's knowledge and skill is outstanding, and work submitted is thoroughly complete.
- Score of 3** = acceptable proficiency and the student's skill is better than the average or satisfactory level.
- Score of 2** = marginal proficiency indicating the student's knowledge and skill shown are less than suitable
- Score of 1** = proficiency is not acceptable, and the student's knowledge and skill shown do not meet the minimum standard and lacks quality.

Scores from each reviewer are averaged to determine a single score for the portfolio. A preponderance of scores in the 3-4 range are needed for a passing portfolio review. The Department of Human Sciences and the Interior Design Program is dedicated to upholding quality outcomes in student work to meet industry expectations and CIDA Standards. **A course grade and/or GPA requirements determine a student's eligibility to submit for**

the review but are not indicators of a passing portfolio. The details and description of knowledge and skills assessed by the rubric can be found in **Appendix B**.

Results of Portfolio Review

Students are encouraged through their courses to produce the best work possible to ensure progression in the program. A minimum average score of 34 out of 48 (70%) is required to pass the Interior Design Portfolio Review and progress to advanced design studios. A maximum of 20 students that score 34 or higher are accepted into the junior year. Students are informed via email of the outcome of the review. Those students who pass the review are allowed to register for INDS 3338 Residential Design and INDS 3332 Lighting Design for Interiors. Students who are not accepted into junior studios will be advised based on the review outcome on how to improve their weaknesses and will have the option to reapply the following academic year or the student may elect to change majors. Since the review of student work is done by a committee of design professionals and design faculty, the committee's decision is final. The total average score of each student's review will be noted in the results letter attached to the email correspondence. Individual reviewer documents and scores are not released.

Portfolio Pickup

Student portfolio work submitted for the review must be picked-up and removed from the Department of Human Sciences as soon as possible. Please make arrangements with department front office staff and/or a Faculty member to pick-up your work. The Department is not responsible for portfolio work picked-up without prior approval or consent. Portfolio work left over the summer will be discarded.

Communicating with Faculty

Interior design program faculty are readily available to students through office hours, by email and phone (see specific course syllabus or the posting on the faculty's office door for contact information). Professionalism is expected in all types of communications. Office appointments may be made by emailing the faculty member. The faculty of the Department of Human Sciences takes pride in being available to students; however, they have additional obligations, research, and meetings, which at times make them unable to respond immediately or during personal hours.

Communication Expectations

- When emailing a faculty member, use the faculty member's proper title, and conclude with the student's name and Sam ID number. Writing should meet Standard English and professional format.
- If students send text, email, or telephone inquiries at night they should NOT expect a response from the faculty member until the next business day, and if emailing on a weekend the faculty member may not respond until Monday morning. It is at the instructor's discretion to give their personal cell phone numbers to students.
- The faculty work hard to organize the calendar for each course. Generally, there is a lot of work in each course, and it is the student's responsibility to implement appropriate time management related to their work. Each faculty member has the discretion to set their own policies for accepting late work and applying late point penalties (see specific course syllabus for policies).

Access to the Margaret Lea Houston Building (MLHB) and Design Studio

- If students need access to the studio space in the MLHB on evenings or weekends they can **communicate with their instructor or professor** concerning when the MLHB can be opened. If all students have exited

and the main building doors lock behind them, students may not be able to get back in the building. The university does not allow blocking open of building doors.

- The design studio spaces should be kept clean. Drafting tabletops are NOT designed for cutting or gluing and T-square should not be taken out of the studio lab space.
- Trash is to be disposed of properly. Food should be eaten in the hall or Haven lounge and the container or wrappers should be disposed of in the trash cans provided in the building. Large bulk items should be placed next to the building trash cans with a note written and placed on top stating to discard.
- Materials and product samples in both the design studio lab and in The Haven are for student use. If students pull out materials and samples, they must put them away.

Access to Margaret Lea Houston Building (MLHB) 110 Computer Lab

- Access to the lab before 7:30 AM and after 5:30 PM M-F and on Weekends will be provided Bearkat OneCard card swipe access at the entrance door. This will be allowed only to those students who are designated as interior design pre-major/major.
- Access to the computer lab outside of normal operating hours is for interior design students only. Should a student be identified entering the space with unknown guests, propping open exit doors, or utilizing the space in an unacceptable manner that might create an unsafe environment will have their after-hour privileges removed.
- This room is under 24-hour video surveillance that feeds directly to the University Police Department.
- Continuous ongoing misuse of the computer lab space after hours may result in after hour access being removed for all ID students, and in worst case scenarios, possible probation, or suspension from the university.

Academic Grievance Process

Interior design students as part of the Department of Human Sciences may file an academic grievance related to any course at Sam Houston State University. The Academic Grievance Procedures and form to submit a grievance can be found here: [Academic Grievance Procedures for Students](#)

AI Use Policy for Interior Design Courses

As interior design students preparing for professional practice, students are encouraged to explore artificial intelligence (AI) tools ethically and creatively to support the design process - not replace it. AI can enhance brainstorming, research, and presentation, but final design work must reflect student authorship, critical thinking, and design intent. AI can be a powerful design aid. Use it to enhance, not replace student effort, vision, and creativity. The student shall ask the course instructor if in doubt regarding AI use on projects and assignments.

Permitted Uses of AI:

- Concept brainstorming and idea generation
- Precedent and material research or site/context insights
- Mood boards for conceptual development
- Grammar, formatting, and presentation writing support
- Troubleshooting or learning design software
- Enhancing hand-drawn or digital sketches (with student-originated base work)

Prohibited Uses of AI:

- Submitting AI generated designs, drawings, renderings, or text as student work
- Using AI to create construction documents, technical drawings, or detailed design solutions
- Fabricating site research, processes, or project documentation
- Using AI to bypass core learning or design thinking requirements

Important Guidelines:

- Transparency is required: Clearly state when and how AI was used.
- AI is a tool, not a designer: It should support, not complete student assignments.
- Maintain authorship: Final work must reflect the students design voice and decisions.
- Respect academic integrity: Misuse of AI is considered academic misconduct.
- Follow privacy protocols: Use AI tools that respect data security and SHSU technology policies.

Successful Study Tips

The SAM Center offers a set of study workshops available to all students. Attending this 6-hour workshop (one hour per week for six weeks) is recommended for new and incoming students. Please contact the SAM Center for dates and times of the workshops. If a student is having difficulty with a course they should contact the instructor as soon as possible for additional assistance.

Study Habits:

- Estimate how many hours a week should be spent on each class.
- Evaluate how one typically spends one's time and prioritize.
- Block a specific time each day for studying, projects, and reading. It is suggested that for every hour spent in the classroom the student should spend a minimum of one hour studying outside the classroom

Tutoring:

- Contact the instructor for clarification, when needed. The faculty member may be able to provide the name and contact information of an upper classman for tutoring.

Acquiring Information:

In class:

- Be present and on time for each class meeting.
- Take WRITTEN notes. This is particularly important for development as professional interior designers.
- Read instructions first then ask questions when confused.
- Be attentive and actively participate in class. Limit distractions from texting, social media, non-class computer work and visiting, etc.
- Ask yourself what actions on the part of the instructor and/or yourself might inhibit your ability to get the most out of class time and address those issues.

Outside of class:

- Always complete the textbook readings.
- Keep notes, handouts, assignments, project information and completed work organized.
- Find helpful methods to retain the information read (notecards, outlines, study group discussions, etc.).
- Learn the material in a way that allows you to retain it after the course is over.

Success Obstacles:

Consider the following possible factors as well as others appropriate to an individual's case. Students should address them as soon as possible to ensure success in the class. Remember that these are issues with which most students deal with at one time or another and can be overcome.

- Inadequate background knowledge
- Inadequate understanding of concepts
- Misinterpretation of the assignment
- Poor mental condition due to physical or emotional stress
- Work issues

- Family & friends' issues
- Motivation issues

Procrastination:

Students are often overwhelmed by the amount of out-of-class time that is required to be successful in interior design. The old adage of “chipping away” each day at the assignment works well to promote better solutions, higher quality work, provide better personal time and alleviate anxiety. Lower classmen should visit with upper class interior design students to discuss other tips to handle the workload. It is the nature of the interior design curriculum to have assignments increase in complexity, scope, and details with each level of courses.

- Do not wait until a day or two before the assignment’s due date to work on projects or to study for an examination.
- Do not go several days with little or no out-of-class project work time followed by marathon sessions before a due date.
- Think about how procrastination affects students’ grades and attitude.
- How can one effectively change the procrastination habit?

"Perhaps the most valuable result of all education is the ability to make yourself do the things that you have to do, when it ought to be done, whether you like it or not."--Thomas Huxley

Program Supplies

Interior design students have access to computers throughout campus for general use. However, specific programs such as AutoCAD© and Revit© are limited to computers in specific spaces in the Margaret Lea Houston Building (Room 110) and in the ETDD/ETCM spaces in the Pirkle Engineering Technology Center. Students start using AutoCAD© at the sophomore level in INDS 2365 followed by ETDD 2363. At the junior level, the majority of presentation and construction drawings are done using design software programs; therefore, it is a requirement for interior design majors to have a laptop computer for the final two years in the plan of study for the major beginning with the first Junior Studio (INDS 3338). Please review information below:

1. Laptop Computer –

- AutoCAD and Revit Software System Requirements: (refer to Autodesk website for systems requirements). The most current version of the software should be referenced.
- <https://www.autodesk.com/support/technical/article/caas/sfdcarticles/sfdcarticles/System-requirements-for-AutoCAD-2024-including-Specialized-Toolsets.html>

2. USB storage devices

- At least a 64G storage capacity flash drive for digital drawings and other files. (Students should name their flash by attaching a nametag with email or cell number)

3. Software – It is beneficial to match software on personal computers with those provided by the university such as Microsoft Office Suites©, Google SketchUp©, AutoCAD©, Revit©, Adobe Creative Suite©, Enscape™, and Rhino®.

Required Drafting and Art supplies include but are not limited to the following and vary by course:

- 1. Clearprint® Vellum (25 Sheet Pad) – Unprinted (No title block), 18 x 24-inch size**
- 2. Mechanical Style Drafting Pencils – (1) each 0.3 with 4H lead, 0.5 with 2H lead, 0.7 with HB lead**
- 3. Drawing Pens - (2) Fine point and medium point. Suggested brand Sharpie®.**
- 4. Triangle Scale Architects or Draftsman Style – plastic (don’t purchase mechanical or civil)**
- 5. Triangles – (2) 30/60 Degree and 45 Degree (one each in medium to large size)**

6. **Drafting tape**, roll or dot (masking tape works)
7. **White Plastic Eraser**
8. **Erasing Shield**
9. **Dry Cleaning Pad** (powder erasing bag) or **Drafting Brush**
10. **Ames Lettering Guide**
11. **Plastic Circle template** up to 2 inches
12. **Plastic Residential plumbing/kitchen template**, $\frac{1}{4}'' = 1'0''$ scale
13. **Plastic Residential Furniture template**, $\frac{1}{4}'' = 1'0''$ scale
14. **Stapler**, staples, bradded folders, notebook
15. **Equipment case** or bag; use what you have at home
16. **Plastic tube** for rolled drawings – size 19” - 25” x 2 $\frac{3}{4}$ ” (Mailing tube or a sturdy wrapping paper tube work)
17. **Color Pencils** – Prisma® or Crazy Art® (set of 24 or more colors)
18. **Design Markers** – Prisma® neutral colors – Tan, Sienna, (2) Cool grays (light & dark), (2) Warm grays, Dark brown, Medium blue, Dark green, Olive, Tuscan red, Goldenrod. Other colors as needed.
19. **25 - 30 Foot Measuring Tape** – metal
20. Optional for working at home **T-Square** – Minimum 24 inches long, wood with plastic edges is best
21. **Foam Core Board**, 20” x 30” in size, black is often preferred, quantity varies by course
22. **Basswood and Balsa Wood Strips**, sizes vary by model, quantity varies by course
23. **Glue**, various type such as Glue stick, Elmer’s, Contact cement, quantity varies by course (**avoid hot glue**)
24. **Scissors, box cutter, paper cropper**
25. **Thumb tacks** or **pushpins**
26. **Metal 18” ruler**
27. **Self-sealing cutting surfaces**

We do not recommend buying supplies in advance. Each course in the program will have specific needs which may include some, but not all of the items listed above, and will be noted in the courses syllabus or a list provided by your instructors.

Appendices

Appendix A

CIDA Standards

Overview of CIDA Professional Standards

Professional Standards 2024 are divided into two sections that broadly reflect the program identity and context as well as the knowledge acquisition, and application characterizing graduate preparation for interior design practice. Each standard sets forth specific student learning expectations and/or program expectations.

Section I. Program Identity and Context

1. **Program Identity and Curriculum** - The interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.
2. **Faculty and Administration** - The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.
3. **Learning Environments and Resources** - The interior design program has adequate facilities and resources to achieve program goals.

Section II. Knowledge Acquisition and Application

4. **Global Context** - Interior designers have a global view and consider social, cultural, and economic contexts in all aspects of their work.
5. **Collaboration** - Interior designers collaborate and participate in interdisciplinary teams.
6. **Business Practices and Professionalism** - Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.
7. **Human-Centered Design** - Interior designers apply knowledge of human experience and behavior to designing the built environment.
8. **Design Process** - Interior designers employ all aspects of the design process to creatively solve a design problem.
9. **Communication** - Interior designers are effective communicators.
10. **History** - Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art.
11. **Design Elements and Principles** - Interior designers apply elements and principles of design.
12. **Light and Color** - Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
13. **Products and Materials** - Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.
14. **Environmental Systems and Human Wellbeing** - Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.
15. **Construction** - Interior designers understand interior construction and its interrelationship with base building construction and systems.
16. **Regulations and Guidelines** - Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Accreditation Student Learning Expectations

Student learning expectations are evaluated through examination of various forms of student work, as well as interviews and interaction with students during the site visit. All students should show sufficient progression of learning.

Definitions of Student Learning Levels

Student learning expectations include an expected learning level: awareness, understanding, and application or ability. These describe the degree of content mastery students should achieve by the time of graduation in order to be prepared for interior design practice.

Aware/Awareness - Familiarity with specified data and information that is demonstrated either in student work or in student interviews.

Understand/Understanding – a thorough comprehension of concepts and their interrelationships.

1) When the student learning expectation reads, “Student work demonstrates understanding...” completed student work must evidence understanding. Student work is broadly defined to include all tangible work produced by students, such as projects, research papers, completed exams, class exercises, recorded presentations, etc.

2) When the expectation reads, “Students understand...” the visiting team may also consider as evidence students’ answers to questions during site visit interviews. In some instances, students’ answers to questions may be the sole source of evidence found that demonstrates the expectation is met.

Apply/Ability/Able – competent entry-level skills that must be demonstrated in completed student work.

Common examples of completed student work include, but are not limited to:

- Drawing and design communication such as matrices; bubble diagrams/schematics; sketches/drawings
- Concept development
- Exploration of alternative design ideas
- Design refinement
- 2 and 3-D basic creative work
- Drafting
- Manual or digital drawings
- Perspectives
- Design proposals
- Detailing and working drawings
- Design research documents (programming documents, etc.)
- Business documents
- Research papers
- Completed and graded student assessments with compiled performance data
- Student presentations (viewed in person or via recording)

Please click on the [2024 CIDA Professional Standards](#) to review the requirements and expectations in its entirety.

Appendix B

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

The courses below reflect the location where assignments for the review are typically completed. It is recommended that students submit work from these classes that reflects your Basic and Technical Design Skills, Understanding of Design Theory and Process, and Visual Communication Skills. Please refer to Appendix C for specific skills that are evaluated and should be demonstrated in the portfolio.

Your body of work should communicate your full understanding and capacity to apply the skills that are learned through a variety of classes and assignments, which draws attention to your skills learned in the first two-years of study in the interior design program.

Please note that faculty are not permitted to comment or advise students on portfolios or assist with prescreening the selection of work for the portfolio review. Part of this submission process is the design student's critical thinking, design awareness, and ability to understand the criteria to be demonstrated and self-select a body of work representing your skills to date.

Use this sheet to help plan and prepare for your portfolio submission to make sure you have ALL completed design/project work from these course submitted for the review. IF you are missing a skill set listed from Appendix C, or your example(s) are not at the minimum quality needed for a successful review, you are **highly** encouraged to redo work, and produce samples of work highlighting missing skills in the portfolio.

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 Submission:

For any and all 8 ½ x 11 project work, these need to be compiled, organized sequential and tabbed into **ONE** single binder for the review. Multiple binders and binders for each course will not be accepted.

Appendix C

Portfolio Review Criteria & Rubric

PORTFOLIO JUROR REVIEW FORM
Interior Design Program Portfolio Review

Student Portfolio Review #: _____

Using the following ranking evaluate the student's proficiency in the following categories: 4 = exceptional proficiency, skill is outstanding, 3 = satisfactory proficiency, skill is good, 2 = needs improvement, marginal proficiency, skill is less than suitable, 0-1 = fails to meet expectations, not acceptable proficiency, skill does not meet the minimum professional standard.

#	DESCRIPTION OF SKILLS & LEVELS	4 Exceptional	3 Satisfactory	2 Needs Improvement	0-1 Fails to Meet Expectations
1	Effective use and comprehension of color theory fundamentals in design solutions and visual compositions and presentations.				
2	Ability to visual communicate using a variety of media through design graphics to solve design problems, including sketching and color rendering .				
3	Visual communication through Design composition and layout , precision, balance, proximity, alignment, contrast, white space, compiled in a professional and creative arrangement that is functional and effective communication tool.				
4	Ability to produce manual technical drawings with professional quality, precision, organization, technical accuracy, and completeness.				
5	Ability to produce digital design drawings (AutoCAD, SketchUp, etc.) with professional quality, precision, organization, technical accuracy, and completeness.				
6	Materials and furnishing selections exhibits a solid understanding and appropriate application.				
7	Evidence of comprehension and application of design theories and the principles & elements of design expressed in graphic, written, and design solutions.				
8	Competence of design solutions are shown in written and graphic communication which exhibits creative, professional manner utilizing a variety of presentation methods and media.				
9	Ability to Space Plan and Problem Solve are developed and demonstrated in a creative and meaningful way through 2-D design drawings and sketches (manual and digital).				
10	Spatial organization analysis and comprehension expressed through 3-D methods (physical and digital).				
11	Understanding of building construction processes in technical and digital design drawings.				
12	Overall portfolio shows an appropriate level of design abilities, breadth of skills, professionalism, high quality, neatness, and attention to detail.				
	Column Totals:				

A minimum rating of 34 out of 48 (70%) is needed to pass the Interior Design Portfolio Review.

TOTAL rating:

Reviewer Name: _____

Date: _____

Student was informed of Portfolio Review Evaluation results

Date: _____

Rating recommends student re-advisements: _____ Yes _____ No

Appendix D
Sophomore Portfolio Review
Application Form

Interior Design Program Portfolio Review
Department of Human Sciences
Sam Houston State University

Submission Deadline: This form must be submitted to the Program Coordinator or the Department Main office (room 119) on or Before April 30th in the spring semester you are eligible to submit for review. If the 30th falls on a weekend, the due date is the next business day by 5:00PM

Submission Requirements: Students must have earned a “C” or better in all classes in ARTS, ETDD, ETCM, and INDS and hold a minimum SHSU and Major GPA of 2.50 to be eligible. All courses listed below must either be completed, or in progress (IP) in the spring semester of the review year. Applications not meeting these program criteria will be disqualified.

Number of Course Credit Hours That I Have Completed: _____

SHSU GPA: _____

ID Major GPA: _____

Required Courses that must be Completed to qualify for the review: Check off courses completed by indicating the letter grade earned. If you are currently in the class; please indicated IP for in-progress.

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

Re-submittal: I understand that if my portfolio does not meet the proficiency requirements and is declared non-passing, I will be delayed a year in resubmitting for the review the following spring, potentially adding a year to my expected graduation date should I choose to resubmit for review the following spring. I understand that I may only continue in the advanced design coursework once a successful review is completed. Identifying an alternate major is recommended should my portfolio result in a non-passing review, and I will consult with my academic advisor on options to pursue.

Print Name (First/Last): _____

SHSU Email Address: _____

Contact Phone Number: _____

SAM ID Number: _____

Signature: _____ **Date:** _____

Department of Human Sciences
Interior Design Program

Interior Design Student Agreement Form

This form is to be submitted to your instructor
in your first design course taken in the interior design program.

THIS IS NOT THE APPLICATION FOR THE REQUIRED SOPHMORE PORTFOLIO REVIEW

Date: _____

By signing this Student Agreement Sheet, I, _____ have
(print first and last name above)

acknowledged I have read all parts of the Interior Design Student Handbook and understand the expectation and requirements for the program, the sophomore portfolio review expectations, and the BS/BA degree plan of study and course sequence for interior design majors.

I accept the responsibility for abiding by the information in the handbook and agree to consent to the process of the Required Program's Sophomore Portfolio Review. I understand that if my portfolio review does not meet the minimum expectations for passing and continuing into advanced study in the design program, I may need to retake courses to improve skillsets, GPA, and submit the following year **or** choose an alternate major. Additionally, I allow the interior design program in the Department of Human Sciences to keep all interior design assignments, projects, papers, preliminary and final drawings, and reports produced in the program for CIDA & NASAD accreditation purposes.

Return signed form to interior design instructor, professor, or program coordinator.

(Signature)

Sam ID Number: _____

SHSU email address: _____

Alternative email address: _____

Contact phone number: _____

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

Received by: _____

Date: _____

Certification Statement:

The interior design program handbook containing the criteria, expectations, and standards for students majoring in the interior design program has been reviewed and approved by the reviewer(s) listed below, and from the date of this document until superseded.

Original Date Approved: August 19, 2024

Reviewers: Texas State University System (TSUS) The Office of Legal Counsel
Sam Houston State University (SHSU) The Office for Academic Affairs
Chair, The Department of Human Sciences, College of Health Sciences
Program Coordinator, Interior Design

Review Cycle: Annually

Review Date: Summer 2025

APPROVED BY:

Sumanth Yenduri, PhD

Dr. Sumanth Yenduri
Provost and Senior Vice President for Academic Affairs

8/4/2025

Date