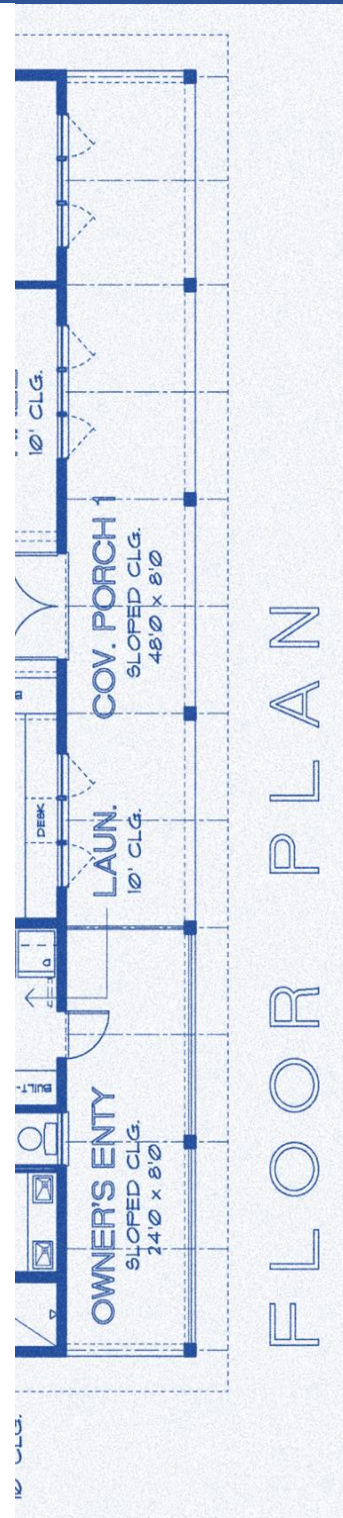




Department of Family & Consumer Sciences  
College of Health Sciences  
SAM HOUSTON STATE UNIVERSITY  
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

# Interior Design Program Student Handbook

August 2020



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## **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 freshman 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. 8) 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.

### *2018 University Core Courses*

- Component Area I ENGL 1301, 1302
- Component Area II MATH 1314, 1324, 1332 or 1369
- Component Area III Natural Science (two 4-hour sciences)
- Component Area IV ENGL 2332 or 2342, PHIL 1301 or 2306, or SOCI 2319, or HIST 2365 or 2366, or GEOG 2365 or 2365, or SOCI 2319 or 3 hours of 2000 level foreign language
- Component Area V ARTS 1301 or 1302 or 1303, DANC 1372, FAMC 2301, MCOM 2351, MUSI 1306, 2348 or 2364, PLSC 2399
- Component Area VI HIST 1301, 1302,
- Component Area VII POLS 2305, 2306
- Component Area VIII PSYC 1301 or SOCI 1301, or ECON 2300
- Component Area IX BUAD 2321, or COMS 1361 or 2382, MCOM 1330 or 1371, ENGL 2332 or 2333, PHIL 2361 or 2306, HIST 2365 or 2366, GEOG 2365 or 2365, MUSI 1379, SOCI 2319 or 3 hours of 2000 level foreign language
- Component Area IX KINE 2115, or ECON 1100 or NGLI 1101

*The BA degree has a total of 120 hours and includes 3 semesters of a single foreign language and 3 credit hours of philosophy course. BA degree specific courses include -*

- PHIL 1301 or PHIL 2306 (this course double dips with the university core)
- SPAN 1411, 1412, 2311 (3-hour sophomore language course double dips with the university core)
- FREN 1411, 1412, 2311
- GERM 1411, 1412, 2311
- ARAB 1411, 1412, 2311
- SGNL 1401, 1402, 2311
- 2 hours elective

*The BS degree has a total of 120 hours and includes 4 semesters of natural science (8 hours in the university core and 8 hours in the degree specific) and 3-credit hours in mathematics. BS degree specific courses include -*

- MATH 1332 or 1314 (this course is double dipped with the university core curriculum)
- Two 4-hour (8 total hours) natural science courses from BIOL, CHEM, GEOG, PHYS, or GEOL 1401
- 1 hour elective

## 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 FACS, 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 time frame 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, ETCM, and FACS courses to advance in the program.**

### **Major & Major Support Courses -**

#### **Year 1**

FACS 1360 Basic Principles of Design, (fall, spring)

ARTS 1316 Drawing, (fall, spring, Summer)

#### **Year 2**

FACS 2361 History of Furnishing I, (spring only)

FACS 2364 Design Theory and Materials, (fall only) co-requisite – FACS 2386, 2387

FACS 2365 Digital Drawing for Interiors, (spring only) prerequisite – FACS 2364, 2387

FACS 2386 Space Planning Fundamentals (fall only) prerequisite – FACS 2364, 2387

FACS 2387 Architectural Graphics for Interiors, (fall only) prerequisite – MATH 1332 or 1314 or 1324 or 1369 or STAT 1369

FACS 2388 Building Systems for Interiors, (spring only) prerequisite – FACS 2387

ETCM 2363 Architectural Design, (fall, spring, summer) prerequisite – FACS 1360, 2364

#### **Year 3**

FACS 3332 Lighting for Interiors, (fall only) prerequisite – FACS 2364, 2387, 2388

FACS 3337 Design Process, (fall only) prerequisites – ARTS 1316, FACS 2365 and 2388

FACS 3338 Residential Design, (spring only) prerequisite – FACS 3337

FACS 3360 IND Professional Practices, (spring only) prerequisite – FACS 3337

FACS 3377 Building Codes, (fall, spring; Online) prerequisite – Junior Standing

FACS 3361 History of Furnishing II, (fall only), prerequisite – Junior Standing

FACS 3365 Digital Drawing II (spring only) prerequisite FACS 2365, 2388, ETCM 2363

ARTS 3385 Survey of Art History II (fall, spring)

#### **Summer before or Spring of Senior Year\***

FACS 4369 Internship, (spring, summer) prerequisites – 90 hours completed, FACS 3360, 3338, 3365, 3377

#### **Year 4**

ARTS 4384 1900 – 1940 Art History, (fall only) prerequisite – ARTS 3385

ETCM 3372 Construction Drafting, (fall, spring) prerequisite – ETCM 2363

FACS 4330 Commercial Design I, (fall only) prerequisite – FACS 3338, 3377

FACS 4331 Commercial Design II, (spring only) prerequisite – FACS 4330

\*FACS 4369 Internship, (spring, summer) prerequisites – 90 hours completed, FACS 3360, 3338, 3365, 3377

## 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.





## **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 Family and Consumer 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."



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.

## 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 FACS, 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. 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

The Portfolio Review occurring 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, FACS 1360 Basic Principles of Design, FACS 2361 History of Furnishings I, FACS 2364 Design Theory and Materials, FACS 2365 Digital Drawing for Interiors, FACS 2386 Space Planning Fundamentals and FACS 2387 Architectural Graphics and FACS 2388 Building Systems for Interiors. ***Students must also have a 2.5 GPA in the major and overall SHSU grade point average.*** The student who has not completed work related to all FACS 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 studio** courses such as FACS 3337 Design Process. Student names should not appear on any of the portfolio work submitted for the review. **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. Students should cover their name with a label that includes their SAM ID, course number, and date on back of all projects. If work was returned to the student then project drawings, board 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.

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 and non-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 the committee reviewers are averaged to determine a single score. A preponderance of scores in the 3-4 range are needed for a passing portfolio review. The description of knowledge and skills assessed by the rubric. **Please see Appendix B for details.**

## **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%) and a 2.5 GPA in the major and SHSU is required to pass the Interior Design Portfolio Review and progress to junior level studios. Students are informed via email of the outcome of the review. Those students who pass the review are allowed to register for FACS 3337 Design Process. 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. The Department of FACS and the Interior Design Program is dedicated to upholding quality outcomes in student work to meet industry expectations and CIDA Standards.

## **Portfolio Pickup**

Student portfolio work submitted for the review must be picked-up and removed from the Department of Family and Consumer Sciences as soon as possible. Please make arrangements with Taylor Fisher 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 Family and Consumer 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 text, email or telephone 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 his/her own policies for accepting late work and applying late point penalties (see specific course syllabus for policies).

### Access to the MLHB Building 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 and the container or wrappers should be disposed of in the dumpster (located across the street on University Ave.) on the weekends.
- 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.

### Academic Grievance Process

Interior design students as part of the Family and Consumer Sciences Department may file an academic grievance related to any course at Sam Houston State University. The Academic Grievance Procedures can be found at this SHSU [Link](#).

## 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 he/she 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 very 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 ETCM spaces in the Pirkle Engineering Technology Center. Students start using AutoCAD® at the sophomore level in FACS 2365 followed by ETCM 2363. At the junior level, the majority of presentation and construction drawings are done using computer programs; therefore, it is beneficial for interior design students to have a laptop or desktop computer.

## 1. Laptop Computer –

### **AutoCAD 2020 System Requirements:**

Windows Operating System:

- Microsoft® Windows® 7 SP1 with Update KB4019990 (64-bit only)
- Microsoft Windows 8.1 with Update KB2919355 (64-bit only)
- Microsoft Windows 10 (64-bit only) (version 1803 or higher)

Processor:

- Basic: 2.5–2.9 GHz processor
- Recommended: 3+ GHz processor, Multiple processors: Supported by the application

Memory:

- Basic: 8 GB
- Recommended: 16 GB

Display Resolution:

- Conventional Displays: 1920 x 1080 with True Color
- High Resolution & 4K Displays: Resolutions up to 3840 x 2160 supported on Windows 10, 64-bit systems (with capable display card)

Display Cards:

- Basic: 1 GB GPU with 29 GB/s Bandwidth and DirectX 11 compliant
- Recommended: 4 GB GPU with 106 GB/s Bandwidth and DirectX 11 compliant

Disk Space: 6.0 GB

Browser: Google Chrome™ (for AutoCAD web app)

### **Revit 2020 Entry-Level Configuration Requirements:**

Windows Operating System:

- Microsoft® Windows® 10 64-bit
- Windows 10 Enterprise or Windows 10 Pro

CPU Type:

- Single- or MultiCore Intel, Xeon, or i-Series processor or AMD equivalent with SSE2 technology. Highest affordable CPU speed rating recommended.

Memory: 8 GB RAM

Video Display Resolutions

- Minimum: 1280 x 1024 with true color
- Maximum: UltraHigh (4k) Definition Monitor

Video Adapter:

- Basic Graphics: Display adapter capable of 24-bit color
- Advanced Graphics: DirectX® 11 capable graphics card with Shader Model 3

Disk Space: 30 GB free disk space

Pointing Device MS-Mouse or 3Dconnexion® compliant device

Browser Microsoft® Internet Explorer® 10 (or higher)

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® and Adobe Photoshop®.

**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**, ¼" = 1'0" scale
13. **Plastic Residential Furniture template**, ¼" = 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 2¾" (Mailing tube or a sturdy wrapping paper tube work)
17. **Color Pencils** – Prisma® or Carzy 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

# Appendix



## Appendix A

### Overview of CIDA Professional Standards

Professional Standards 2020 are divided into two sections divided into 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, economic, and ecological 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 and Theory** - Interior designers apply knowledge of history and theory 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 Comfort** - Interior designers use the principles of acoustics, thermal comfort, indoor air quality, and water and waste systems 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 [2020 CIDA Professional Standards](#) to review the requirements and expectations in its entirety.

## Appendix B

### Cover Sheet for Student to Complete

Interior Design Program Portfolio Review  
Department of Family and Consumer Sciences  
Sam Houston State University

**Student Sam ID #:** \_\_\_\_\_  
Students should cover their name with a label that includes their  
SAM ID on the back of all projects and assignments.

Number of Course Credit Hours Completed: \_\_\_\_\_

Required Courses Completed: 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	_____ FACS 2365 Digital Drawing for Interiors
_____ FACS 1360 Basics Principles of Design	_____ FACS 2386 Space Planning Fundamentals
_____ FACS 2361 History of Furnishings I	_____ FACS 2387 Architectural Graphics for Interiors
_____ FACS 2364 Design Theory and Materials	_____ FACS 2388 Building Systems for Interiors

**Check off work/projects submitted and include form when work is dropped off for review.  
Please make a note to the right-hand side if professor has kept the work.**

The content below reflects assignments that are typically completed in the studio courses. 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. Your body of work should demonstrate your understanding and capacity to apply the skills that are learned through a variety of assignments, which draws attention to your skills learned in the first two-years of study in the interior design program.

\_\_\_\_\_ ARTS 1316, Sketches and Drawings

\_\_\_\_\_ FACS 1360, Sketches and Renderings (Basic Principles of Design)

\_\_\_\_\_ FACS 1360, The Design Process Project

\_\_\_\_\_ FACS 1360, Examples demonstrating understanding of Color Theory

\_\_\_\_\_ FACS 1360, Examples demonstration Color Rendering skills

\_\_\_\_\_ FACS 1360, Principles and Elements Presentation/Notebook

\_\_\_\_\_ FACS 1360, Grid Planning Theories/Spatial Understanding/3D model, process drawings/sketches

\_\_\_\_\_ FACS 1360, Design Theories and Concept in Form and Movement/3D Model, process drawings/sketches

\_\_\_\_\_ FACS 2364, Digital Materials Design Board and Specifications

\_\_\_\_\_ FACS 2365, Set of Digital Drawing, Digital Board, and Specifications

\_\_\_\_\_ FACS 2386, Space Planning Exercises/Sketches/Drawings Notebook/Presentation

\_\_\_\_\_ FACS 2387, Set of Sketches

\_\_\_\_\_ FACS 2387, Set of Manual Drafted Drawings

\_\_\_\_\_ FACS 2387, Final Visual Presentation Design Board(s)

\_\_\_\_\_ FACS 2388, Set of Manual Drafted Construction Drawings

**REVIEWER FORM**

**Student Sam ID #:** \_\_\_\_\_

Interior Design Program Portfolio Review  
 Department of Family and Consumer Sciences  
 Sam Houston State University

Using the following ranking evaluate the student’s proficiency in the following categories: 4 = exceptional proficiency, skill is outstanding, 3 = acceptable proficiency, skill is satisfactory, 2 = marginal proficiency, skill is less than suitable, 1 = not acceptable proficiency, skill is does not meet the minimum standard.

	<b>DESCRIPTION OF SKILLS</b>	4 Exceptional	3 Acceptable	2 Marginal	1-Not Acceptable
1	Effective use and comprehension of <b>color theory</b> in design solutions and visual compositions and presentation				
2	Visual communication, ideas, problem solving, and skill through <b>sketching and color rendering.</b>				
3	Visual communication through <b>Design composition and layout</b> , precision, balance, proximity, alignment, contrast, white space, compiled in a professional and creative arrangement that is functional and effective communication tool				
4	<b>Manual drafting skills</b>				
5	<b>CAD drafting skills</b>				
6	<b>Materials and furnishings selection</b> expressed in concepts and design solutions				
7	Evidence of comprehension and application of <b>design theories</b> and the <b>principles &amp; elements of design</b> expressed in graphic and written concepts and design solutions				
8	Design solutions are clearly expressed using the <b>Design Process</b> and narrative <b>concept statements</b>				
9	<b>Space Planning</b> analysis and efficient use expressed through 2-D design drawings and sketches				
10	<b>Spatial organization</b> analysis and comprehension expressed through 3-D modelling				
11	Understanding of <b>building construction processes</b> in technical drawings				
12	Overall portfolio of design work shows an appropriate level of <b>design abilities, professionalism, neatness and attention to detail</b>				
	Column Totals:				

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

**TOTAL** rating: \_\_\_\_\_

Comments: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student was informed of Portfolio Review Evaluation results Date: \_\_\_\_\_

Rating recommends student re-advisements: \_\_\_\_\_ Yes \_\_\_\_\_ No

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Department of Family and Consumer Sciences  
Interior Design Program

**Student Agreement Form**

Date \_\_\_\_\_

By signing this Student Agreement Sheet I, \_\_\_\_\_ have acknowledged  
I have read all parts of the Interior Design Student Handbook. (print name)

I accept the responsibility for abiding by the information and agree to consent to the process of the Program's Portfolio Review. Additionally, I allow the interior design program in the Department of Family and Consumer Sciences to keep all interior design assignments, projects, papers, preliminary and final drawings, and reports produced in the program for accreditation purposes.

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

\_\_\_\_\_  
(Signature)

Sam ID Number \_\_\_\_\_

SHSU Email address \_\_\_\_\_

Alternative Email address \_\_\_\_\_

Cell phone number \_\_\_\_\_

----- Program Use -----

Received by \_\_\_\_\_ Date \_\_\_\_\_