



COURSE SYLLABUS

IDES 334 _ Interior Design Studio 4

Course Information

Course number and title	IDES334 – Interior Design Studio 4 (Section – 2)
Credits	3 Credits
Term	Spring 2026
Meeting times	Tuesday and Thursday from 9:00 am – 11:50 pm
Meeting location	Applied Technology Building 262E (subject to change)

Instructor Information Sharmin Kader, Ph.D.

Course Description and Prerequisites

Development and application of planning and construction documentation techniques of medium to large-scale commercial projects with a focus on healthcare and corporate office.

Prerequisite: Interior Design Studio 3 (IDES 324)

Immersive Learning Project and Outcomes

One or two projects in this semester are provided by community partners to offer students an immersive learning experience. The outcomes of these projects will be used in real-world applications by the community partners. The Student Learning Outcomes (SLOs) for these projects are: a) to foster a constructive and collaborative learning environment in which students identify design issues and propose appropriate design solutions; and b) to apply prior knowledge and skills to demonstrate comprehension and performance in novel and real-world situations. As this is an immersive learning course, students are expected to collaborate closely with their peers to address the essential questions guiding the course: *What is healthcare interior design? How does interior design shape and impact human life and well-being in healthcare environments? How can inclusive interior design concepts and considerations be developed to support a better future?*

Course Objectives

Following successful completion of the course, the students will be able to:

- Design environments that respond to diverse social, economic, and cultural contexts. Considerations could include health, income, educational disparities, etc. Examples could include considering human responses to hardship and distress, design for resiliency, climate change, natural disasters, impacts of mass migration, increased competition for resources, cultural preferences, access to contemporary technologies, access to transportation, housing needs (e.g., affordable housing, multi and intergenerational housing, aging in place, housing and caring for seniors, and/or designing hybrid live/work spaces, etc.) **CIDA_4c_ApAb**
- Reference multicultural awareness through programming. Examples could include opportunities to study abroad, cultural exchanges, or community-based projects that expose students to cultural and/or economic diversity. **CIDA_4f_Prog**
- Communicate effectively with members of allied disciplines. This involves exposure to allied disciplines and the language and terminology used by those disciplines. This could be evidenced in multi-disciplinary projects, a professional practice or business course, internship experiences, guest lecturers or speakers, etc. **CIDA_5c_Undr**
- Collaborate effectively with multiple disciplines in developing design solutions. Examples could include engaging in multi-disciplinary team projects and/or involving experts from other disciplines throughout a project. Disciplines may be within or outside of the built environment. **CIDA_5f_ApAb**
- Apply elements of project management to a design project. Examples could include projections, budgeting, billing, and scheduling. **CIDA_6g_Undr**



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- Discuss the role and value of public service. *CIDA_6p_Prog*
- Solve progressively complex design problems. *CIDA_8b_ApAb*
- Synthesize information to generate evidence-based design solutions. *CIDA_8d_ApAb*
- Design creative and effective solutions. Projects can be created in the natural, built, or virtual world. Work exhibits fluency, flexibility, originality, and/or elaboration. Also refer to the creativity standards essay on the CIDA website (www.accredit-id.org) under accreditation/policies and procedures, standards/professional standards. *CIDA_8g_ApAb*
- Select and apply luminaires and light sources. *CIDA_12d_ApAb*
- Select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety. *CIDA_13e_ApAb*
- Describe the environmental impact of construction on base-building structural systems and construction methods. Examples could include masonry, concrete, wood-frame, and/or steel-frame. *CIDA_15b_Undr*
- Cite standards and guidelines related to sustainability and wellness. Examples could include LEED, the WELL Building Standard, CHPS, the Energy Policy Act 2005, and/or California 01350. *CIDA_16b_Undr*

Course Rationale

Based on industry standards provided by the Council for Interior Design Accreditation (CIDA), graduates must understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. This studio combines these codes/standards with evidence-based design, lighting design, advanced material selection, and office systems.

Course Format: Studio

Course Content

Projects/activities:

- Healthcare project, e.g., clinic with offices, exam rooms, labs, etc.
- Corporate office project using systems furniture, i.e., consider systems furniture vendors and the recently merged company CAP 2020 & Compusoft for software products, etc.

Projects need to focus on:

- Sustainability And Wellness Standards and Guidelines
- Evidence-Based Design Related to Healthcare
- Creative Concepts Developed into Viable Design Solutions, I.E., Collaboration with Members of Allied Disciplines
- Office Systems, I.E., Focusing on Benefits, Flexibility, And Mechanics Such as Power, Data, Lighting, Telecommunications, Audiovisual, Etc.

The programming/design process should include:

- Public service activity, i.e., can be incorporated with one of the above projects/activities
- Precedent studies
- Multi-cultural awareness
- Standards and guidelines related to sustainability and wellness.
- Products and material applications based on performance criteria including ergonomics, environmental attributes, life safety, and life cycle cost
- Elements of project management to one of the projects, e.g., projections, budgeting, billing, scheduling, etc.
- Research for light sources and justification of luminaire placement

Drawings:

- Contract drawings pertinent to the project typology
- Systems furniture plan including power, data, lighting, etc. For one of the projects
- An electrical/mechanical plan with luminaires, etc. For one of the projects

Required Tools and Materials

- Drawing Pencil
- Drawing / Tracing Paper Colored markers
- Laptop or I-Pad



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Recommended Textbooks

1. Airey, D. (2019). *Identity Designed: The Definitive Guide to Visual Branding (Illustrated)*. Rockport Publishers.
2. Bakker, M. L. (2016). *Space Planning for Commercial Office Interiors* (2nd ed.). Fairchild Books.
3. *Bed Number Ten* 1st Edition by Sue Baier (Author), Mary Zimmeth Schomaker (Author) (Available free online - https://tdmuv.com/books/bed_n1.pdf)
4. Binggeli, C. (2012). *Interior Graphic Standards*. Wiley.
5. Cama, R. (2009). *Evidence-Based Healthcare Design*. Wiley.
6. Chiara, D. J., Panero, J., & Zelnik, M. (2001). *Time-Saver Standards for Interior Design and Space Planning* (2nd ed.). McGraw-Hill.
7. Cottrell, M. (2011). *Guide to the LEED AP Operations and Maintenance (O+M) Exam*. Wiley.
8. Harris, D. D. (2011). *Design Details for Health: Making the Most of Design's Healing Potential* (2nd ed.). J. Wiley & Sons.
9. Jani, V. (2011). *Diversity in Design: Perspectives from the Non-Western World* (1st ed.). Fairchild.
10. Kopec, D. (2020). *Environmental Psychology for Design* (3rd ed.). Fairchild Books.
11. Malkin, J. (2008). *A Visual Reference for Evidence-Based Design* (1st ed.). Center for Health Design.
12. Malkin, J. (2014). *Medical and Dental Space Planning: A Comprehensive Guide to Design, Equipment, and Clinical Procedures* (4th ed.). Wiley.
13. Marmot, A., & Eley, J. (2000). *Office Space Planning: Designing for Tomorrow's Workplace* (1st ed.). McGraw-Hill.
14. Miller, R. L., Swensson, E. S., & Robinson, J. T. (2012). *Hospital and Healthcare Facility Design* (3rd ed.). W.W Norton & Co.
15. Nussbaumer, L. L. (2018). *Human Factors in the Built Environment* (2nd ed.). Fairchild Books, An imprint of Bloomsbury Publishing Inc.
16. Panero, J., & Zelnik, M. (n.d.). *Human Dimension & Interior Space: A Source Book of Design Reference Standards* (1st ed.). Whitney Library of Design.
17. Slade-Brooking, C. (2016). *Creating a Brand Identity: A Guide for Designers*. Laurence King Publishing.
18. Vickery, C., Nyberg, G., & Whiteaker, D. (2015). *Modern Clinic Design: Strategies for an Era of Change*. Wiley.
19. Winchip, S. M. (2010). *Visual Culture in the Built Environment: A Global Perspective* (1st ed.). Fairchild.

Grading Policies

Students should refer to the Academic section in Student Rules and Regulations

1. Students' performance will be evaluated based on the following components:

Project 1	25%
Project 2	30%
Project 3	40%
Class Attendance and Active Participation	5%
TOTAL:	100%

2. The grading method will be specified in the assignment statement. The final semester grade will reflect all of the student's work through the course of the semester and will use the following standards.



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Grade	Percentage
A	100 to 94
A-	93.9 to 90
B+	89.9 to 87
B	86.9 to 84
B-	83.9 to 80
C+	79.9 to 77
C	76.9 to 74
C-	73.9 to 70
D+	69.9 to 67
D	66.9 to 64
D-	63.9 to 60
F	59.9 and below

LATE WORK with a delay of 0-2 days will receive a 10-point deduction in the grade; 3-7 days with 20-point deduction. LATE WORK WITH MORE THAN 7 DAYS OF DELAY WILL NOT BE ACCEPTED.

Other Pertinent Grading Information (Rubric Included)

Earning an “A” is not automatic, nor is it based upon turning in required work on time or working hard. These are expected of every student. To earn an “A”, the student must show an extraordinary devotion to the work and a willingness to push him/herself to a new level of comprehension.

Attendance Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at www.bsu.edu. Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Other Pertinent Attendance Information

Two points will be deducted for one unexcused absence. 30-minute late will be counted as an absence. More than three unexcused absences will lead to a failure in this class.

Attendance: Attendance may be taken at any time the professor chooses during the class period. Be careful of late arrival and early departure as they could result in an unexcused absence.

Attendance / Preparation: You are expected to attend and participate in each class session for the entire period. You are also expected to be prepared with the proper supplies/materials and to turn in assignments on time. If you arrive after attendance has been taken, it is your responsibility to contact the instructor immediately after class otherwise you will remain absent.

Missed Classes: You are permitted two unexcused absences if your course meets two times a week. You are permitted three unexcused absences if your course meets three times a week. Each unexcused absence afterward will lower your final grade 10% per each unexcused absence thereafter as directed by the professor.

For excused **and** unexcused absences, the following applies:

- If you miss a class you must check with fellow students to find out what you missed. Your instructor will not hold private make-up teaching sessions with you due to your absence. It is your responsibility to keep yourself up-to-date with class materials.

For *excused absences, scan and email the following to your professor:

- *funeral*: documentation that shows your relationship to the deceased.



- *illness*: an official doctor's excuse for date(s) missed.
- *field trips*: an official field trip notice for date(s) missed including your name and signed with appropriate signatures.
- If you have special circumstances (lengthy illness, death in family, etc.) *contact the professor immediately* to make plans for keeping up with work during your absence.

***All documentation must be submitted within one week of incident date in order to be valid.**

Technology Use: There will be appropriate times to use technology during class. Your professor will let you know when it is appropriate to use technology. Otherwise, turn off and put away all cellphones, iPods, iPads, laptops, etc. during lectures, class discussions, and student presentations. Inappropriate use of technology will be recorded and deducted from your final grade if necessary.

Digital File Backup: Be sure to backup digital files daily to an external source other than your laptop (OneDrive, external hard drive, server outside of the university, etc.). Crashes, theft, and loss of information is your responsibility. Digital file failures are not an excuse for late assignments.

Assignment Completion: Careful attention has been given to allow the appropriate amount of time to complete projects; assignments typically take between two to three hours of homework time, outside of class, for every one hour in class.

Working in class is essential for skill development. You are expected to make efficient use of studio work time by working on projects pertaining to the course.

Studio Maintenance: Drafting tables, drawing surfaces and all furniture must be maintained after every use. Clean the top of the table, discard/recycle trash, and store your materials after each use. Please return chairs to the proper location.

- Storage lockers are available for your valuable supplies. Keys must be returned by Wednesday of finals week.
- White storage boxes are available in the resource room. These boxes are for storage of models, flat works, and items that are not valuable. These boxes should not leave the interior design area and need to be emptied by Wednesday of finals week.

Studio Environment: The studio is a professional environment and is the basis for our design interactions. It affords the opportunity to safely explore ideas and resources. It should provide a climate that facilitates discussion and offers an atmosphere that is accepting of all student ideas. Respect is at the heart of this environment; all opinions will be heard and respected. Active listening is crucial. Listen to what is being said, pause to mentally process the information, and respond afterwards in a manner that shows you listened and that which is respectful.

Class Time: Long hours will be spent in this space which means that life needs to happen in the space as well, i.e., food, beverages, communication with family/friends, study for other courses, etc. However, class meeting times are reserved for class-specific work. Take care of your personal business before or after class, i.e., buying supplies for class, attending to non-related university business, etc. Scheduled studio and class times are not appropriate times to text, e-mail, take calls, or work on outside projects.

Outside of Class: It is encouraged to interact with students of all levels in the studio area. However, you must respect everyone's right to a positive studio environment that is supportive of serious and focused work, i.e., use earbuds or headphones, take calls outside of the studio area, etc. Please attend to everything you bring into the classroom and put away or dispose of items when you are finished.

Academic Dishonesty: Academic dishonesty will not be tolerated by the Department of Construction Management and Interior Design. The Student Academic Ethics Policy can be found under the Student Code in the Calendar of Events Handbook.

No Generative AI Use: All work conducted and/or submitted in this course should reflect your own ideas and demonstrate your current knowledge, abilities, and skills. Therefore, generative AI should not be used to complete any portion of the assignment(s). Doing so constitutes a violation of Ball State University's Student Academic Ethics Policy.

Some Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission: You may use generative AI applications for some work submitted in this course. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Ball State University's Student Academic Ethics Policy.



Other Helpful Links:

- www.bsu.edu/studentrights/academicethics - The Academic Ethics policy is section VII of the Code.
- <http://www.bsu.edu/pledge> - A direct link to the Beneficence Pledge.
- www.bsu.edu/studentrights/disruption - Disruption in classrooms, offices, and other facilities supporting the University is prohibited by Code section 5.2.9.
- The entirety of the Ball State Code of Student Rights and Responsibilities (Code) is published on-line at <http://www.bsu.edu/studentcode>.

Required University Statements and Policy

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Providing Access and Opportunity for Students with Disabilities

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Inclusive Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the campus community are welcome through our practice of valuing the various experiences and world views of those we serve. We promote a culture of respect and civil discourse as evident in our *Beneficence Pledge*. For Bias Incident Response information, go to <https://www.bsu.edu/campuslife/multiculturalcenter/bias-incident-reporting> or email mc2@bsu.edu.

Civility Statement

“In a civil classroom environment, the atmosphere is to be a safe place to learn, express and question. As such, respectful behavior is expected at all times. Students may disagree, question, and counter viewpoints presented without fear of attack or reprimand. Behavior such as talking with classmates at inappropriate times, reading the newspaper, using electronic devices for non-classroom activities, sleeping in class, allowing cell phones and pagers to sound are considered inappropriate and disrespectful in a civil classroom environment.”

Ball State Freedom of Expression Statement

<https://www.bsu.edu/about/freedom-of-expression/freedom-of-expression-statement>

Syllabus Resources

Visit <https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/syllabus-resources> for additional University policies and resources.

Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.