BALL STATE UNIVERSITY

COURSE SYLLABUS

IDES 100 - Introduction to Interior Design

Course Information

Course number and title	IDES 100 - Introduction to Interior Design (Section – 1)
Credits	3 Credits
Term	Fall 2026
Meeting times	Tuesday and Thursday from 12:30 pm – 13:45 pm
Meeting location	Applied Technology Building 181 (subject to change)
Instructor	**Sharmin Kader, Ph.D.**

Course Description and Prerequisites

A comprehensive overview of the profession of interior design that familiarizes students with the interior design curriculum, career options, licensing, accreditation, design process, professional associations, and knowledge and skills required of an entry-level interior designer. Designed for students already in the interior design program and students who may want to explore the field.

Pre-requisite: None

Course Objectives

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

- describe current and emerging issues that are shaping contemporary society and the world. **CIDA_4d_*Prog***
- identify multiple disciplines and stakeholders involved in creating an interior environment. *Disciplines may be within or outside of the built environment.* **CIDA_5a_*Awar***
- understand community needs and the importance of building trust with populations and communities. *This could involve responses to course readings, case studies, field trips, guest speakers, community outreach, etc.* **CIDA_5b_*Awar***
- recognize terminology and language necessary to 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***
- recognize contexts for interior design practice. *Examples could include large or small practices, stand-alone or interior practices included in architectural firms, hybrid practices, collaborative practices, and practices focused on social responsibility.* **CIDA_6a_*Awar***
- recognize the impact of regional and global markets on design practices. *Examples could include regional and global contexts and applications such as practice collaboration,*

labor, and materials sourcing. Also, refer to the Global Market Essay on the CIDA website (www.accredit-id.org) under Accreditation/Policies and Procedures, Standards/Professional Standards. **CIDA_6b_*Awar***

- to describe the breadth and depth of interior design's impact and value. *Examples could include an interior designer's role in community engagement, development, and support; sustainability; and/or human and environmental health and well-being.* **CIDA_6c_*Awar***
- list diverse professional role models. *Diverse role models could include design faculty, guest speakers, guest studio critics, professional mentors, internship supervisors, etc. Diversity could include role models varying in race, ethnicity, gender identity, neurodiversity, age, ability, or diverse practice backgrounds and expertise, etc.* **CIDA_6j_*Prog***
- explain the principles of diversity, equity, and inclusion in workplace practices. *Includes access, support, and inclusion. Exposure to practices could include mission or value statements, DEI policies, etc.* **CIDA_6m_*Prog***
- list professional organizations related to the interior design profession. **CIDA_6n_*Prog***
- recognize the importance of life-long learning. **CIDA_6o_*Prog***
- demonstrate active listening skills in the context of professional collaboration. *Active listening requires listeners to evaluate what they are hearing from multiple and diverse points of view, including but not limited to speaker credibility, logic and meaning of the message, underlying assumptions of the message, and value of the message. Examples of professional collaborators could include team members of allied disciplines, clients, or end users.* **CIDA_9g_*Prog***
- discuss the historical context and framework of art. **CIDA_10a_*Awar***
- discuss the historical context and framework of interior design. **CIDA_10c_*Undr***
- identify furniture based on historical context and framework. **CIDA_10d_*Undr***
- discuss the historical context and framework of architectural styles and movements. **CIDA_10e_*Undr***
- discuss the social, political, and physical influences affecting historical changes in the design of the built environment. **CIDA_10f_*Undr***
- express diverse historical perspectives. *Examples could include exploring gender, race, culture, ethnicity, and other perspectives including those that have been historically underrepresented.* **CIDA_10g_*Prog***
- describe the environmental impact of construction. *Examples could include renewable resources, reusing existing materials, environmentally responsible waste management, the transportation of materials, and environmentally responsible specifications.* **CIDA_15a_*Awar***

Course Rationale

Based on industry standards provided by the Council for Interior Design Accreditation (CIDA), students need a thorough introduction to the field of interior design. They need exposure to emerging issues, allied disciplines, terminologies, and types of practices/markets. They need to be acquainted with the breadth and depth of the profession as well as role models, professional

organizations, and the environmental impact of the design industry. Also important is a rudimentary overview of the basic historical, physical, and political influences on interior design.

Course Format: Lecture

Course Content

Introduction to the following content:

- Overview of the program, i.e. Id 8 semester plan, minor options, portfolio review
- Overview of the profession
- Licensing and registration
- The practice of interior design
- Interior design organizations
- Current issues
- Future directions of the profession of interior design
- Global awareness
- Design fundamentals
- Design quality, i.e., what makes spaces exceptional
- Design history
- The design process
- Design thinking
- Human factors
- Inclusive design
- Elements and principles of design
- Materials and their uses
- Color theory
- Lighting, e.g., natural and artificial
- Furniture history, i.e., past to present
- Accessories, e.g. Art and signage
- Industry software, e.g., photoshop, indesign, illustrator, autocad, revit, etc.
- Technical competencies, i.e., how to create pdf a document, delete pdf pages, email yourself, find a digital file, use proper email etiquette, etc.
- Introduction to multi-disciplinary collaboration in design practice
- Allied disciplines, e.g., civil engineers, architects, landscape architects, decorators, etc.
- Terminology and language used by allied disciplines
- Introduction to role models who are qualified by education and experience in interior design
- Active listening skills in the context of professional collaboration, i.e., evaluation of what they are hearing from several points of view

Required Tools and Materials

- Computer and internet access
- Digital camera
- Drawing pencil and paper

- Photo collage computer program (i.e. PowerPoint, Photoshop, etc.) for presentation

Required Textbook:

Understanding the World of Interior Design: A Guide to Entering the Field
Author(s): Reza Ahmadi, Sarah Alfaro
Edition: 1, Copyright: 2025
Publisher: Innovative Ink/Kendall Hunt Publishing
ISBN: 9798385164493

Recommended Textbook:

Ann, J., & Blossom, N. (2015). *The Handbook of Interior Design.* Wiley Blackwell.
Ching, F. D. K., & Binggeli, C. (2005). *Interior Design Illustrated* (2nd ed.). John Wiley & Sons, Inc.
Dodsworth, S., & Anderson, S. (2015). *The Fundamentals of Interior Design* (2nd ed.). Bloomsbury Academic.
Edwards, C. (2011). *Interior Design: A Critical Introduction.* Bloomsbury.
Elm, K. (2001). *Geometry of Design.* Princeton Architectural Press.
Hannah, G. G. (2002). *Elements of Design.* Princeton Architectural Press.
Jones, L., & Plumb, H. (2014). *Beginnings of Interior Environments* (12th ed.). Wiley.
Miller, M. C. (1997). *Color for Interior Architecture.* John Wiley & Sons, Inc.
Piotrowski, C. M. (2009). *Becoming an Interior Designer: A Guide to Careers in Design* (2nd ed.). John Wiley & Sons, Inc.
Slotkis, S. (2017). *Foundations of Interior Design* (3rd ed.). Bloomsbury.
Wong, W. (1993). *Principles of Form and Design* (2nd ed.). John Wiley & Sons, Inc.

Methods of Evaluating Student Performance

The students are evaluated by the instructor. Evaluation criteria and methods for determining course grades are distributed to students at the onset of each assignment/project.

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:

Grade Distribution

Project 1	20%
Project 2	10%
Project 3 (Final Project)	20%
Final Exam	10%
Mid-term Quiz	10%
Homework(s) and Attendance/Class Activities	30%
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.

Grading Standard

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

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.

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Other Pertinent Attendance Information

Attendance: Attendance will be taken at the time the instructor chooses during the class period. Be careful of late arrival and early departure as they could result in an unexcused absence if attendance has already been taken. The instructor may choose to take attendance at the beginning and end of class if students leave early. It is the student's responsibility to talk to the instructor if they arrive late to the class, or need to leave early, and would like to be considered present. It is the instructor's decision if they will mark you present.

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 granted two unexcused absences if your course meets two times a week. You are granted three unexcused absences if your course meets three times a week. Each unexcused absence after the allowed unexcused absences will lower your final grade by ten percent (10%) or one letter grade for the semester. For example, if a student has five unexcused absences in a studio that meets twice a week and has a grade of 95%. The final grade of for that student would be 65% (eg. current grade 95% with 5 unexcused absences (2 granted free, 3 deducted). Thus, 95%-10% (deduct for third absence) +10% (deduct for third absence)-10% (deduct for third absence) =65% would be the final grade).

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 instructor within one week of your absence or, the excuse will be considered unexcused:

- *funeral:* documentation that shows your relationship to the person, date and location of event.
- *illness:* an official doctor's excuse for date(s) missed and expected return date as anticipated by the doctor, health center excuses have been abused and will be scrutinized closely.
- *field trips:* an official field trip notice for date(s) missed (must be on letterhead for the department with appropriate signatures).
- If you have special circumstances (lengthy illness, death in family, etc.) contact the instructor 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 instructor 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. No unauthorized recording or documenting is allowed during lectures, labs, or studios. Please obtain consent if you wish to record.

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 hours in order to complete projects; assignments typically take between two to three hours of homework time (outside of class) for every one hour in class. An example is that a three (3) credit hour class can require up to nine (9) hours per week outside of class time to complete homework assigned throughout the week. 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. Working on other course assignments during that time may result in an absence for the day and you might be asked to leave class.

Interior Design Program Policies

Senior Exit Survey: All senior students are required to complete an exit survey prior to graduation.

Studio Environment: The studio is a professional environment and is the basis for our interactions with colleagues, and our opportunity to safely explore notions and resources. The classroom should provide a climate that facilitates discussion and offer an atmosphere that is accepting of all students' ideas. Respect is at the heart of this environment; all opinions will be heard and respected. Everyone will have a chance to talk but please, only one person speak at a time. Talking over another does nothing to make your case.

Similarly, this place and the equipment and furnishings should also be treated with respect. We recognize that long hours spent in this space means that life needs to happen in the space as well ...food and drink, communication with family and 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 (this includes buying supplies for class or attending to university business). Scheduled studio time is not the time to text, e-mail, take calls, or work on outside projects. Even outside of class time, students should respect everyone's right to a positive studio environment that is supportive of serious work.

Please attend to everything you bring into the classroom and put away or dispose of items when you are finished. Please review the guidelines set forth in the Student Handbook on the other policies throughout the university.

Studio Maintenance: The studio must be maintained after every use; clean the table tops, discard/recycle trash, and store your materials after each use of the studio.

- Storage lockers are available for your supplies and are dispersed/available through the ID student employees the first week of school. Keys must be returned at the designated

time stipulated in your contract or a $25 fee will be required.

- White storage boxes are available in the studio areas. These boxes are for storage of models and flat works. These boxes should not leave the interior design area and need to be cleaned out by Wednesday of finals week.

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.

Virtual Presentation Camera Policy: During virtual class presentations and critiques, all students are expected to keep their cameras on for the duration of the session. Interior design is a visual and interactive discipline, and active engagement including visible presence is essential for meaningful critique and professional conduct. Keeping cameras on allows the instructor and presenters to gauge attention, encourages accountability, and mirrors expectations in professional design meetings. Students with documented accommodations, technology limitations, or extenuating circumstances should contact the instructor in advance to discuss alternatives. Failure to comply may affect participation or professionalism grades.

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.

Use of Artificial Intelligence (AI) Tools: Artificial intelligence tools (such as ChatGPT, image generators, or similar platforms) may be used in this course only as a supportive tool for brainstorming, preliminary research, organizing ideas, or refining written communication. AI may not be used to generate final design concepts, drawings, renderings, or written work submitted as your own without substantial personal development, critical thinking, and original authorship. All design decisions, visual work, and final narratives must reflect the student's independent thinking and studio process. Any use of AI must be transparent and properly acknowledged. Misuse of AI including submitting AI-generated work as original or allowing AI to replace the design process will be treated as academic misconduct and addressed according to university policy.

Other Helpful Links:

- Student Rights Academic Ethics - The Academic Ethics policy is section VII of the Code.
- Pledge - A direct link to the Beneficence Pledge.
- Student Rights 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 Student Code.

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 ***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."

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Ball State Freedom of Expression Statement

Please read the special note from Ball State Freedom of Expression Statement
In accordance to 36.4.6.1 - Fostering a culture of free inquiry, free expression, and intellectual diversity.

Syllabus Resources

Visit Syllabus Resources for additional University policies and resources.

Subject to Change Statement

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