The professional interior designer is qualified by education, experience, and examination to enhance the function and quality of interior spaces.
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I. INTRODUCTION

Student Handbook
This Villa Maria College Interior Design Student Handbook serves as a valuable resource that explains program policies, acquaints students with program activities and outlines an array of college services. It will supplement the College Student Handbook and Planner.

Several resources exist to help students in their curriculum planning. The IND program planners can be accessed on the Villa Maria College Web site, on the Interior Design page.

Course descriptions are also available on the Web site from the current College Catalog which can be accessed from the Registrar page.

The Villa Maria College Mission
Villa Maria College, founded by the Felician Sisters, provides students a rigorous and enriching educational experience. Offering academic programs with a broad core curriculum, the College transforms and empowers students to realize their intellectual, professional, creative and spiritual potential. Inspired by a welcoming Catholic tradition and a dynamic Franciscan spirit, the College offers individual attention and fosters compassion, justice, peace, respect for human dignity and a commitment to service.

Interior Design BFA and AAS Program Mission
The Interior Design BFA program at Villa Maria College transforms students to become civic minded, economically productive citizens within a global environment. Students will be prepared to commence professional licensure and careers within interior design or pursue further education. A holistic approach to education driven by a liberal arts core will place emphasis on critical thinking, creativity and the health, welfare and safety of the public.

The Interior Design AAS program at Villa Maria College emphasizes fundamental studies in residential and commercial design together with a liberal arts core curriculum. Students develop the ability to communicate visually and speak persuasively to prepare them for entry level interior design employment, continuation with design education and to become contributing members of society.

The Interior Design Program encompasses the following broad-based objectives:

- To provide concepts and skills necessary for students preparing for professional careers in interior design or graduate study.
- To maintain acceptable academic and professional standards of performance.
- To develop off campus experiences through community projects, field trips, seminars, internships, and study abroad opportunities that prepare design students to meet the demands of contemporary business and industry.
- To prepare students to think critically, write clearly, and speak persuasively.

Art Department Structure
The Art Department is comprised of 11 degree programs, 3 minors and 1 certificate program

- Animation – BFA
- Digital Film Making - BFA
- Fashion Design and Merchandising - BFA
- Fine Arts - AAS
- Graphic Design – AAS, BFA and minor
- Integrated Arts - BFA
- Interior Design – AAS, BFA and minor
- Photography – AAS, BFA and minor
- Historic Preservation – Certificate Program

The Art Department Chairperson is Professor Robert Grizanti, 961-1881, bgrizanti@villa.edu
**Interior Design Program Administration/Faculty**

Sandra Reicis, M. Architecture  
Program Coordinator and Professor  
Main B, 961-1843, reicis@villa.edu

Jesse Walp, M.F.A.  
Assistant Professor and Art Shop Supervisor  
Phone: 961-1887, walpj@villa.edu

Paul Brinkworth, M.S. Ed.,  
Instructor  
Main C, 961-2853, brinkworthp@villa.edu

Judy Piskun, M.S.  
Associate Professor/Director of Internships and Career Development  
Phone: 961-1842, jpiskun@villa.edu

Administrative Assistant to Academic Affairs services the College:  
Connie Bronisewski  
Music Building 961-1815

**Part Time Faculty and Studio Support (changes by semester)**

Veronica Ryskalczyk, B.A., NCIDQ  
Rebecca Bortolin, M. Arch  
Doris Collins, B.A. and Restoration Consultant Shea’s Performing Arts Center  
Jennifer Hutton, B.A.  
Sister Ann Therese Kelly, M.A.  
Stephen Olson, M.Arch  
Teal Postula, M.A., NCIDQ  
Renee Pratt, M.A.  
Ryan Renshaw, M. Arch  
Jill Wisz, M. Arch

**II. GENERAL INFORMATION**

**Student Status**
Matriculated Students  
Full-time matriculated students in the Interior Design Program must be enrolled in a program leading to either an associates or bachelor's degree, and they must carry a minimum of 12 credit hours each semester.

Part-time matriculated students in the Interior Design Program will be enrolled in less than 12 credit hours per semester but must abide by all course pre-requisites.

A matriculated student who finds it necessary to withdraw from the College must initiate the withdrawal process in the Counseling Center. The Withdrawal Form provided will require signatures from the College Counselor, the student’s Advisor, the Director of Financial Aid, and the Vice President of Business Affairs. Upon completion, the form is to be presented to the Registrar’s Office. The date of receipt in the Registrar’s Office of the completed Withdrawal Form is considered the date of withdrawal in
all cases. The last day for withdrawing from the College without academic penalty is the Friday before the final examination period.

Students who stop attending classes but who do not formally withdraw from the College may jeopardize eligibility for future financial aid. Students who fail to register for the regular academic semester are automatically withdrawn from the program but will be re-admitted with completion of a Re-entry Form available from admissions and will be subject to the current program planner

Students who seek a leave of absence should obtain a form from the Registrar’s Office.

**Identification**
All students should obtain and carry their permanent Villa Maria College photo identification cards. These are available from Student Affairs during the posted hours. The card permits students to participate in College and student-sponsored activities, use printing services and to withdraw materials from the College Library. It is also necessary to present your ID card to the Business Office when transacting financial affairs and in the College Bookstore when making purchases on a book loan. Local vendors such as Seneca Blueprint will discount merchandise to students with valid VMC identification.

**General Education at Villa Maria College**
The faculty of Villa Maria College is committed to providing students with an education of substance and quality. The curriculum includes core curriculum courses that provide the opportunity to explore beyond the concentration in a chosen major or discipline. Students will take courses and complete experiences that promote development of critical thinking, effective communication, knowledge integration and social responsibility. These include English composition and literature, quantitative reasoning, diversity and culture, social and ethical issues, fine arts, historical perspectives, humanities, and social sciences. Through integrated study among disciplines, commitment to personal and social accountability and the fostering of information literacy, our program develops awareness of the world at large and encourages lifelong learning.

**Interior Design Standard Course Policies**
As a student in the Interior Design program you will have many responsibilities that parallel the responsibilities and demands of the Interior Design profession. We expect you to:
- Attend all classes and class events
- Be on time for all classes and class events
- Participate in class activities and critiques
- Complete assignments demonstrating good workmanship
- Submit assignments on time Note: re-doing an assignment is at the discretion of the instructor.
- Give presentations
- Ask questions if a concept is not clear
- Be prepared for class with the proper tools, supplies, and books
- Perform research activities when pertinent
- Notify your instructor when you cannot be present for class
- Get notes, handouts, assignments from your peers if you are absent
- Comply with all provisions of the Student Code of Conduct as outlined in the Student Handbook
- Achieve a minimum grade of C+ for successful completion of interior design courses (IND)

**Course Fees**
Each program course is assigned a course fee. Course fees are necessary to purchase materials and supplies such as vellum, produce instructional materials, cover mandatory travel expenses, plot and print student work, and directly benefit the student. A portion of all program course fees is used to support the Interior Design Resource Center.
Instructor’s Responsibility for Course Structure
In order to assist the student in understanding the goals and objectives of each course including evaluation of a student’s work, the faculty of the Interior Design Program adheres to the following recommendations:

- Course Outline – Faculty will present to their students, in writing at the beginning of each semester, a statement of course content including goals and objectives.

- Criteria for Evaluation - Faculty members will establish standards for student performance and criteria upon which student work will be evaluated, and communicate those criteria to students at the beginning of each semester. While each instructor develops expectations for the specific course, the Interior Design Program uses an established set of CIDA achievement levels to evaluate your progress.
  - The following definitions have been established by the Council for Interior Design Accreditation:
    - Awareness: Familiarity with specified data and information that is demonstrated in student work.
    - Understanding: A thorough comprehension of concepts and their interrelationships
    - Ability: Competent entry level skills that must be demonstrated in completed student work.

- Review – Each student will be given an intermittent review of progress throughout the semester. The receipt of graded projects/papers/homework etc. will qualify as a form of review.

- Records – It is part of the professional responsibility of each faculty member to undertake the most careful possible evaluation of student performance and to keep proper records of each student’s progress throughout the quarter.

*These guidelines pertain to all full-time faculty and part-time faculty.

Attendance
Government regulations require all faculty to record attendance. Students are expected to attend each class punctually and for the entire class period. Students should inform instructors in advance of expected absence or abbreviated attendance.

Failure to attend classes because of illness or other reasons may be excused by the instructor involved. A doctor’s certificate or other evidence may be required by the instructor.

Absence does not preclude the student’s responsibility to hand in work on time, take or obtain handouts, assignments and notes given during class. Make-up tests are at the discretion of the instructor.

Academic Misconduct
The college catalog contains valuable information on academic misconduct, procedures for handling misconduct, penalties, record keeping and discipline. Activities which are prohibited include:

- Cheating – Giving or receiving answers pertinent to examination or assignments
  - Alteration of academic records
  - Unauthorized possession of examinations
- Plagiarism – offering the work of someone else as your own without giving credit
- Interfering with the academic work of another student
- Buying or selling of papers, examinations, drawings or other graded work

Instructor Late to Class
If a faculty member is not present for a class meeting, students should wait 20 minutes before dispersing. Students should sign an attendance sheet and bring it to the Faculty Secretary’s office to place in the Instructor’s mail box.
Internships

The internship coordinator for the Interior Design Program is Professor Judy Piskun. All students must complete one internship and B.F.A. students have the option of completing two internships. Internship placements can be local or out of town, and can be completed during the summer. International internships are available through the study abroad program in Sorrento, Italy. Students may register for a summer internship in either the fall or spring semester. Contact your advisor or Professor Judy Piskun for additional information.

Professional Development Component

To supplement, enrich, and expand a designer’s knowledge and exposure to the ever changing profession of Interior Design, many professional organizations and state certifying agencies require continuing education through supplemental activities.

The Professional Development Component of the Program parallels this requirement. Students shall complete one of the following components and submit a form verifying participation at the end of each semester to their advisor. For each activity a reflection paragraph must be completed.

- Contribute to the body of knowledge required by the Interior Design profession by completion of a research project (8-10 pages). See the Program Coordinator for additional information
- Service to the Interior Design program
- Service to the Community. Acceptable events must be interior design or construction related and must be approved by Interior Design Faculty
- Personal and professional enrichment by attendance/participation in design-related seminars.

Full time students must complete 8 hours of service/participation per semester and part-time students must complete 4 hours per semester.

Service Learning

Villa Maria College requires students to complete a service learning requirement. All associate, baccalaureate and transfer students will complete a minimum of TWO service learning experiences with separate organizations before they graduate. Each experience will take place at one community agency and include at least 10-15 hours of actual service. The Service Learning Coordinator is Prof. Judy Piskun.

Final Critique

All studio classes culminate with a final critique. All students in the program are required to attend critique. Dates will be announced at the beginning of each semester.

Final Critique is a full day of individual student presentations before a panel of invited critics, fellow interior design students and the greater Villa Maria College community. Invited critics include professionals and academics in the field, both interior design and architecture.

Presentation Attire

As a representative of the interior design profession, you come into contact with the public on a regular basis. While in school you are a visible representative of Villa Maria College. You will soon be a representative of a design firm. A great deal of emphasis is placed on your appearance. The image set forth by you can either invite or discourage prospective clients. To prepare you to meet the challenges of the business world, the Interior Design Program has established a“Presentation Attire Policy”.

During formal presentations students should wear appropriate business attire. While appropriate attire may seem vague and general, certain clothing is not acceptable. Unacceptable clothing includes graphic t-shirts, shorts, jeans, sneakers, skimpy or immodest clothing, clothing which fits improperly (too small or too large), or dirty clothing.
Three Credit Study Abroad
Plans are now underway for an educational tour of Spain and Portugal in May 2019. Locations include Barcelona, Valencia, Madrid and Lisbon. See Sandra Reicis, Professor Interior Design for additional details.

Semester Long Study Abroad
Villa Maria College supports Study Abroad and several opportunities are available to students in Florence, Italy. Students should consider study abroad for the Spring Semester of their Junior Year. See Sandra Reicis, Professor Interior Design for additional details. You should make your commitment no later than one year prior to the planned semester.

Certificate Program in Historic Preservation
Students can complete a 15-credit core of course work emphasizing: design history, practical techniques, theory, principles of preservation and restoration of sites. All credits are fully applicable towards the B.F.A. program in Interior Design. Current students who are completing the required course work and wishing to graduate with the certificate should see the Registrar.

Paul William Beltz Family Art Gallery
During the spring semester each art program has the opportunity to display their student work in the Art Gallery. The first Friday evening of our show is always an opening night reception, by invitation. The event is both elegant and professional and organized by the student IN Club. Attendees include professionals and academics in the field, family, friends and the greater Villa Maria College Community. At the Opening Night Reception Interior Design Service Awards are presented to students who have provided outstanding Service to the Program. This is in addition to achievement awards. (see next)

Interior Design Student Honors
Each year at the annual Interior Design Student Art Exhibit in the Paul William Beltz Family Art Gallery a select group of adjudicators assess the student works and select the top three students in the program to receive Distinguished Student of the Year Awards. A freshmen exhibit in the Matrix Room adjacent to the gallery is assessed for best of show. These award are presented at the exhibit reception.

California Closets Scholarship Award
California Closets has established a project based, scholarship aware for students in the Interior Design program(s). The annual amount of the award is $2,500. Students in the Interior Design Studio 2 course will complete a residential design project that integrates California Closets' system and products into a defined space. An independent panel of judges will select the award recipients. This is an annual award.

Policy on Retaining Student Work
Recognizing the value of student work for educational purposes the Interior Design Department reserves the right to retain student work. The student will be notified and arrangements can be made for documentation or eventual return of these projects.

Work Load
The New York State Education Department (NYSED) is the primary agency which develops guidelines and sets standards for educational institutions. It dictates how many times a class must meet and how long class sessions must be. NYSED also specifies the amounts of “supplemental work” students are required to complete. For each one credit-hour of classroom instruction, students should complete at least 30 hours of supplemental work. For a typical three credit-hour course this means your homework should equate to 90 hours of supplemental work over the duration of a semester.

Your courses are planned out in a sequential manner. Beginning with small and simple concepts, these concepts become more complex and require higher-level knowledge bases, and greater skill proficiencies as the semester progresses. These complexities translate into ‘major’ projects which are time demanding and labor intensive.
Factors such as job responsibilities, family obligations, and the demands of other instructors may conflict with your classroom responsibilities. Your instructor cannot consider the outside obligations of every student in a particular class and adjust test dates and project deadlines to meet those needs. Therefore, it is your responsibility to prioritize outside responsibilities to meet demands of your classes and to accept the consequences when you cannot meet class responsibilities.

**Lost and Found**
Objects found and reports or inquiries about items lost may be turned in to the reception desk in the Main building on the Main floor. The Business Office also operates a lost and found service.

**Parking**
All students are required to obtain a parking decal. Decals are issued by the Student Affairs Office.

### III. STUDENT SERVICES

**Student Success Center**
- Peer tutoring
- Professional Tutoring
- Math Lab
- Writing Lab including MLA and APA format
- Study Skills including time management and test taking help
- First year advisement
- First year mentorship

Interior design students are encouraged to visit the Student Success Center.

Agnieszka D. Zak-Moskal, Ed.D.
Dean of Student Affairs Phone: 961-1860

Elizabeth Kerr
Director, Student Success Center 961-1866

David Skolen
Advisor and Academic Coach 961-2865

Jessica Siegel
Title III Coordinator of Counseling and Social Services 961-1821

Phoebe Allen
Social Worker email - Counseling@villa.edu

**Athletics**
VMC is a member of the United States Collegiate Athletic Association (USCAA). Athletics have only recently returned to Villa. Currently students can compete in inter-collegiate men’s and women’s soccer and basketball. The Athletic program is located in the Student (Athletic) Center.

Don Silveri
Director of Athletics
Phone: 961-2855
Email: Dsilveri@villa.edu
Career Development
Students are required to visit the Career Development office for exit interviews prior to graduation. The seasoned career development staff is ready to assist you in your job search, providing career counseling and advisement, assistance with resume writing, advice on how to network and establish valuable contacts in your field, and job interview techniques

Judy Piskun
Phone: 961-1842
Email: jpiskun@villa.edu

Computer Services
Located on the ground floor of the Music Building. Computer Services provides assistance with e-mail and computer accounts. System and equipment problems should all be reported to Computer Services. Students bringing their own equipment onto campus will need to schedule a visit to obtain network connection and wireless access.

Christine Palczewski,
Director of Computer Services,
Phone: 961-1817
Email: cepalcz@villa.edu

Financial Aid
Financial aid is money in the form of loan, grants and employment that is available to help pay the cost of attending Villa Maria College. Financial aid comes from the federal government, which is the largest provider of aid, as well as state governments, schools and a variety of other public and private sources.

We don't want financial issues to keep any admitted student from attending Villa Maria College. That's why we strive to create individualized financial aid packages for you and your family that will meet your needs and enable you to get the most of your college education. The Financial Aid office is willing to help you with the financial aid application process. Please contact us if you have any questions or need assistance with the FAFSA.

Aimee Murch, Director of Financial Aid
Phone: 961-1849
Email: murcha@villa.edu

Sister Mary Diane Miller
Financial Aid Counselor
Phone: 961-2850
Email: dmiller@villa.edu

Becky Detlef
Financial Aid Counselor
Phone: 961-1828
Email: rdetlef@villa.edu
Student Life
Located in the Dining Hall, visit Student Affairs to obtain your Student Identification Card and your Parking Decal. Student life is an integral part of the total educational experience. A diversified portfolio of student interest groups, along with major campus-wide events, is available to students.

Become a part of Campus Life at Villa Maria College, wherever your interest lies, there is a group for you! The Student Union Board, the voice of the students as it pertains to student life at Villa, sponsors a variety of activities throughout the year.

D.J. Schier
Director of Student Life
Phone: 961-1878
Email: StudentLife@villa.edu

Campus Ministry
Campus Ministry at Villa Maria College is here to serve all students, all faculty, and all staff members of all religions. Programs and opportunities are offered for discovering the presence of God and all God stands for (life, love peace, reconciliation, justice) in the midst of our daily activities. If we can be of help, please let us know.

IV. ACADEMIC ADVISING
Assignment of Academic Advisors
Interior Design students are assigned an academic advisor. First time, first year students will be advised in the Student Success Center. All other students are advised by full time faculty in the Interior Design program.

Responsibility to Visit Advisor
Students are encouraged to seek help from their advisors. Advisors are responsible for posting their office hours. Students are responsible for contacting their advisors each semester for academic advising prior to registering for the following academic semester. Students may not substitute another course without the approval of their advisor. In the event of classes being closed students should discuss the substitution with their advisors.

In the event of a grievance that pertains to the program or the classroom students are encouraged to seek the advice of their advisor first. Upon the advice of the advisor students can seek assistance from the department chair. Problems are best resolved at the early stages.

V. REGISTRATION
Interior Design students are recommended to follow their prescribed program curriculum each semester. If students find it impossible to schedule a required course, the students’ advisor will advise on alternatives to minimize the effect on their ability to complete degree requirements.

Continuing Student Registration
Continuing students meet with their advisor prior to registration for the following semester. Early Registration for continuing students starts the previous semester. Dates will be posted. It is the students’ responsibility to be aware of these dates. They are listed in the VMC Student Calendar. Early registration provides continuing students with a way to obtain their class preferences and avoid closed classes. Upon successfully meeting with their advisor students can register for classes through the Student Portal.

Changes in Registration
All changes involving the addition of a class, change in sections, or dropping a class are handled
as Drop/Adds and may be processed by the student in person, using a Drop/Add slip. Drop/Add slips may be obtained in the Registrar’s Office in the Main Building on the Main Floor and require a faculty signature and/or a faculty advisor signature.

Withdrawing from a Course and Financial Responsibilities
A student may drop a course by filling out a Drop/Add slip obtained in the Records Office in the Main Building on the Main Floor and require a faculty signature and/or a faculty advisor signature. Students are responsible to check dates for varying levels of financial responsibilities. The earliest dates allow for dropping without financial penalty. As the semester progresses a financial penalty is assessed and increases until the final date when the student can withdraw from class without academic penalty only.

VI. STUDENT CODE OF CONDUCT
It is each student’s responsibility to know and comply with the Student Code of Conduct. The Villa Maria College Student Handbook and Planner contains the information and regulations which govern the behavior of students. All students admitted to the College are responsible for awareness of all regulations pertaining to student behavior.

VII. FACILITIES, EQUIPMENT, PROGRAM POLICIES

Published Building Hours
General building hours are posted in the stairwells by the doors. During peak times of the semester extended hours may be added. Notices will be posted accordingly.

The Library has extended hours, at times without a librarian present. These hours are posted. Bookstore hours are posted at the bookstore doors. Please note that individual offices such as Business, Registrar and Student Life will have specific hours posted as well.

Routine Maintenance of the Building
The Maintenance Department performs routine maintenance of the building. Cleaning personnel have been instructed not to disturb student work or materials on top of desks and drafting tables. Faculty shall exert reasonable control over their classes especially in regard to preventing students from damaging or defacing the building or its equipment.

Students should be aware that anything on the floors may be considered trash. Therefore, students should keep both raw materials and finished projects off the floors. Students must keep the studios free of trash, raw material and general projects to the point that room circulation is possible. Individual maintenance problems within the facilities should be reported to faculty.

When students are working on the weekends or in the evening, do not overfill the classroom trash receptacles. Use larger trash receptacles located in the stairwells, and refrain from leaving food and drink trash in any classrooms. On weekends, food and drink trash should be removed from the building by the students.

Recycling is available through the building. Please make note of the various distinctions between paper and other disposables.

Studio Desks
Students are not allowed to deface, personalize, damage or abuse college equipment or facilities, especially desks. Students can be fined for the cost of repairs to restore college equipment or facilities to its issued condition. If damage cannot be attributed to an individual student the studio class as a whole will share the cost of the fine. Do not use cutting knives on the drawing tables, resource room tables and resource room counters. Always use the proper equipment such as cutting mats. Also, please protect the resource room tables from marker bleeds.
End of Semester
At the end of each semester, all classrooms are given a thorough cleaning. Floors are waxed once or twice a year, generally between semesters and carpets may be shampooed. At the end of each semester, it is the responsibility of faculty to notify students through the student portal/e-mail that projects have been graded and released and the responsibility of the students to remove all work they want saved. In the event that a student is not aware of a specific release date, a general end of semester date is posted and publicized via e-mail. The cleanout is very important and can be extensive.

Note: This cleaning is extremely important.

General Building Safety Rules
Safety, regulations and logistics mean that certain uses and activities are prohibited in all buildings.

- Villa Maria College is a smoke-free building complex. Smoking is not permitted at any time in classrooms, elevators, studios, drafting rooms, library, shop, general offices, special laboratories or any other facilities of the college.
- No pets of any type are permitted in the College Buildings at any time. Seeing-eye dogs for legally blind students, staff or faculty are allowed.
- No bicycles, skateboards, in-line or other skates, or motorized vehicles of any sort are permitted inside the buildings. No athletic games such as football, hockey or hacky-sack may be played inside the building.
- No power equipment of any type is to be used outside of the college shop space. Use of power equipment is not allowed in studios or halls.
- Spray paint, fixatives and other aerosol products must be sprayed in spray booths. Spray painting with compressed air and gasses must also be done in spray booths. Special-use facilities (such as studios, laboratories and shops) with specialized equipment are for instructional purposes only. Students may use these areas outside of regularly scheduled class hours only with permission and/or under supervision. Students are not permitted to use these facilities during semester breaks or vacation periods.
- At all fire alarms, everyone must evacuate the entire building

Interior Design Resource Room
The Interior Design Faculty have established regulations governing the use of the Interior Design Resource Room located in Room 203.

The effectiveness of the IDRR as a resource facility is contingent to a large degree on the cooperation and conduct of its patrons. This facility is available for the exclusive use of Villa Maria College Interior Design Students and by permission to other faculty and students.

- All unused samples must be returned to their appropriate storage location.
- Cutting boards must always be used. Tables and counter tops must always be protected.
- Spray paints and spray adhesives must never be used in the resource room. Students must use the spray booth in Room 17 or the Art Shop.
- Keep your work area clean and clean up after yourself when you are done. Do not leave paper scraps on the floor or around the paper cutter.
- Students have privileges to use vellum as required for final presentation drawings and specific classroom assignments. Anyone found abusing this policy may be held financially responsible.
- When the program has a work study student monitoring the IDRR that individual has priority for the computers. Afterwards it is on a first come basis.
- Students requiring use of the scanner have priority to use the computer, and my respectfully request the computer if it is in use by another student.
- Anyone eating or drinking in the IDRR must dispose of wrappers and leftovers in the large trash receptacles in the hallways.
- Be respectful to others using the facility. The large main counter area in front of the window is available to all and not a personal storage area. When you are finished, ensure that this space is cleared for the next students coming in.
Anyone found abusing, defacing, damaging the equipment, supplies and/or facilities of the IDRR will lose user privileges and may be fined.

**Interior Design Computer Labs**

The Interior Design Faculty have established regulations governing the use of the Interior Design Computer Labs located in Room 206 and Room 208.

Users of the labs must observe general VMC conduct codes and policies concerning disruptive behavior, misrepresentation, theft, forcible entry, alcohol, drugs and smoking as published in the general student handbook. In addition, the following policies are set forth in order to help ensure that the Interior Design Computer Labs support a constructive and respectful learning environment:

- Computer labs that are reserved for a specified class may only be used by students enrolled in the class. It is at the discretion of the instructor to allow non-registered students to work at available computers during their class time. Students must abide by the rules set out by that instructor which may include specific guidelines on non-disruptive behavior and emphasize respect for all fellow students. Check Course Outlines for specific guidelines.
- All Interior Design students upon registration automatically are assigned an e-mail and computer account. It is recommended that the Villa server not be the sole storage source. Villa Maria College is not responsible for loss of data.
- Your VMC computer account provides access to workstations, software, and printers in the labs and its supported classrooms.
- Users with their own computing resources must bring their equipment to Computer Services for network set up. At that time, you may access the college network resources, such as servers and wireless, using this account.
- Reporting problems – if the system is down or there is a printer problem it should be reported immediately to Interior Design Faculty or Computer Services. There may be occasions, such as weekends, when Computer Services are not staffed and then the problem should be reported on the Help Desk on villa.edu, however, assistance may take 24 – 48 hours. Do not attempt to do any repairs on your own.
- Ink cartridges for the classroom printers are replaced by IND faculty only. Paper for the classroom printers should be available in the adjacent storage areas. Inform an IND faculty person if we are running low on paper.
- No drinks in open containers or food is allowed in proximity to computers in the Interior Design Computer Lab. This is to protect the computers and your work.
- Keep work areas neat. Students are responsible for cleaning up their areas and taking their belongings with them when they are finished. All belongings left unattended will be turned in to the college lost and found or the Interior Design Faculty Offices. Discarded paper will be thrown away.
- College resources are not to be used for playing computer games and/or personal interests.
- Unauthorized copying and reproduction of copyrighted software products is a violation of federal and state laws, and is prohibited.
- Intentional destruction and/or alteration of any data or program files is a violation of federal and state laws, and is prohibited.
- Do not adjust any lighting, environmental or electrical controls yourself. Contact faculty, maintenance or security with any problems.
- A computer that has been left unattended for more than 10 minutes may be considered unused and therefore become available to the next user.
- Questions regarding specific operations of the software should be directed to the course instructor.
- Do not substitute special printing paper for that provided by the college/program unless approved by Interior Design faculty or Computer Services. Plotters and laser printers are delicate mechanical devices that can be easily and severely damaged if they are used with the wrong type of paper.
Art Shop
The Art Department’s Wood and Metal Working Shop, The Art Shop, is for the exclusive use of students and faculty of the Art Department for work on class related projects. A shop supervisor, faculty member and/or shop work study student, by department regulations, must be in attendance when the shop and its equipment are available to students. Operating hours will be posted in the shop. It is the responsibility of the faculty teaching freshman design studios to see that their students take the prescribed shop orientation/certification. This is arranged with the shop supervisor. There are varying levels of training to cover basic shop safety and use policies as well as directions for operating the most commonly used machines (band saws, table saws, planers, drill presses, and hand tools).

Students must abide by all shop rules, including dress code. Failure to abide by these practices will result in the loss of shop privileges. Rules are posted in the Art Shop.

Program Supplies
The program provides a number of supplies that are available to all IND students that include prismacolor pencils and markers and watercolor materials. These must be shared by all and cannot be taken home unless prior arrangements have been made with a faculty person. Theft of program materials will be reported to campus authorities and college policies will be applied.

VIII. STUDENT ORGANIZATIONS

The IN Club
Student Chapter of the American Society of Interior Designers – ASID
Campus Center for the International Interior Design Association - IIDA
The ASID and the IIDA offers interior design students the opportunity to project artistic and ethical concepts of the profession on an apprentice level, to promote high standards in public relations and design integrity, and to train for eventual professional practice. A professional organization for students in the interior design program, an annual membership fee allows students to be included in the professional world of interior design, with access to special events and scholarship competitions, extra information on specific areas of design, and publications.

The club also provides members professional development opportunities including participation in the competition for Junior League of Buffalo Decorator’s Show house and other community based opportunities/events.

Student Union Board
The Student Union Board, the voice of the students as it pertains to student life at Villa, sponsors a variety of activities throughout the year.

Criteria: The SUB is open to all students

PHI THETA KAPPA
This is the national honor society for two-year colleges and provides students a chance to develop leadership and service skills.
Criteria: Eligibility is determined by a CPA of 3.5 or higher, completion of a minimum of 12 credit hours of course work leading to an Associate degree, and demonstration of leadership and service qualities.

DELTA EPSILON SIGMA
As a member of the National Catholic Scholastic Honors society DES provides students in the four-year programs the opportunity for membership in a honors society. Their mottos is Wisdom, Leadership and Service.
SKALD
SKALD is an award winning student art and literary publication produced annually. Student submissions are solicited in the Spring semester.

Contact:
Robert Grizanti, Assistant Professor Graphic Design
Phone: 961—1881
bgrizanti@villa.edu
See the Student Handbook for a listing of additional clubs and organizations.

Appendix A
Professional Standards 2018
Council for Interior Design Accreditation Professional Standards

Section I. Program Identity and Context
Standard 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.

Intent: This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public.

Program Expectations
a) The program mission statement clearly identifies the intent and purpose of the interior design program. b) The program mission and educational philosophy appropriately reflect the program’s context and the requirements for entry-level interior design practice and advanced study.

Standard 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.

Intent: This standard ensures that accredited interior design programs have adequate support from their institution and administration. All personnel associated with the program are qualified by appropriate education and experience.

Program Expectations
a) The number of faculty members and other instructional personnel is sufficient to implement program objectives. A majority of faculty members and other instructional personnel with interior design studio supervision have:
b) earned a degree in interior design.
c) passed the complete National Council for Interior Design Qualification exam.
d) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility. The individual with primary responsibility for program coordination:
e) is full-time and qualified by education and experience to administer an interior design program.
f) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel. g) ensures that the program engages in on-going planning and assessment.

**Standard 3. Learning Environment and Resources**
The interior design program has adequate facilities and resources to achieve program goals.

*Intent:* This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.

*Program Expectations*
a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings.
b) Instructional facilities and workspaces support program objectives and course goals. 1
c) The program provides a constructive and respectful learning environment that encourages professionalism and engagement across faculty, staff, and students.
d) Equipment and technological support is available and appropriate to support program objectives and course goals. 2
e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciplines as well as product information and samples.

**Section II. Knowledge Acquisition and Application**

**Standard 4. Global Context**
Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

*Intent:* This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

*Student Learning Expectations*
a) Students are aware that building technology, materials, and construction vary according to geographic location.
Student work demonstrates understanding of:
b) how social, economic, and cultural contexts inform interior design.
c) how environmental responsibility informs the practice of interior design.

*Program Expectations*
The interior design program provides:
d) exposure to the current and relevant events that are shaping contemporary society and the world.
e) exposure to a variety of cultural norms.
f) opportunities for developing multi-cultural awareness.

**Standard 5. Collaboration**
Interior designers collaborate and also participate in interdisciplinary teams.

*Intent:* This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

*Student Learning Expectations*
Students have awareness of:
a) the nature and value of integrated design practices.
b) the terminology and language necessary to communicate effectively with members of allied disciplines.
c) technologically-based collaboration methods specific to the built environment disciplines. Students **understand**:  
d) Students understand the dynamics of team collaboration and the distribution and structure of team responsibilities.  
e) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.  

Interior designers understand the principles and processes that define the profession and the value of interior design to society.  
*Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.*  

**Student Learning Expectations**  
Students have **awareness** of the:  
- a) contexts for interior design practice.  
- b) impact of a global market on design practices.  
- c) breadth and depth of interior design’s impact and value.  
- d) components of business practice.  
Students **understand**:  
- e) types of professional business formations.  
- f) elements of project management.  
- g) instruments of service such as contract documents, transmittals, schedules, budgets, and specifications.  
- h) professional ethics and conduct.  

**Program Expectations**  
The interior design program provides exposure to:  
- i) career opportunities an interior design education can afford and the options for advanced study.  
- j) role models who are qualified by education and experience in interior design.  
The interior design program provides exposure to the role and value of:  
- k) legal recognition for the profession.  
- l) professional organizations.  
- m) life-long learning.  
- n) public service.  

**Standard 7. Human-Centered Design**  
Interior designers apply knowledge of human experience and behavior to designing the built environment.  
*Intent: This standard ensures that graduates understand theories of human-centered design, and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*  

**Student Learning Expectations**  
Student work demonstrates understanding of:  
- a) theories related to the impact of the built environment on human experience, behavior, and performance.  
- b) the relationship between the natural and built environment as it relates to the human experience, wellbeing, behavior, and performance. Student work demonstrates the ability to:  
- c) gather and apply human-centered evidence  
- d) analyze and synthesize human perception and behavior patterns to inform design solutions.  
- e) apply human factors, ergonomics, and universal design principles to design solutions.  
- f) apply wayfinding techniques to design solutions.
Standard 8. Design Process
Interior designers employ all aspects of the design process to creatively solve a design problem. Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.
Student Learning Expectations
a) Student work demonstrates the ability to apply space planning techniques throughout the design process.
b) Student work demonstrates the ability to apply knowledge and skills learned to:
c) identify and define issues relevant to the design problem.
d) execute the design process: pre-design, schematic design, and design development.
e) synthesize information to generate evidenced-based design solutions.
f) explore and iterate multiple ideas.
g) design original and creative solutions.
h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
Program Expectations
The interior design program includes:
i) exposure to a range of problem identification and problem solving methods.
j) opportunities for innovation and risk taking.
k) exposure to methods of idea generation and design thinking.

Standard 9. Communication
Interior designers are effective communicators. Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.
Student Learning Expectations
Students are able to effectively:
a) distill and visually communicate data and research.
b) express ideas and their rationale in oral communication.
c) express ideas and their rationale in written communication.
d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.
e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
Program Expectations
The interior design program provides opportunities for:
f) exposure to evolving communication technologies.
g) students to develop active listening skills in the context of professional collaboration.

Standard 10. History
Interior designers apply knowledge of history of interiors, architecture, decorative arts, art, and related theories when solving design problems. Intent: This standard ensures graduates have the knowledge base of design history and related theories to inform design solutions.
Student Learning Expectations
a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment. Students understand significant movements, traditions, and related theories in:

b) interior design.

c) furniture, decorative arts, and material culture.

d) architecture.

e) art.

f) Students apply precedents to inform design solutions.

**Standard 11. Design Elements and Principles**

*Interior designers apply elements and principles of design.*

*Intent: This standard ensures graduates are able to apply theories and use design elements and principles in shaping space and form in support of design concepts and solutions.*

**Student Learning Expectations**

a) Students understand the elements and principles of design and related theories, including spatial definition and organization.

Student work demonstrates the ability to:

b) explore a range of two- and three-dimensional design solutions using a variety of media.

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:

c) two-dimensional design solutions.

d) three-dimensional design solutions.

**Standard 12. Light and Color**

*Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.*

*Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.*

**Student Learning Expectations**

a) Students are aware of the environmental impact of illumination strategies and decisions.

Students understand:

b) the principles of natural and artificial lighting design.

c) strategies for using and modulating natural light.

d) Students competently select and apply luminaires and light sources.

e) Students have awareness of a range of sources for information and research about color.

f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates understanding of:

g) color terminology.

h) color principles, theories, and systems.

i) color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately:

j) select and apply color to support design concepts.

k) select and apply color to multiple design functions.

l) use color solutions across different modes of design communication.

**Standard 13. Products and Materials**

*Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.*

*Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.*

**Student Learning Expectations**
a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing. Student work demonstrates **understanding** of:
b) how furnishings, objects, materials, and finishes work together to support the design intent.
c) typical fabrication, installation methods, and maintenance requirements.
d) appropriate design or specification of products and materials in relation to project criteria and human an environmental well being.
e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
f) Students are **able** to design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

**Standard 14. Environmental Systems and Comfort**

*Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.*

*Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.*

**Student Learning Expectations**

a) Students are **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing environmental.

Students **understand**:
b) the principles of acoustical design.
c) appropriate strategies for acoustical control.
d) the principles of thermal design.
e) how active and passive thermal systems and components impact interior design solutions.
f) the principles of indoor air quality.
g) how the selection and application of products and systems impact indoor air quality.

**Standard 15. Construction**

*Interior designers understand interior construction and its interrelationship with base building construction and systems.*

*Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.*

**Student Learning Expectations**

a) Students have **awareness** of the environmental impact of construction.

Student work demonstrates **understanding** that design solutions affect and are impacted by:
b) base-building structural systems and construction methods.
c) interior systems, construction, and installation methods.
d) detailing and specification of interior construction materials, products, and finishes.
e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing and sprinklers).
f) monitoring systems pertaining to energy, security, and building controls systems.
g) vertical and horizontal systems of transport and circulation such as stairs, elevators or escalators.
h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are **able** to:
i) read and interpret base-building construction documents.
j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
Standard 16. Regulations and Guidelines
Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations
a) Students have awareness of the origins and intent of laws, codes, and standards.

Student work demonstrates understanding of:

b) standards and guidelines related to sustainability and wellness.

c) sector-specific regulations and guidelines related to construction, products, and materials.

Student work demonstrates the ability to apply:

d) federal, state/provincial, and local codes including fire and life safety.

e) barrier-free and accessibility regulations and guidelines.