



# STUDENT HANDBOOK

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



## INTERIOR DESIGN UNDERGRADUATE STUDENT HANDBOOK

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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 are accessible 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 that are accessible from the Registrar page.

## **The Villa Maria College Mission**

*Villa Maria College is a Catholic, Franciscan college, founded by the Felician Sisters, that uses innovative strategies to educate and empower a diverse student body to positively impact their communities*

## **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.

## **Interior Design Department Structure**

The Interior Design Department is comprised of 5 programs

**Interior Design BFA**

**Interior Design AAS**

**Interior Design Minor**

**Historic Preservation Certificate Program**

**Furniture Design Certificate Program**

The Interior Design Department Chairperson is Professor Sandra Reicis

## Interior Design Program Administration/Faculty

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

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

Ginny Niedzwiecki, M. Architecture, CID NCIDQ  
Assistant Professor  
Main C, 961-2853, gniedzwiecki@villa.edu

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

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

Doris Collins, B.A. and Restoration Consultant Shea's Performing Arts Center  
Kathleen Geiger, BFA  
Sister Ann Therese Kelly, M.A.  
Teal Postula, M.A., NCIDQ  
Renee Pratt, M.A.  
Ryan Renshaw, M. Arch NCIDQ  
Jillian Schultz, MA

## 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 November 15, 2024 for the fall semester and April 11, 2025 for the spring semester

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 online and will be subject to the current program planner

Students who seek a leave of absence should complete the online form for the Registrar's Office.

### **Identification**

All students should obtain and carry their permanent Villa Maria College photo identification cards. The card permits students to participate in College and student-sponsored activities, use printing services and to withdraw materials from the College Library. It may be necessary to present your ID card to the Business Office when transacting financial affairs. Your card is also proof of student status and may provide discounts at various venues.

### **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
- Achieve a minimum grade of C+ for successful completion of interior design courses (IND)

### **Course Fees**

Select courses are assigned a course fee. Course fees may cover mandatory travel expenses for out of town field trips, materials for large scale fabrication and mandatory competition entry.

## **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. Desk critiques and the receipt of graded projects/papers/homework etc. will qualify as a form of review.

## **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
- Artificial Intelligence - In general, all student work will be their own. When collaborative work is assigned, the assignment must list all team members who participated. Specifically forbidden is the use of ChatGPT or any other generative artificial intelligence (AI) tools at any stage of the work process, including preliminary work. Violations of this policy will be considered academic misconduct. Please note that different classes at Villa and in Interior Design could implement different AI policies, and could provide outlets for the use of AI. it is the student's responsibility to understand and to conform to expectations for each course

## **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 leave it in the Interior Design offices.

## **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 may be available through the study abroad program. 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.

- 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 activities.

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

## **Final Critique**

All studio classes culminate with a final critique. All students in the program are required to attend critique. The fall semester critique will be held December 10<sup>th</sup>. The spring semester critique will be May 12. Thesis presentation date will be announced in the January 2025.

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.

Additional critiques will be held by individual course and mid-semester projects. All students registered in the class are expected to attend and participate. Academic penalties will be applied for non-compliance.

## **Presentation Attire**

While you are a student in college you are a visible representative of both Villa and the interior design program. When you graduate you will represent your employer and their business brand. Often times in the interior design profession emphasis is placed on appearance. It is important to understand that the image you set forth can either invite or discourage prospective clients/employers.

During formal presentations students should wear appropriate business attire. While appropriate attire may seem vague and general, certain clothing is not acceptable. Unacceptable clothing would include most graphic t-shirts, most shorts, most jeans, dirty sneakers, immodest clothing, athletic wear etc. Although your personal style and comfort is important so too is the ability to strike an appropriate balance between professional attire and personality. Starting with freshman year students should start considering and planning for professional attire.



### **Three Credit Study Abroad**

Plans are now underway for an educational tour of Paris and Vienna for May-June 2026. Highlights will include the Louvre, Versailles, the Eiffel Tower, Prater Amusement Park and the Klimt Museum among other activities. See Sandra Reicis, Professor Interior Design for additional details.

### **Semester Long Study Abroad**

Villa Maria College is an affiliate school with the Santa Reparata International School of Art (SRISAA) in Florence, Italy. For seamless integration with the studio sequencing at Villa, students should consider study abroad for the spring Semester of their Junior Year. Students live in apartments typically within a 15-minute walk to one of SRISA's four campus locations, with students from all over the world. SRISA curates day and weekend trips led by art and design instructors. The program ensures Villa students can stay on track with their degree program, while having the adventure of a lifetime in another culture. Students will fulfill several core elective requirements while studying in Italy. Your Interior Design advisor can help you make the appropriate course selections. Financial aid is available. 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.

### **Certificate Program in Furniture Design.**

Students can complete a 18-credit core of course work emphasizing: three dimensional design, design history, fabrication techniques and materiality. All credits are fully applicable towards the B.F.A. program in Interior Design

### **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 the IND exhibition is an opening night reception and IN club fund raiser. The event is both elegant and professional and organized by the student IN Club and department faculty. Attendees include professionals and academics in the field, family, friends and the greater Villa Maria College Community. The evening includes an awards ceremony.

### **Interior Design Student Honors:**

#### **Hyatt's Distinguished Student of the Year and Best of Show Awards**

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 the Hyatt's Distinguished Student of the Year Awards. A freshmen exhibit in the Matrix Room adjacent to the gallery is assessed for Hyatt's Best of Show.

#### **California Closets Scholarship Award**

California Closets has established a project based, scholarship award for students in the Interior Design program. The total annual amount of the award is \$2,500. Eligible students are enrolled in IND 210 Residential Design Studio. An independent panel of judges will select the award recipients. This is an annual award.

#### **Interior Design Association of WNY Student Membership Award**

Students in the final year of their respective program are eligible to apply for the IDA of WNY award. Recipients will receive a one-year membership to the organization with all benefits that apply.

#### **Outstanding Student of the Year Award**

Each year the Interior Design faculty nominate and select a student for the Outstanding Student of the Year which is awarded at Honors Convocation.

### **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 Security at the reception desk in the Main building on the Main floor. The Business Office also operates a lost and found service.

## **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.

Alissa Kowalski.  
Director of Student Success Phone: 961-1832

Kasha LeBron  
Director of the Care Center Phone: 961-1821

**Athletics**

VMC is a member of the United States Collegiate Athletic Association (USCAA). The Interior Design program supports its student athletes. These students must work with their advisor and instructors to reach their full potential as athletes and interior design students. The Athletic program is located in the Athletic Center.

Desmond Randall Director of Athletics  
Phone: 961-1880  
Email: Drandall@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. Campus Technology provides assistance with e-mail and computer accounts. System and equipment problems should all be reported to Campus Technology using the help desk ticket system. Students bringing their own equipment onto campus will need to schedule a visit to obtain network connection and wireless access.

Bryan Glazier, IT Support Computer Services  
Phone: 961-1818  
Email: bglazier@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 Financial Aid if you have any questions or need assistance with the FAFSA.

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

**Student Life**

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!

D.J. Schier  
Dean of Students  
Phone: 961-1878  
Email: [StudentLife@villa.edu](mailto: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.

### **Changes in Registration**

All changes involving the addition of a class, change in sections, or dropping a class can be handled by your advisor prior to the drop/add deadline through CAMS. After the deadline it becomes a course withdrawal and student should speak with their advisor and then work with the Registrar's office. 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. The handbook is available online.

## VII. FACILITIES, EQUIPMENT, PROGRAM POLICIES

### Published Building Hours

General building hours are posted online. During peak times of the semester extended hours may be added..

The library has extended hours, at times without a librarian present. These hours are posted. 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. Students should always consider this when leaving work and materials on their desks and in the Resource Room.

Faculty shall exert reasonable control over their classes, specifically 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.

When students are working on the weekends or in the evening, please do not overfill the classroom trash receptacles. Use larger trash receptacles located in the stairwells, and refrain from leaving food and drink in any classrooms. On weekends, food and drink trash must 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. **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. All furniture is removed from the classes, which means work and belongings left behind may be damaged or disposed. At the end of each semester, it becomes the responsibility of the student to remove all work they want saved.

### 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 are permitted in the College Buildings at any time with the exception of service animals.
- No bicycles, skateboards, in-line or other skates, or motorized vehicles of any sort are permitted inside the buildings
- Spray paint, fixatives and other aerosol products must be sprayed in spray booths or outdoors. Spray painting with compressed air and gasses must also be done in spray booths or outdoors.
- 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 hours only with permission and/or under supervision
- At all fire alarms, everyone must evacuate the entire building

### **Interior Design Resource Room**

The Interior Design Faculty and the Resource Room Director 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.

- 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 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.
- Use of the computers in the resource room 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 .
- 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 computer 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 and software set up.
- Reporting problems –report issues to Interior Design Faculty and Computer Services. There may be occasions, such as weekends, when Computer Services is not staffed and then the problem should be reported on the Help Desk on villa.edu. Do not attempt to do any repairs on your own.
- No drinks in open containers or food is allowed in proximity to computers in the Interior Design Computer Labs. 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.

### **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 safety class. This is arranged with Professor Jesse Walp. 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**

In addition to the art supplies provided by the college, the program provides a number of supplies that are available to all IND students that include prisma-color pencils and markers and vellum paper. 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.

### **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 GPA 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 motto is Wisdom, Leadership and Service. New student members are eligible for DES Scholarship award.

### **SKALD**

SKALD is an award-winning student art and literary publication produced annually. Student submissions are solicited in the Spring semester.

Contact:

Jullie Zack, Associate Professor Graphic Design

Phone: 961—1830

jzack@villa.edu

See the Student Handbook for a listing of additional clubs and organizations.

## **IX. THE VILLA CULTURE**

Villa Maria College will be a leader in creating a more equitable and prosperous Buffalo. Our community is diverse and inclusive. It's a place where individuality thrives, everyone has the freedom to be themselves, and students are defined by their potential— not their financial status. At Villa, we teach the skills that are necessary to do well in the classroom, pass on the College's long-held values and ideals of doing good in the world, and lend all the support we can to turn aspirations into realities, potential into promise.

The Interior Design Program promotes a classroom environment that supports the learning of all students. You will be expected to use language that values all members of the Villa community and is appropriate to the learning situation. When group work is assigned you should support the members of your group by doing a good job on the task assigned to you. During class be respectful of others by not speaking to and distracting your peers, instructors or guests. Critique and review are a part of the design world and as such we expect everyone to respect all viewpoints, even those with which you do not agree. Body language should reflect consideration of others' perspectives. Students should not display behaviors such as eye rolling, sighing, putting their heads down on the desk, groaning, making negative comments and so on, in response to others' views. When discussing student work comments should be helpful when focused on improvement and the atmosphere should always be collegial.



## Appendix A

### Professional Standards 2014

#### 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

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.
- c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice and advanced study.
- d) The curriculum follows a logical sequence, is structured to achieve the program mission and goals, and prepares graduates for entry-level practice and advanced study.
- e) The program has documented procedures to monitor the placement of graduates, and uses the data for program assessment, strategic planning, and program improvement.
- f) The program uses structured methods to gather internal and external feedback and information from a variety of stakeholders in assessing its mission, goals, content, and effectiveness.<sup>1</sup>
- g) Clear and reliable information is available to the public about the program's mission, curriculum, and faculty, and other distinguishing attributes such as educational philosophy and goals.

###### 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 as appropriate within the institutional context.
    - 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 demonstrates efforts to support a constructive and respectful learning environment that fosters 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 understand that human and environmental conditions vary according to geographic location and impact design and construction decisions. 1
- b) Student work demonstrates understanding of how physical contexts inform interior design. 2
- c) Student work demonstrates the ability to design environments that respond to diverse social, economic, and cultural contexts.3

**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 that:

- a) multiple disciplines and stakeholders are involved in creating an interior environment.1
- b) collaborating with populations and communities impacted by a design is important to understand needs and build trust.2

Students **understand**:

- d) Students understand the dynamics of team collaboration and the distribution and structure of team responsibilities.
- e) the dynamics of team collaboration and the distribution and structure of team responsibilities. 5
- f) Student work demonstrates the ability to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.

## **Standard 6. Business Practices and Professionalism**

**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 regional and global market on design practices.
- c) breadth and depth of interior design's impact and value.
- d) role and purpose of instruments of service

Students **understand**:

- e) types of professional business formations.
- f) Components and responsibilities of business practice
- g) elements of project management.
- 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) diverse professional role models. 9
- k) opportunities for gaining professional experience. 10 The interior design program provides exposure to the role and value of:
  - l) legal recognition for the profession.
  - m) diversity, equity, and inclusion in workplace practices.11
  - n) professional organizations.
  - o) life-long learning.
  - p) 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.1
- Student work demonstrates the ability to apply knowledge and skills learned to:
  - b) solve progressively complex design problems.
  - c) consider the interdependence of contextual elements related to a design solution and the holistic potential impact on the user(s).2
  - d) synthesize information to generate evidenced-based design solutions.
  - e) use precedents to inform design concepts or solutions.3
  - f) explore and iterate multiple ideas.
  - g) design creative and effective solutions. 4
  - h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
  - i) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions. 5

### **Program Expectations**

The interior design program includes:

- j) exposure to a range of problem identification, idea generation, and problem-solving methods. 6
- k) opportunities for innovation and risk taking. 7

## **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) Interpret and 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.2
- 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.3
- 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**

Students demonstrate awareness of the basic context and framework of history as it relates to:

- a) art.
- b) decorative arts and material culture.1 Students understand the basic context and framework of history as it relates to:
  - c) interior design.
  - d) furniture.
  - e) architectural styles and movements.

f) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

**Program Expectations:**

g) The program provides opportunities for exposure to diverse historical perspectives.<sup>2</sup>

**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.
- b) Student work demonstrates the ability to explore design solutions through the use of a variety of media.<sup>2</sup> Students effectively **apply** the elements and principles of design and related theories throughout the interior design curriculum to:
- c) two-dimensional design solutions. d
- 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 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 appropriately select and **apply** luminaires and light sources.
- e) Students **understand** how light and color in the interior environment impact health, safety, and wellbeing. Student work demonstrates an **understanding** of
- f) color principles, theories, systems and terminology.
- g) color in relation to materials, textures, light, and form. Student work demonstrates the **ability** to appropriately:
- h) select and apply color to support design purposes.
- i) 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**

Student work demonstrates **understanding** of:

- a) how furnishings, objects, materials, and finishes work together to support the design intent.
- b) typical fabrication, installation methods, and maintenance requirements for products and materials.
- c) appropriate and responsible product and material choices
- d) appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- 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, plumbing systems and waste management 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** principles and strategies of:

b) acoustical design and acoustical control.

c) thermal design and systems

d) plumbing

e) waste management.

f) 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) building controls systems including energy and security,

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.

d) detection such as active devices that alert occupants including smoke/heat and alarm systems.

e) compartmentalization such as fire separation and smoke containment.

f) suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Student work **demonstrates** the ability to apply federal, state/provincial, and local codes<sup>4</sup> including:

g) occupancy group and load calculations.

h) movement, travel distance, and means of egress.

i) barrier-free and accessibility regulations and guidelines.