

Interior Design Program Handbook

revised January 2020

This handbook outlines the policies and procedures for the Interior Design (ID) Program in the Department of Interior Design and Fashion Studies (IDFS) in the College of Health and Human Sciences, at Kansas State University.

The information contained in this document is to be considered a part of all syllabi for interior design courses.

This handbook is a working document and is subject to revisions. Students should always consult the most current version of the handbook for important information relevant to their participation in the Interior Design Program.

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DESCRIPTIONS

Interior Design: Our Educational Philosophy

The ID Faculty approaches design education as a team of engaged scholars whose charge is to facilitate student success both in and out of the classroom. We believe interior design advances human wellbeing and engages broad intellectual questions. The human ecology framework, which focuses on understanding people in their environments, shapes our shared concern for sustainability, as well as other issues related to improving the human condition. We hope our interior design students will become the stewards of professionalism and ethical responsibility for social issues that are critical in design practice. If our students are to be a part of change in the future, they need to understand why contemporary problems are of critical importance and how individuals can make a difference. We value each faculty member's contributions to the interior design curricula and the roles they play in creating excellent educational experiences.

Expected Attitudes of a Professional

As a faculty team, we appreciate the framework developed by David Maister (1997) that outlines the attitudes and conduct of professionals. We encourage all students and faculty members to adopt and apply these principles in their work and interactions with others.

David H. Maister's Attitudes of a Professional:

- Taking pride in your work (and being committed to its quality)
- Taking responsibility and showing initiative
- Being eager to learn
- Listening to and anticipating the needs of others
- Being a team player
- Being trustworthy, honest, and loyal
- Welcoming constructive criticism

Source: Maister, D.H. (1997). *True professionalism: The courage to care about your people, your clients, and your career*. New York: Free Press, pp.15-16.

Time Commitment

Design studio courses require a commitment of adequate time to address assigned problems using research, creativity, and problem-solving skills. Studio courses typically require developing multiple alternative solutions to given problems using modeling, drawing, graphics, and writing to document the

process and product. Studios assignments will require additional time outside of the regularly scheduled class period in order to sufficiently fulfill the stated problem requirements. Students enrolled in 3-credit hour studios should be prepared to spend 6 hours in class each week, in addition to 12-18 hours outside of class each week. Students enrolled in 4-credit hour studios should be prepared to spend 8 or 9 hours in class each week and an additional 18-27 hours outside of class each week. Faculty members expect to see notable progress on student work between studio sessions.



Professionalism and Academic Integrity

The study of interior design and professional design practice relies upon active, cooperative design investigation informed by conceptual and factual study, professional ethics, and a commitment to human improvement. Consequently, design investigation in studio and other courses must comply with academic and professional standards for intellectual integrity.

INTERIOR DESIGN PROGRAM POLICIES

Student Academic Creations

Student academic creations are subject to Kansas State University and Kansas Board of Regents (KBOR) Intellectual Property Policies.

The KBOR policy states: "The ownership of student works submitted in fulfillment of academic requirements shall be the creator(s). The student, by enrolling in the institution, gives the institution a non-exclusive royalty-free license to mark on, modify, retain the work as may be required by the process of instruction, or otherwise handle the work as set out in the institution's Intellectual Property Policy or in the course syllabus. The institution shall not have the right to use work in any other manner without the written consent of the creator(s)."

"Otherwise handle," as referenced in the KBOR Intellectual Property Policy, includes display of student work in various media and use for accreditation purposes.

For more information see the K-State Intellectual Property Policy: www.ksu.edu/academicservices/intprop/policies.htm



Retention and Display of Student Work

The Department of Interior Design and Fashion Studies (IDFS) reserves the right to retain any student work completed in departmental classes. Individual instructors will determine which projects, if any, will be retained by the department. The instructor shall provide the student a digital image(s) or other form of reproduction of her or his project.

Projects will be displayed in the hallways and classrooms of Justin Hall at various times during the semester. If you have concerns or questions regarding this practice or do not want your projects displayed, please notify IDFS in writing using the Item Display Waiver form provided by your instructor.

Please be advised that, even though reasonable precautions will be taken, neither Kansas State University, the College of Health and Human Sciences, IDFS nor the faculty or staff are responsible for the displayed items. There is no insurance coverage for theft and/or vandalism of displayed items.

Standard Format for ID Project Labeling

Students are expected to label each piece of submitted work with the following information; the author(s) / creator(s) of the work, the faculty member(s) who assigned the project; the number of items in the project submission, and the semester and year the work was completed. This information is to be located on the back side of the submission in the lower right-hand corner. This standard labeling format allows for all work to be quickly identified when items need to be archived, retrieved, and/ or returned. Instructors will provide a digital version of the label for student use.

Use of Electronic Devices

In the structured classroom/ studio environment, students are expected to use electronic devices in a manner that supplements the academic experience, not detracts from it. Faculty will advise students of individual classroom policies about the use of electronic devices. When in doubt, students should confirm permission to use electronic devices with the instructor.

Academic Honesty & the Honor Code

Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses oncampus, off-campus, and via distance learning.

The Department of Interior Design and Fashion Studies (IDFS) faculty are committed to the role of honor and integrity as an aspect of professionalism. We expect professional behavior, including academic honesty, among our students. If a student is in doubt regarding what is required of him/her, he/she should ask the faculty member responsible for the course.

A component vital to the Honor & Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students.

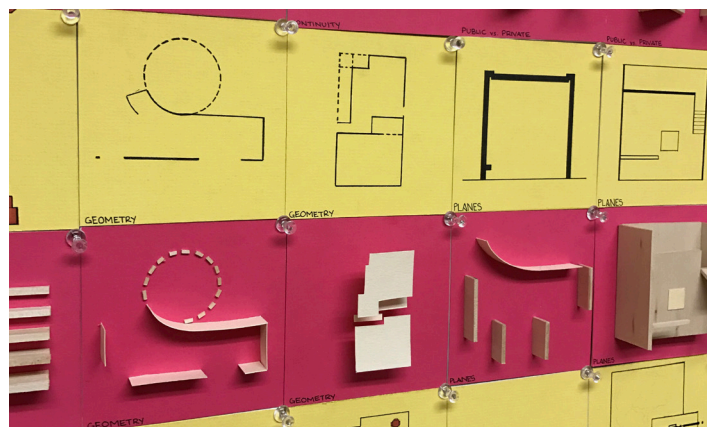
The Honor Pledge is implied, whether or not it is stated:

“On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.”

The default in IDFS classes is that ALL work will be accomplished individually, UNLESS faculty permission is given in advance of an assignment or testing activity.

The ID Program faculty understands the Honor Code to require acknowledgement for the use of ideas, graphic images (including photography and copyright-free online images), and quoted text in all work completed for ID program studios and courses. Appropriate citations and acknowledgement should accompany any work that is not the sole product of a student's own effort.

The Honor & Integrity System web page contains additional information on the university policy: <http://www.kstate.edu/honor/>



Academic Advising in Interior Design

The ID Program assists students entering the ID program in selecting first semester courses through the K-State summer orientation and enrollment process. In the fall semester of the first year, students prepare a customized four-year plan that reflects each student's semester-by-semester approach for academic course enrollment and other structured professional development experiences (such as study abroad, study tours, practicums and internships). After the first semester, interior design students are advised primarily in a group setting. Group advising provide timely, consistent, and efficient information.

Interior design students are required to attend a group-advising meeting each semester with the other students in the same year of the ID curriculum. The group advising session addresses the course sequence for most students, as well as elective credit requirements. Attendance at the group advising session is a requirement for registering for classes. A student who does not attend the group advising session may not be able to register for classes on schedule.

After group advising sessions are conducted, students with questions that could not be answered during group advising, or students with a desire to speak privately with the Student Services Coordinator, need to contact the coordinator for an advising appointment prior to semester registration. Students may use email correspondence to address advising questions or make appointments for individual meetings.

Faculty Mentors

Each student is assigned a faculty mentor who is available for answering questions about scholarships, study abroad opportunities, graduate study, internships, and part-time and/or summer jobs.

If students communicate regularly with their faculty mentor, the mentor can get to know each student so that they can assist a student for letters of reference and guidance in exploring employment and graduate education options. Mentoring often continues after students leave the university with their degree; alumni frequently seek career and/or professional advice.

Students are welcome to meet with the Student Services Coordinator or their mentor to discuss concerns about their choice of major, failure to do as well as they would like in specific courses, and time management or life balance issues.

Weapons and Safety Policy

Kansas State University prohibits the possession and use of firearms, explosives, and other weapons on any University campus, with certain limited exceptions, which include use of weapons as part of approved University Programs, use of weapons by law enforcement personnel, and the lawful concealed carrying of handguns, as provided in the weapons policy, which may be found at: <http://www.k-state.edu/police/weapons/index.html>

Concealed Carry

Under the Weapons Policy, individuals who carry a concealed handgun must have the handgun on or about their person at all times. Backpacks are appropriate for carrying a handgun as long as the backpack remains within the exclusive and uninterrupted control of the individual. A backpack or other bag used to carry a handgun must be within the immediate reach of the individual. Before bringing a concealed carry handgun into a University building, individuals who choose to carry a concealed handgun in a backpack, bag, etc., should consider whether or not they may be required to be separated from their handgun, such as being asked to go to the front of a classroom or to store bags in a particular area in a lab or exam room. Most courses in the ID curriculum may require students to place backpacks or other bags out of reach for safety or other reasons. Instructor(s) will notify students in advance of this requirement so a student who carries a concealed handgun in a backpack or a bag may take steps to conceal the handgun on his or her person before arriving, or otherwise plan accordingly.

Courses in the Interior Design Program regularly require students to participate in activities, such as engaging in group work, moving between studio and lab spaces, and presenting information to a group from the front of a room. Many times these activities are in response to a unique learning opportunity and cannot be fully anticipated or announced in advance. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students in the Interior Design Program should consider this Handbook policy “advance notice” that any interior design course (studio, lecture, lab, etc.) may create a circumstance where students may be out of immediate reach of their belonging. If you plan on carrying any type of concealed weapon, you should take this into consideration for each interior design class you attend, and plan accordingly.

Per University policy, the lockers assigned to students in interior design studios are not acceptable locations for storing firearms. Students are encouraged to take the online weapons policy education module (<http://www.k-state.edu/police/weapons/index.html>) to ensure they understand the requirements related to concealed carry. For the maintenance of safety for all who attend our classes, violations of the university weapons policy can and should be reported to authorities.

Campus Safety

Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency, make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information go to the University’s main page, www.k-state.edu, and click on the Emergency Information button.



Field Trips

The ID curriculum is supplemented with learning experiences that happen outside of the classroom, beyond the campus, and outside of the city of Manhattan. When field trips are part of a course experience, an alternative assignment will be available for those who cannot participate in the field trip. The ID Program occasionally organizes transportation for field trips. Students may not use personal vehicles to travel to field trips if organized transportation is provided.

Dress for field trips:

Dress for field trips will be determined by the activities and site visited. At construction sites, pants and closed-toe (flat) shoes are mandatory. Hardhats will be provided as required. Field trips to museums, offices, and historic sites typically require business casual dress. Clothing and shoes should be chosen to match weather conditions and appropriate for walking for extended periods of time (indoors and outside).

IDFS Student Symposium

The Interior Design and Fashion Studies Student Symposium (Symposium) is an event organized by interior Design and Fashion Studies student leaders for the entire department's student body. The Symposium is held annually in the spring and features a showcase of excellence, keynote speaker(s), panels of design professionals, and a networking luncheon. This event provides students the opportunity to interact with a variety of professionals working in all facets of the design profession. Students value the experience of learning firsthand the expectations that will accompany their transition from the academic setting to the professional office environment. The symposium is a critical professional development activity for students at all levels of study.

Interior Design students are expected to fully participate in Symposium events. Students are not required to attend supplemental activities that require purchased tickets (e.g., showcase of excellence, networking luncheon), but attendance is mandatory at other activities (e.g., keynote address, professional panels). Studios and other interior design classes will not be held during Symposium events. Students who need to attend other K-State classes are excused from the Symposium for the duration of those class sessions, but are expected to return to the Symposium when they are not in class. Students attending symposium events are required to wear business casual dress.



EXPLANATIONS

Role of the Critique

Much of the coursework in the ID Program is taught and evaluated through the process of group or individual critique. The primary role of the critic (faculty member or invited guest professional) in a design studio is to provide constructive critical evaluation of each student's design work and their progress in learning to be a designer. Critique draws on the experience of the faculty members (and guests) to guide students. While the faculty members have shared expectations, the member's individual expertise and experience provide them with different ways to understand and approach a design problem.



The critique process provides direct feedback to a student for the improvement of a specific assignment, as well as exposure to different ways for understanding and approaching the issues involved. These discussions model the ways that professional designers evaluate design using theory, critical viewpoints, and research. Students will learn to distinguish successful design solutions and ways to talk about design strengths by watching and participating in these critique discussion as an observer and presenter. As design students mature, they learn to critically evaluate their own work. The development of self-criticism is an important goal for design students.

Design studios rely on the critique process to demonstrate common design processes. In one-to-one and group meetings,

studio instructors frequently model specific design methods or direct students through abstract thinking processes. The instructor may suggest alternative approaches to challenge a student to look at a problem in a different way. The process of talking about a design solution (to a colleague or an instructor) requires testing the solution by communicating ideas and checking professional responses. The critique process also allows faculty members to teach skills and knowledge relevant to design in ways that are directly engaged with the students' ongoing development. Throughout the critique process, faculty members (and guest critics) use a professional lens that mirrors design practice.

The studio critique process enables regular, one-to-one communication between students and an instructor about progress, student interests, work habits, and communicative ability (verbal and graphic). End-of-assignment and mid-assignment critiques often focus on part (rather than all) of a student's work product. Instructors will evaluate student work for a holistic understanding of accomplishment. Studio syllabi and assignment grading rubrics will address the way points/grades will be scored.

Studio Culture and Expectations

The faculty members in the Interior Design Program believe that shared values in the studio environment contribute to positive and productive learning experiences. The following expectations express the policies and protocols with which ALL students accepted into the Interior Design Program are expected to comply.

Participation:

Attendance and participation during scheduled class meetings is required and is an important part of developing a professional attitude toward responsibilities. Unlike working in isolation (e.g., working on projects at home), the studio environment allows for spontaneous exchange of knowledge and exposure to timesaving information, much like a professional office. While studio classroom environments may seem less structured when compared to a lecture environment, studio class sessions should be a time for intensive interaction with fellow classmates and the course instructor. This simple but invaluable interaction is only available to students in attendance who are engaged in the activities assigned for the full studio time period.

Students are expected to:

- Arrive at class on time and stay until the scheduled ending time. Students are responsible for discussions, assignments, and materials delivered during class sessions. Failure to attend class is equivalent to not showing up for work. Partial attendance at three class sessions will be considered equal to one unexcused absence. Three unexcused absences will result in a full letter grade reduction in a student's final semester grade. Six or more unexcused absences will result in failing the class.
- Be prepared for the scheduled activities. Assigned readings and out-of-class activities should be completed. Materials and work should be in the format identified by the course instructor (e.g., printed pages, digital file(s), notes, drawing development). Being unprepared for class limits interaction and discussion with colleagues and the instructor.
- Provide evidence of significant accomplishment on assignments since the last class meeting. When students are working in teams or groups, students are expected to complete individual work on time to meet obligations to their colleagues. Students should fully participate in class meetings, as well as team and group activities.
- Have the necessary equipment and materials to perform current projects. Studio supplies may need to be replenished throughout the semester.
- Focus on studio work during the scheduled class session. Use time efficiently to maximize learning opportunity.
- Be respectful of colleagues, instructors, staff, and university personnel at all times.
- Adhere to the Guidelines for Studio Use in Justin Hall.

Guidelines for Studio Use in Justin Hall

1. Students are free to imagine, to consider, to question, to debate, to design, and to make things in the Interior Design Studios. The studios are learning and working environments.
2. Students are allowed to use the studio workspaces during and after their studio class session for producing the creative work required by interior design courses. Regularly scheduled studio classes ALWAYS have priority to studio space when class is in session. Students may use unoccupied drafting tables and equipment during regularly scheduled classes only with the expressed permission of the instructor leading the class. The opportunity to work in studios while other classes are in session is not a right. Use of studios outside schedule class sessions may be denied to students who are not respectful of regularly scheduled classes.
 - a. Students are also allowed to use the Interior Design Studio workspaces as a study center for other course work outside of studio class hours.
 - b. Students may not provide access to the studio spaces for individuals not enrolled in the ID Program.
3. Students are free to do work that creates debris, if the debris is cleaned up and does not interfere with regular class sessions. Many individuals and some electronic equipment are sensitive to dust, aerosol sprays, and volatile paints and adhesives. Sprays, paint, and adhesives can be toxic and must be used only in properly ventilated environments. The Justin Hall studios are not properly ventilated even with windows opened. Aerosol sprays, paints, and adhesives may not be used in the building. If these materials are used outside, the ground and/or wall(s) must be protected from overspray. Spray should never damage (even temporarily) walking paths, building walls, and natural surfaces (e.g., lawn).
 - a. Students may not make a mess that they cannot or do not clean up. Students may not damage or destroy surfaces or other property in studios. Smoking, burning candles, incense, and any type of open flame are strictly prohibited.
4. Students may talk quietly, move around, and meet with fellow students or faculty members in the ID studios as long as the actions do not disturb, harass, or otherwise interfere with the legitimate studio activities or colleagues.
5. Students may use electronic devices during studio sessions as permitted by course instructors. During open studio hours, students may only listen to music or other media using personal headphones with the instructor's permission. Sound that distracts other students is never allowed.



6. Students may keep a computer and other personal possessions required for studio in individually assigned work areas and in secured lockers. The Department and College accept no responsibility for the security of personal possessions.
7. Students may access resources provided in the studios and through the ID Resource Library for the completion of interior design course work. Literature resources should be returned to their original locations as soon as possible after use. Unused samples and building materials must be returned to the Resource Library to be re-filed.
8. Students may use the desks and chairs, electrical power, wireless networking, lights, display areas and chalkboards, and other services and production equipment provided by the ID Program in a safe and appropriate manner. Damage to the studios, equipment, or services will result in access to the studios and equipment being strictly limited. Inappropriate use, including cutting on tabletops and furniture, will require restitution for repair or replacement. Safe cutting surfaces are provided. Sharps must be disposed properly in a sharps waste receptacle.
9. Students share in the responsibility for the maintenance of the Interior Design studio environment. Report repair and maintenance needs to departmental staff in Justin 225, or by calling the staff at (785) 532-6993.
10. Students are free to speak with faculty members, student organization representatives, and/or department or college administrators about problems or needs in the studio spaces.
11. Students are expected to exercise good judgment in the use and care of the ID studios, labs, and other building facilities, and to expect the same from your classmates.

Every student has the opportunity to add to the legacy of the program. The ID faculty and students can build a studio culture that values hard work, good time management, and high standards of personal behavior, excellent projects, and the learning that comes from a stimulating and dynamic environment for design education.

Recycling and Waste

The Interior Design Program faculty support a commitment to design that addresses the complex concerns of sustainability, including, but not limited, to the reduction of over-consumption and waste, the reclamation of materials, and the financial stewardship of program and departmental resources that help keep costs for students at a minimum. To address sustainability

and model professional behavior towards the use of resources that we all benefit from, students and faculty are expected to use all resources within the IDFS department efficiently and wisely. The following are simple, yet very impactful steps and actions that when applied collectively help us maintain a positive culture of respect for our environment and each other.



Keep it Clean

Pick up after yourself each time you use a space. Non-recyclable, waste materials should always be placed in the waste bin located in each classroom or studio.

Why it Matters

Keeping our spaces, furniture, and equipment clean, helps keep them in good condition, reducing costs for repair and/or replacement. This translates directly into keeping your costs of education in check.

It is always the user's responsibility to clean up a spill or the mess that results from his/her use of space. University custodial and maintenance staff provide general building and room cleaning. If a spill or mess is difficult to manage alone or needs special attention or cleaning, students should ask for help by reporting it to a faculty member or the IDFS department office as soon as possible.

Reduce, Reuse, Recycle, Reclaim, Repurpose

Think about every element that you put into assembling a physical project or assignment and how it will have a life "after" you are done with it.

Why it Matters

Over-consumption and premature disposal of goods and reusable materials is a major source of unnecessary waste in our burgeoning landfills and results in negative consequences for costs of production and environmental impact.

Remember:

- Separate recyclable materials from non-recyclable materials and place each in the respective receptacle. K-State provides one-drop recycling that accepts paper, cardboard, and plastic. Glass cannot currently be recycled on campus. If you have a question about a material, ask a faculty member for guidance.
- It is inappropriate to contaminate the recycling bins by throwing all waste materials into one bin. You are expected to make the first sort of non-recyclable from recyclable materials.
- Food waste (including partially full drink containers) should not be placed in recycling bins.
- Select project materials to avoid non-recyclable options (e.g., use cardboard or museum board in place of foam board).
- Minimize the number of material samples ordered from manufacturers and distributors. While samples may be free to the student, they cost money to produce and ship, as well as have environmental costs in embodied energy. Students are responsible for returning unused samples if the manufacturer has a return program, or, taking any unused samples to the Resource Room.
- Test plotting should be limited to a partial, representative strip of a digital image. Any unused plots should be recycled.
- The last person to leave a studio or classroom is responsible for turning off any electrical lighting and/or fans and closing any open windows.



The resources we save through our professional and responsible use of materials and spaces reduce the University's costs, limit potential tuition costs, and help lower our impact on the global environment.

Evaluation

Within the interior design studio, student work will be evaluated on several levels. The majority of a student's final grade will be based on the quality of submitted assignments, examinations, and other completed course work (including assigned readings and research) as outlined in the course syllabus.

Instructors will establish the due date and time for each project. Unless explicitly stated otherwise, no late projects will be accepted. It is better to submit incomplete work for a portion of the points than it is to turn projects in late and receive no credit at all. Performance on assignments, examinations, and other course work will be evaluated using the following expectations:

<i>A</i>	90%-100% Superlative: Work goes beyond the dictates of the exercise or assignment in level of skill and/or richness of development. Addresses the issues in a truly exemplary manner.
<i>B</i>	80%-89% Solves the problem and exhibits some special qualities.
<i>C</i>	70%-79% Solves the basic problem, but without any particular distinction.
<i>D</i>	60%-69% Acknowledges a few of the issues, but with some problems, awkwardness or misunderstandings.
<i>F</i>	0% - 59% Ignored, missed, misunderstood the problem.

Studio Performance and Application to Design Solution

A portion (typically 10% but this can be adjusted by each faculty member) of a student's grade will be based upon in-class effort, engagement, attitude, and participation. Studio attendance will be taken daily and the level of effort and engagement will be frequently noted.

Studio faculty may also apply the following 4 point scale to in-class attendance and effort:

4 points

Exceptional class attendance, well prepared with all supplies and drawings needed for review, efficient use of class time. Progress demonstrated that student worked outside of class time to be well prepared for all “pin-ups” and desk critiques. Work demonstrates application of information from previous pin-ups and/ or desk critiques.

3 points

Regular class attendance, not tardy, did not leave early. Well-prepared most of the time with supplies and drawings for review and discussion. Some inefficient use of class time; worked on other classes, read the paper, sat and waited for feedback without continuing to work on project, etc. Some demonstration of work outside of class to prepared for “pinups” and desk critiques. Project demonstrates application of most of the information discussed in previous pin-ups and/or desk critiques but some recommended modifications were not applied.

2 points

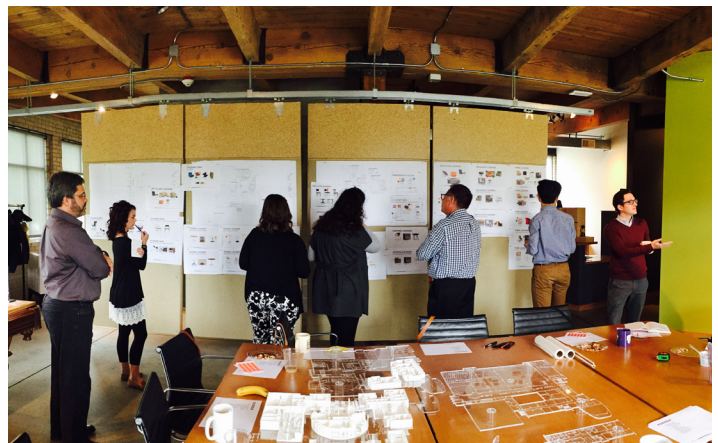
Attended most of class but was a few minutes late getting set up to work or left a few minutes early. Poorly prepared with supplies and drawings for review and discussion. Inefficient use of class time; worked on other classes, read the paper, sat and waited for feedback without continuing to work on project, etc. Progress demonstrated minimal work outside of class time to prepare for “pin-ups” and desk critiques. Project demonstrates minimal application of information discussed in previous pin-ups and/ or desk critiques.

1 point

Poor class attendance; very late and/or left early. Not prepared with supplies and drawings for review and discussion. Inefficient use of class time; worked on other classes, read the paper, sat and waited for feedback without continuing to work on project, etc Progress demonstrated no measurable work outside of class time, not well prepared for “pin-ups” and desk critiques. Project does NOT demonstrate application of information discussed in desk critiques.

Think about studio attendance like “showing up for work” and “working deliberately” while you are there. Much can be accomplished during a studio session if you establish good working habits. When you step into the studio classroom, you should have a list of questions or outcomes that you intend to address.

Before you leave your studio session, you should have a list of items that you will have completed before you return to the next time studio meets. Students who approach studio with this type of mind-set are more likely to be highly productive, and be able to manage the multiple other activities that fill their calendar.



Dress for Professional Settings

The ID Program requires students to dress appropriately for all presentations, field trips, and professional seminars (including the IDFS Student Symposium). In most cases, appropriate dress will be business casual. Students who are not dressed appropriately for professional events may be asked to change attire and/or may not be permitted to attend program or department sponsored events.

Business casual attire can also vary according to regional, cultural, and business/organization expectations. These guidelines represent a common “Midwest” standard. Students attending professional activities in other parts of the country (or in other countries) should inquire about local expectations.

Professional attire (also known as interview attire) is appropriate for interviews for internships and summer or postgraduation jobs in the profession. Students seeking employment and attending job fairs on campus or participating in interviews (or mock interviews) should wear professional attire.

Professional attire will be more formal than business casual. Professional attire usually requires a suit (or matched suit separates), a collared shirt, and dress shoes. Men are commonly expected to wear a tie.

For events sponsored by the ID Program, *business casual* attire will be understood to follow these guidelines:

- Shirts with collars (this could include banded collars and turtle-necks)
- Sweater or blazer / sport coat (optional)
- Khaki or dress pants (usually in neutral or dark colors)
- Knee-length (or longer) skirts or dresses
- Dress shoes (usually closed toe) with dress socks or hose (seasonally appropriate)
- A limited amount of jewelry and other accessories
- A tie is not required.

Business casual NEVER includes:

- Flip-flops, sandals, sneakers, and most open-toed shoes
- Halter tops, tank tops, or spaghetti strap tops
- Casual or athletic t-shirts
- Torn or ragged jeans or pants
- Sweat pants or “yoga” or athletic stretch pants
- Short skirts or shorts (defined as higher than 2” above the knee)
- Transparent (sheer) or otherwise revealing clothing items
- Clothing items with provocative statements or messages

Be “you” – Just a more “Professional You”

Students are encouraged to dress stylishly in fashions that represent their personal aesthetic and body types. Recognize however, that business attire is typically considered more conservative than trendy. While how an individual dresses should reflect the individual (e.g., in personal aesthetic, body type, color choice), the individual’s dress also makes a statement about the organization or business he or she represents.

Business casual and professional attire should be comfortable and seasonally appropriate. Clothing should not be tight or revealing. When an individual is ill at ease or preoccupied with clothing (e.g., riding up, falling down, pinching), the distraction can create unprofessional or embarrassing situations. It is NOT appropriate to expose cleavage, backs, legs more than a few inches above the knee, or tattoos and/or piercings located on the torso. Clothing should be in good repair, clean, and pressed (as appropriate).

More information about business casual and professional attire can be located on the Career and Employment Services web site: <http://www.k-state.edu/ces/students/dresstoimpress.html>

Individual questions can be addressed to faculty members or the IDFS Student Services Coordinator.