



## ART 312: Kitchen & Bath Design

Fort Hays State University  
School of Visual & Performing Arts  
Department of Art & Design - Interior Design Program

### 1. COURSE INFORMATION

- Course Name: ART 312 Kitchen & Bath Design
- Credit Hours: 3
- Semester and Year: Fall 2026
- Location of Class: AD 101
- Class Time: Monday/Wednesday/Friday 8:30 am – 10:20 am
- Course Prerequisites: ART 254

### 2. INSTRUCTOR INFORMATION

#### 2.1. Instructor Contact Information

- Name: Colin Schmidtberger
- Title: Assistant Professor of Interior Design & Gallery Director, Moss-Thorns & Patricia A. Schmidt Galleries
- Office Location: Schmidt Foundation Center for Art & Design Room 113
- Office Hours: MW 10:30-12:45 PM or by appointment
- Email Address: [cjschmidtberger3@fhsu.edu](mailto:cjschmidtberger3@fhsu.edu)
- Phone Number: (785) 628-5829

2.2. Contact Procedure and Policy: Students are welcome to e-mail or schedule an appointment to meet during office hours. I will do my best to answer emails within 24 hours.

#### 2.3. About the Instructor:

- Education and Teaching Background:
  - **MFA in Interior Design** – Brenau University
  - **Graduate Certificate in Planning and Design of Healthcare Environments** – Ball State University
  - **MLS in Art** – Fort Hays State University
  - **BFA in Interior Design** – Fort Hays State University

- **Certificate of Construction Management Technology** – Fort Hays State University
- Teaching background:
  - **2025 – Present**; Assistant Professor of Interior Design & Director of the Moss-Thorns Gallery of Art & Patricia A. Schmidt Gallery Lobby – Art & Design, Fort Hays State University
  - **2019 – 2025**; Instructor of Interior Design & Director of the Moss-Thorns Gallery of Art & Patricia A. Schmidt Gallery Lobby – Art & Design, Fort Hays State University
  - **2018 – 2019**; Adjunct Instructor – Art & Design, Fort Hays State University
  - **2017 – 2018**; Graduate Teaching Assistant – Art & Design, Fort Hays State University

#### 2.4. Graduate Teaching Assistant or Department Administrative Assistant Contact Information (if applicable)

- Name: Lauren Sargent
- Title: Administrative Assistant
- Office Location: CAD 119
- Office Hours: M–F 8:00 am - 4:30 pm
- Email Address: [lsargent@fhsu.edu](mailto:lsargent@fhsu.edu) or [Art&Design@fhsu.edu](mailto:Art&Design@fhsu.edu)
- Phone Number: (785) 628-4247

### 3. TEXTBOOK AND COURSE MATERIALS

#### 3.1. Required Textbook(s):

- Kitchen & Bathroom (Planning Guidelines with Access Standards), NKBA Wiley; **ISBN-10:** 1119216001 **ISBN-13:** 978-1119216001

#### 3.2. Supplementary Book(s) and Article(s):

- ***Kitchen and Bath Design, A Guide to Planning Basics***, Mary Fisher Knott, **ISBN-10:** 0470392002 **ISBN-13:** 978-0470392003
- Handouts given when necessary.

#### 3.3. Required Materials:

- Sketchbook and trash (tracing) paper.
- Small outside purchases may be required to finish projects.

#### 3.4. Technology Requirement:

All students enrolled at Fort Hays State University are expected to have a computer\* for use in a variety of university learning experiences. \***On-campus**

***students are expected to have a laptop to ensure mobility.***

TigerTech only provides assistance with accessing and using FHSU hosted systems and University-owned equipment. FHSU does not sell computers and does not provide computer repair for student devices.

- **Hardware:** To meet basic security, networking, and upgrade requirements, your computer should be running Windows 7 (or newer) or Mac OS X (or newer). Ideally, your computer's warranty should be supported by the manufacturer throughout your college career. Chromebooks and iPads are not recommended for use as your primary device due to limited functionality. Ask your instructor or academic department to learn about any specific technology requirements that may apply for each course in which you are enrolled.
- **ID Department:** A personal laptop is not required in the ID department, but if you would like a personal laptop, please reach out to your professor to receive the proper laptop requirements before ordering your laptop. Specifications can also be found on the FHSU website at: ([Laptop Specifications](#))
- **Software:** Enrolled students at FHSU can take advantage of a variety of options to get FREE and/or discounted software for use on personal devices at [www.fhsu.edu/tigertech/software/](http://www.fhsu.edu/tigertech/software/).
  - If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify the instructor.

3.5 Printer Usage: The printer (ink & paper) for presentation boards will be provided to you as a student. If the printer is misused, this privilege will be revoked. The cost of printing boards outside of the classroom is substantially more expensive than the fee that allows students to use this printer. The printer will be monitored closely, so be respectful and take care of it or the privilege to use the printer will be taken away.

There are three printers located in the Art & Design building that are for student use. They are located in AD 101, AD 202, and AD 210.

## **4. COURSE DESCRIPTION**

### **4.1. FHSU Catalogue Description:**

The understanding of kitchen and bathroom design layouts with code requirements and ADA accessibility in designs.

### **4.2. Instructor Course Description:**

In this course, instructors will guide students through the design process, from research and client interaction to the creation of kitchen and bathroom interiors that prioritize human experience and well-being. They will teach students how to explore material, lighting, and space planning techniques. Instructors will emphasize the application of CIDA professional standards, fostering collaboration, critical thinking, and effective communication in every stage of the design process.

## **5. COURSE OBJECTIVES**

#### 4.3. Course Objectives:

- Upon completion of this course, students will be able to read and develop functional and aesthetic designs from client scenarios. They will properly incorporate color, lighting, and materials to enhance the user experience. They will be able to enhance their communication skills, presenting design concepts effectively through visual, written, and oral mediums while adhering to industry standards.

#### 4.4. Course Expectations:

Upon completion of this course, students will be able to:

- Understand how to read a client scenario and develop a design that aligns with client goals, needs, and preferences.
- Know different kitchen and bathroom materials to make informed decisions that enhance both functionality and aesthetics.
- Understand how color and light impact the interior space and apply this knowledge to create environments that improve well-being and visual appeal.
- Understand ADA design in a kitchen and bathroom, and how this can impact living-in-place for the client.
- Produce scale plans, sections, elevations, mechanical/electrical plans, construction plan, and countertop plan (construction documents), demonstrating accuracy and attention to detail.
- Develop hand-drawn design concepts to visually communicate ideas and facilitate discussion during the design process.
- Create functional kitchen and bathroom designs, optimizing space and functionality, ensuring all elements support the overall design vision.
- Present the final design proposal to a client, clearly ensuring that all design decisions are well-explained and meet the client's expectations.
- CIDA Professional Standards
  - Standard 4. Global Context Interior designers have a global view and consider social, cultural, and economic 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.*
      - b) Student work demonstrates understanding of how physical contexts inform interior design.
      - c) Student work demonstrates the ability to design environments that respond to diverse social, economic, and cultural contexts.
  - Standard 5. Collaboration Interior designers collaborate and 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.*
  - a) multiple disciplines and stakeholders are involved in creating an interior environment.
  - b) collaborating with populations and communities impacted by a design is important to understand needs and build trust.
  - c) the terminology and language necessary to communicate effectively with members of allied disciplines.
  - d) technology-based collaboration methods specific to the problem-solving process for the built environment disciplines.
  - e) the dynamics of team collaboration and the distribution and structure of team responsibilities.
  - 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, processes, and responsibilities 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.*
  - d) role and purpose of instruments of 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.*
  - a) theories related to the impact of the built environment on human experience, behavior, and performance.
  - b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.
  
- **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. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.*

- d) synthesize information to generate evidenced-based design solutions.
  - f) explore and iterate multiple ideas.
  - h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- 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.*
  - 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.
- Standard 11. Design Elements and Principles Interior designers apply elements and principles of design.
- *Intent: This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.*
  - 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.

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

  - c) two-dimensional design solutions.
  - d) three-dimensional design solutions.
- Standard 12. Light and Color Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.
- *Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to*

*enhance the human experience.*

- 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 impact health, safety, and wellbeing in the interior environment.

Student work demonstrates 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.*
  - a) how furnishings, objects, materials, and finishes work together to support the design intent.
  - d) appropriate design or specification of furnishings, equipment, materials, and finishes 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, and life safety.
  - f) Guidance Students are able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.
- Standard 14. Environmental Systems and Human Wellbeing Interior designers use the principles of acoustics, thermal comfort, 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.*
  - Students understand principles and strategies of:
    - c) thermal design and systems.
    - d) plumbing.
    - e) waste management.
- 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 work demonstrates understanding that design solutions affect and are impacted by:

  - h) Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are able to:

  - j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specification formats 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.*
  - a) Students have awareness of the origins and intent of laws, codes, and standards.

## **6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE**

6.1. Delivery Method: In-person Course

6.2. Instructional Approach: Direct Instruction

6.3. Course Structure: Lectures, projects, class discussions, research, written assignments, and presentations.

## 7. COURSE SCHEDULE

*This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interests and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Central Time Zone.*

| Module # & Week    | Topics                                                              | Reading | Assignments                          | Due Date |
|--------------------|---------------------------------------------------------------------|---------|--------------------------------------|----------|
| Module 1/ Week 1   | K&B Design                                                          |         | Assignment 1                         | Week 2   |
| Module 1/ Week 2   | K&B Design                                                          |         |                                      |          |
| Module 1&2/ Week 3 | Introduction to the NKBA Student Design Competition Design Scenario |         | Assignment 2                         | Week 15  |
|                    |                                                                     |         | Submission 1                         | Week 4   |
| Module 2/ Week 4   | Design Process                                                      |         | Submission 2                         | Week 5   |
| Module 2/ Week 5   | Design Process                                                      |         | Desk Crit 1                          | Week 8   |
| Module 2/ Week 6   | Design Process                                                      |         | Desk Crit 2                          | Week 8   |
| Module 2/ Week 7   | Design Process                                                      |         | Submission 3                         | Week 8   |
| Module 2/ Week 8   | Midterm Presentations                                               |         | Midterm Submission                   |          |
| Module 2/ Week 9   | Design Review                                                       |         | Space Plan with Furniture & Flooring |          |
| Module 2/ Week 10  | Design Process                                                      |         | Desk Crit 3                          | Week 15  |
| Module 2/ Week 11  | Design Process                                                      |         | Submission 4                         | Week 15  |
| Module 2/ Week 12  | Design Process                                                      |         | Desk Crit 4                          | Week 15  |
| Module 2/ Week 13  | Design Process                                                      |         |                                      |          |
| Module 2/ Week 14  | Presentation                                                        |         | Desk Crit 5                          | Week 15  |
| Module 2/ Week 15  | Presentation                                                        |         | Final Submission                     |          |
| Module 2/ Week 16  | Final Presentations                                                 |         |                                      |          |

\* The schedule is subject to change.

## 8. ASSIGNMENTS AND GRADING SCALE

There are 100 percentage points for this course. The grade the student earns for this course depends on the total number of points they earn throughout the semester. The assessment methods and grading scale are as follows:

| Assessment Methods            | How Many | Unit Points | Total Unit Points | Percentage  |
|-------------------------------|----------|-------------|-------------------|-------------|
| Assignment                    | 1        | 20          | 20                | 10%         |
| Submissions                   | 4        | 10          | 40                | 10%         |
| Project Development/Desk Crit | 5        | 5           | 25                | 10%         |
| Midterm Presentation          | 1        | 20          | 20                | 20%         |
| Final Projects & Presentation | 2        | 145         | 290               | 50%         |
| <b>Total Points</b>           |          |             |                   | <b>100%</b> |

*\* Additional projects and points may be available throughout the semester*

- = A (90% and above) Excellent
- = B (80%–89%) Above Average
- = C (70%–79%) Average
- = D (60%–69%) Below Average
- = U (below 60%) Unsatisfactory

The requirement sheets and rubrics for assessments can be accessed on Blackboard, under the course within the submission tab.

## 9. STUDENT HELP RESOURCES

Students have access to academic services, technical support, and student services at Fort Hays State University. You can find the resources online at [FHSU Blackboard Student Tutorials](#)

For more information, you can contact TigerTech at 785-628-3478 or [FHSU TigerTech](#)

The Academic Success Office offers success coaching and peer tutoring programs. Success coaching is designed to help students develop strong study skills, improve time management, provide information and referrals to other support services on campus, and creates an accountability component by meeting one-on-one with students weekly, biweekly, or monthly. On-Campus peer tutoring is a free service that supports most general education courses. Schedule your 45 min. session starting the second week of the semester!

For more information about these academic success programs.

Learn more at [www.fhsu.edu/success](http://www.fhsu.edu/success). Schedule Online in FHSU's student success platform: EAB Navigate360 [fhsu.navigate.eab.com/](http://fhsu.navigate.eab.com/), download the Navigate360 Student app, or learn more about Navigate360. Additional ways to schedule include:

## 10. COURSE POLICIES

### 10.1. Class Attendance:

Attendance will be taken at the beginning of every class period. Attendance is mandatory. **A maximum of 3 absences (unexcused) will be allowed. For every absence over 3, there will be 5 percentage points reduction in the final grade.**

Within the initial **5 minutes** of class, students are marked **present**; however, **after 5 minutes**, they are considered **late** (with two late instances equating to one absence). If a student arrives **20 minutes or later** into the class, they are allowed to attend, but will be registered as **absent**.

In the event of illness or the inability to attend class, please notify me via email ([cjschmidtberger3@fhsu.edu](mailto:cjschmidtberger3@fhsu.edu)) or by calling 785.628.5829. For formal notification to all instructors, contact Student Affairs at (785) 628-4276. A doctor's note or medical report is the only acceptable documentation for a formal exception to class attendance.

Responsibility for making up missed class time lies with the student, including obtaining notes or assignments if provided. For excused absences on the day an assignment is due, the submission deadline is extended to the following day. However, for unexcused absences, the assignment must still be submitted the next day, accompanied by a deduction of one letter grade. I encourage you to exchange phone numbers with your classmates to facilitate better communication.

### 10.2. Class Participation:

Participation in class discussions and activities is required.

### 10.3. Assignment Due Date:

Unless otherwise noted, projects and exercises will be due at the beginning of the class period for which they are assigned. **If the deadline is not met, 5 percentage points will be deducted from the project each day past the deadline.** The project **WILL NOT** be accepted after one week.

### 10.4. Procedures for Assignment Submission:

Assignments will be turned in either in person or on BlackBoard.

All assignment files turned in on BlackBoard should follow this layout:  
FHSU\_Course Number & Section\_Semester Initial & Year\_Assignment Name\_Student First Initial & Last Name

**Example:** FHSU\_ART312A\_F2026\_Assignment01\_CSchmidtberger

### 10.5. Test Make-ups:

If an exam cannot be taken on the date given it will need to be taken beforehand if possible. If not, then it will be taken as soon as possible. It is the student's responsibility to discuss with the instructor about exam make-ups before the exam day.

10.6. Bonus Points or Extra Credit:

None

10.7. Collaboration Procedures:

In the event of a group project, every team member must actively engage in the project, contribute ideas, and collaborate effectively as part of the team.

10.8. Netiquette:

N/A

10.9. AI:

Students can use AI-generated texts on assignments in this course if instructor permission is obtained in advance and the content generated is properly cited.

Unless permitted to use AI tools, each student is expected to complete each assignment without substantive assistance from others, including AI.

Unauthorized or suspected unauthorized use of AI will be subject to the FHSU Academic Honesty Policy and may result in a 0 for the assignment, failure of the course, and, if warranted, expulsion from FHSU.

## 11. UNIVERSITY POLICIES

11.1. [Academic Honesty](#)

11.2. [Attendance](#)

11.3. [Withdrawal](#)

11.4. [Student Accessibility Services](#)

11.5. [Health and Wellness Services](#)

11.6. Title IX Policy : FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Laurie Larrick, University Compliance Officer and the FHSU Title IX Coordinator, at [lelarrick@fhsu.edu](mailto:lelarrick@fhsu.edu) or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

11.6. [Career Services](#)

11.7. [Technology Services](#)