



## **ART 341- Residential Interiors**

Fort Hays State University  
School of Visual and Performing Arts  
Department of Art & Design – Interior Design Program  
**Farheen Khan**

### **1. COURSE INFORMATION**

- Course ID and Title: **ART 341 – Residential Interiors**
- Credit Hours: **3**
- Semester and Year: **Spring 2026**
- Course Prerequisites: **ART 241**
- Location of Class: **101/106**
- Class Time: **Mon, Wed, Fri 10:30 AM – 12:20 PM**

### **2. INSTRUCTOR INFORMATION**

#### 2.1. Instructor Contact Information

- Name: **Farheen Khan**
- Title: **Assistant Professor – Interior Design**
- Office Location: **CAD Room 108**
- Office Hours: **Mon, Wed, Fri | 9:00 AM - 10:20 AM Tue, Thur | 1:20 PM - 02:20 PM**
- Email Address: **fnkhan@fhsu.edu**
- Phone Number: **(785) 628-4310**
- Other contact information: **470 343 3551**

2.2. Contact Procedure and Policy: Students are welcome to e-mail or set up an appointment to meet during office hours.

#### 2.3. About the Instructor:

- Education and Teaching Background:
  - **MFA Interior Design** - Savannah College of Art and Design, Atlanta, Georgia (2018 – 2021)
  - **BA Interior design** - Dar Al Hekma University, Jeddah, Saudi Arabia (2000 – 2005)
- Teaching Internship:
  - Jan – Mar 2021 Savannah College of Art & Design Atlanta, USA
  - Jan – Mar 2020 Savannah College of Art & Design Atlanta, USA
- Teaching background:
  - Aug 2021 – to date Fort Hays State University – Hays, United States
  - Feb 2014 – May 2018 Dar Al-Uloom University - Riyadh, Saudi Arabia
  - May 2009 – June 2013 Jubail University College - Jubail, Saudi Arabia
  - Sept 07– Aug 08 Dar Al Hekma College - Jeddah, Saudi Arabia
  - Sept,06 – Sept, 07 Millennium Institute - Jeddah, Saudi Arabia
- Research Interests: Addressing Nature deficit disorder amongst children in the learning environment.



**2.4. Graduate Teaching Assistant or Department Secretary Contact Information**

- Name: **Lauren Sargent**
- Title: **Administrative Assistant**
- Office Location: **CAD 119**
- Office Hours: **M – F 8:00 am - 4:30pm**
- Email Address: [Itsargent@fhsu.edu](mailto:Itsargent@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): None**

**3.2. Supplementary Book(s) and Article(s):** The access to the electronic books will be provided on Blackboard or ID shared folder under the "Books & Resources" section.

- **Residential Interior Design:** A Guide to Planning Spaces, 3rd Edition by Maureen Mitton (Author), Courtney Nystuen (Author)
- **Space Planning Basics,** Mark Karlen & Rob Fleming
- Panero, J., & Zelnik, M. (1979). **Human dimension & interior space:** A source book of design reference standards. New York: Whitney Library of Design
- De Chiara, Joseph, and Michael J. Crosbie. **Time-Saver Standards for Building Types.** New York: McGraw-Hill, 2001
- International Code Council. (2000). **International building code.** Falls Church, Va.

**3.3. 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 helps 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.
- **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



## **4. COURSE DESCRIPTION**

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

This Residential Interior Design course equips students with the skills to research, conceptualize, and present design solutions for residential spaces. Focused on human-centric design, color and light theory, and material selection, students will learn to create functional and aesthetically pleasing environments.

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

This course introduces students to the full design process for residential interiors, with a strong focus on enhancing the human experience and supporting well-being. From initial research and client engagement to final design development, students will be guided through each phase of the process. Emphasis is placed on integrating environmental, cultural, and regulatory considerations, along with the exploration of materials, lighting, and space planning. Through hands-on projects, students will apply fundamental design principles and elements while strengthening their skills in collaboration, critical thinking, and effective communication.

## **5. COURSE OBJECTIVES**

### **5.1. Course Objectives:**

Upon completion of this course, students will be able to conduct in-depth research, develop design briefs, and create residential interiors that reflect diverse cultural, social, and environmental contexts. They will master space planning, material selection, and the integration of color and lighting to enhance user experience. Students will also refine their communication skills, presenting design concepts effectively through visual, written, and oral mediums while adhering to industry standards.

### **5.2. Prerequisites: ART 241**

### **5.3. Course Expectations:**

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

- Conduct thorough research, including client surveys, to develop a clear design brief that aligns with client goals, needs, and preferences.
- Learn about different residential design styles and materials to make informed decisions that enhance both functionality and aesthetics.
- Understand the impact of color and lighting on interior spaces and apply this knowledge to create environments that improve well-being and visual appeal.
- Produce scale plans, sections, and elevations based on existing technical drawings, demonstrating accuracy and attention to detail in spatial planning.
- Develop hand-drawn design concepts to visually communicate ideas and facilitate discussion during the design process.
- Create furniture plans that optimize space and functionality for residential interiors, ensuring that all elements support the overall design vision.
- Present the final design proposal to a client with clearly ensuring that all design



decisions are well-explained and meet the client's expectations.

- CIDA professional Standards:
  - Standard 04 - Global Context
    - a) Students understand that human and environmental conditions vary according to geographic location and impact design and construction 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 05 – Collaboration
    - 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
- Standard 07 - Human Centric Design
  - 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 08 - Design Process
  - a) Student work demonstrates the ability to apply space planning techniques throughout the design process.
  - 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).
  - d) synthesize information to generate evidenced-based design solutions.
  - e) use precedents to inform design concepts or solutions.
  - f) explore and iterate multiple ideas.
  - g) design creative and effective solutions.
  - h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- Standard 09 – Communication
  - 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 & principles
  - 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.
- Standard 12 - Light & Color
  - a) Students are **aware** of the impact of illumination strategies and decisions.
  - 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.
- Standard 13 - Products & Materials
  - a) how furnishings, objects, materials, and finishes work together to support the design intent
  - c) appropriate and responsible product and material choices.
  - 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) 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 16 - Regulations & guidelines
  - a) Students have awareness of the origins and intent of laws, codes, and standards.
  - h) movement, travel distance, and means of egress.

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

- 6.1. Delivery Method: In-person
- 6.2. Instructional Approach: Direct Instruction
- 6.3. Course Structure: Lectures, Class demonstrations, and discussions

## **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' interest 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.*



<b>Module # &amp; Range of Dates for Module</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments</b>	<b>Due Date</b>
<b>Module/Week 1</b>	<b>Course Introduction, Lecture: Types of Residential Projects</b>			
<b>Module/Week 2</b>	<b>Client profile, and design analysis</b> <ul style="list-style-type: none"><li>• Client Profile (Name, Age, profession, Hobbies, and interest, Children; Age &amp; Interest)</li><li>• Space requirements</li><li>• Inspiration Image, Design Style, and Keywords</li><li>• Inspiration Board</li><li>• Mood Board (Abstract)</li><li>• FF&amp;E (Furniture, Finish &amp; Equipment)</li></ul>		Submission 01	Week 02
<b>Module/Week 3</b>	<b>Precedent studies</b> <b>Three residential projects</b> <ul style="list-style-type: none"><li>• Overview of project</li><li>• Design style and Keywords</li><li>• Basic Grid &amp; Entrance/exits</li><li>• Distribution of spaces &amp; Circulation</li><li>• Images of Interiors</li></ul> <p>Summary of findings (Overall)</p>		Submission 02	Week 03
<b>Module/Week 4</b>	<b>Programming</b> <ul style="list-style-type: none"><li>• Bubble Diagram</li><li>• Zoning/Block Diagram</li><li>• Space Adjacency Matrix</li></ul>	<b>Handout</b>	Desk Crit 01	Week 08
<b>Module/Week 5</b>	<b>Schematic Design</b> <ul style="list-style-type: none"><li>• Conceptual plan (by hand)</li><li>• Schematic Space plan (by hand) Working with standards and dimensions</li><li>• 4 - 6 Volumetric sketches</li></ul>			Week 08
<b>Module/Week 6</b>	<b>Design Development</b> <ul style="list-style-type: none"><li>• Preliminary Space planning (digital) Working with standards and dimensions</li><li>• 4 - 6 Volumetric sketches</li></ul>	<b>Handout</b>	Desk Crit 02	Week 08



<b>Module/Week 7</b>	<b>Design Development</b> <ul style="list-style-type: none"><li>• Preliminary Space planning (digital) Working with standards and dimensions</li><li>• 4 Volumetric sketches</li></ul>			Week 08
<b>Module/Week 8</b>	<b>Midterm presentation</b>		<b>Midterm Submission</b>	
	<b>Spring Break</b>			
<b>Module/Week 9</b>	<b>Design review</b> Review comments of the jury <ul style="list-style-type: none"><li>• Space plan with Furniture + Flooring</li></ul>			
<b>Module/Week 10</b>	<b>Selection of Interior materials</b> <ul style="list-style-type: none"><li>• FF&amp;E – (4 Areas)</li></ul>		Desk Crit 03	Week 16
<b>Module/Week 11</b>	<b>Design Visualization</b> <ul style="list-style-type: none"><li>• 3D Modeling / Perspectives (4 Areas)</li></ul>			Week 16
<b>Module/Week 12</b>	<b>Design Details</b> <ul style="list-style-type: none"><li>• Details (baseboard, art, accessories, people, plants or etc)</li><li>• Class presentation</li></ul>		Desk Crit 04	Week 16
<b>Module/Week 13</b>	<b>Technical drawings</b> <ul style="list-style-type: none"><li>• 2 Interior Elevations</li><li>• 2 Interior Sections</li><li>• 1 RCP – Reflected Ceiling plan + lighting schedule</li></ul>			Week 16
<b>Module/Week 14</b>	<b>Presentation Design</b> <ul style="list-style-type: none"><li>• Finalize bubble diagrams</li><li>• Presentation layout</li></ul>			Week 16
<b>Module/Week 15</b>	<b>Presentation Design</b> <ul style="list-style-type: none"><li>• Board layout</li></ul> Prefinal / Material Tray/ Print boards		Desk Crit 05	Week 16
<b>Week 16</b>	<b>Final Presentation</b>		<b>Final Submission</b>	

## **8. ASSESSMENT METHODS AND GRADING SCALE**

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

<b>Assessment Methods</b>	<b>Percentage</b>
Submission 01: Client description & design style Analysis	5%
Submission 02: Programming	10%
Submission 03: Preliminary plan & Sketches	5%
Midterm Jury	20%
Submission 04: FF&E	5%
Submission 05: Material tray	5%
Class progress/ Project development (graded at 5 stages of design)	10%
Final Project Jury	40%
<b>Total Points</b>	<b>100</b>

Excellent = A (90% and above)

Above Average = B (80%–89%)

Average = C (70%–79%)

Below Average = D (60%–69%)

Unsatisfactory = U (below 60%)

The requirement sheets and rubrics for assessments can be accessed on the Blackboard platform, under the course within the 'Assignments & Submissions' 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

<http://www.fhsu.edu/learningtechnologies/BlackboardStudentTutorials/>

For more information you can contact TigerTech at 785-628-3478 or

<https://www.fhsu.edu/tigertech/>



## 10. COURSE POLICIES

### 10.1. Class Attendance:

Attendance will be recorded promptly at the start of each class, and regular attendance is mandatory. **A maximum of three absences, whether excused or unexcused, is permitted.** Beyond the **three allowed absences**, a deduction of **5 points** will be applied to the **final grade** for each additional absence.

Within the initial **10 minutes** of class, students are marked **present**; however, **after 20 minutes**, they are considered **late** (with two late instances equating to one absence). If a student arrives **30 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 ([fnkhan@fhsu.edu](mailto:fnkhan@fhsu.edu)) or by calling 785.628.4310. 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 is required.

### 10.3. Assignment Due Date:

Unless specified otherwise, assignments must be submitted at the commencement of the designated class period. In the event of a delay, a deduction of 10 points will be applied for submissions up to two days beyond the deadline. Assignments will not be accepted if submitted one week or more after the assigned due date.

### 10.4. Procedures for Assignment Submission:

Assignments are to be submitted both in-person and on Blackboard on or before the designated due date.

### 10.5. Test Make-ups:

No makeup opportunities will be provided for the midterm and/or final presentation unless a formal excuse notification is submitted to the instructor through student affairs.

### 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: None

10.9. Other Policies: None

## **11. UNIVERSITY POLICIES**

11.1. Academic Honesty:

[https://www.fhsu.edu/academic/provost/handbook/ch\\_2\\_academic\\_honesty/](https://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/)

11.2. Attendance:

[http://www.fhsu.edu/academic/provost/handbook/ch\\_2\\_instructional\\_procedures/](http://www.fhsu.edu/academic/provost/handbook/ch_2_instructional_procedures/)

11.3. Withdrawal:

[https://www.fhsu.edu/academic/provost/handbook/ch\\_7\\_change\\_enrollment/](https://www.fhsu.edu/academic/provost/handbook/ch_7_change_enrollment/)

11.4. Student Accessibility Services: <http://www.fhsu.edu/accessibility/>

11.5. Health and Wellness Services: <https://www.fhsu.edu/health-and-wellness/counseling/>

11.6. Title IX Policy: <https://fhsu.edu/president/Compliance-Office/Title-IX-Policy/index.html>

11.7. Career Services: <http://www.fhsu.edu/career/>

11.8. Technology Services: <https://www.fhsu.edu/technology/>

11.9. Smarthinking: <http://www.fhsu.edu/virtualcollege/smarthinking/>