



Advanced Interior Design

Primary Career Cluster:	Architecture & Construction
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C17H19
Prerequisite(s):	<i>Commercial Interior Design</i> (C17H20)
Credit:	1
Grade Level:	12
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
POS Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth and final course in the <i>Interior Design</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	050, 051, 154, 450, 954
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-architecture-construction.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration. These include Career Investigation, Job Interview, Leadership, and Interior Design.

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 2** | Include a safety briefing in a visit to an industry partner/job site.
- **Standards 3-5** | Guest speaker.
- **Standards 6-9, 14** | Have the students do a project that is useful to a local employer. The employer can critique the student work.
- **Standards 11-12, 15-17** | Do a project to be used by a local industry or evaluated by local industry managers.
- **Standards 18-21** | Integrated project with a professional.

Course Description

Advanced Interior Design is an applied-knowledge course intended to prepare students for careers in the interior design industry. This course places special emphasis on an internship opportunity and a hands-on capstone project.

Upon completion of this course, proficient students will create a design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses and industry-specific technologies.

Program of Study Application

This is the fourth and final course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <https://tn.gov/education/article/cte-cluster-architecture-construction>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Safety

- 2) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.

Professional Practices of Interior Design

- 3) Research job descriptions, career information, and online job boards such as the IIDA Career Center for the general employability skills and character traits most often mentioned or desired for interior design professionals. Compile a class list of those skills and attributes. For each item on the class list, define the characteristic, state why it is important for people working in the interior design field, and list at least two ways to build that skill. Possible skills include:
 - a. Collaboration
 - b. Honesty
 - c. Respect
 - d. Communication
 - e. Responsibility
- 4) Collect Codes of Ethics from various interior design professional organizations such as the American Society of Interior Designers (ASID) and the International Interior Design Association (IIDA), and compare them for areas of commonality. Discuss the significance of incorporating ethical standards into professional practice. Synthesize principles from the codes investigated to create a personal code of ethics for use as a designer; include the code in the design portfolio.
- 5) Access electronic resources, including the websites of professional organizations, to identify voluntary and required credentials and licensing requirements for interior designers. Create a brochure that lists the credentials available and the requirements for obtaining and maintaining the credential. Determine the licensing requirements to become a certified interior designer.

Resource Management

- 6) Perform an Internet search, interview local professionals, or consult industry journals to identify common principles of successful project management. Drawing on the project management templates developed in previous courses, estimate a detailed project plan for a potential interior design project. The project plan should include at minimum the following: a schedule or Gantt chart outlining deliverables; a tracker for progress toward goals; a time management component to log hours worked for those involved; a spreadsheet for analyzing cost and performance; and a document to coordinate tradesmen and other labor.
- 7) Research interior design budget sources from company websites or textbooks to create a list of the components of a project budget. Estimate a budget for a potential project in a spreadsheet program. Each budget should include at minimum columns for estimated costs, actual costs, and difference.
- 8) Create a name for an original interior design company. Design a logo for the company. Apply concepts and templates from word processing programs to create one or more of the following business necessities: business stationery, invoices, sample rates, specific project cost estimates, and business cards.

- 9) Research different types of business structures, including but not limited to sole proprietorship, partnership, s-corporation, and limited liability company. Write a business plan explaining the type of business, organizational design, the steps in establishing the business, and the legal parameters affecting the business. Identify the target market; describe in the plan how the particular suite of design services offered by the proposed company will be marketed to the intended consumers.

Communication

- 10) Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: listen attentively, speak courteously and respectfully, discuss client's ideas/vision, resolve obstacles in design, and respond to client objections or complaints to the client's satisfaction.
- 11) Select two distinctly different designs for an interior design project and present them to a client, supported by graphic renderings and written appraisals of the work. Justify why each would be appropriate given the client's specifications, while also noting the drawbacks and compromises to each one based on client needs.
- 12) Presented with two alternative designs for a given project, highlight the design features of each. Make a written case for selecting one design over another, or for integrating features from each to come up with a design that will suit the venue and satisfy the client. Demonstrate the ability to pitch the idea to the client in a mock bid, defending the design by pointing to specific features that meet the client's specifications.

Obstacles in Design

- 13) Define design obstacles and prepare a list of potential obstacles encountered in residential or commercial venues, such as environmental concerns, budget constraints, or marketability. Use research from design magazines and technical manuals to suggest design solutions that effectively deal with these obstacles.
- 14) Create a proposed design narrative and presentation board to share with a client. Integrate multiple sources of information, such as original field verification analyses, to make informed design decisions, solve design obstacles, and present the findings in a clear and coherent manner as a verbal or written report.

Internship (Optional)**

- 15) If available, participation in an interior design internship is encouraged. Internship placements are approved at the discretion of the instructor, based on local availability and the instructor's own assessment of the internship's quality.
- 16) Maintain a professional image by applying the employability skills and attitudes explored in Standard 2. Keep a journal/log of the assignments completed on the job. Near the end of the internship, work with the intern supervisor to discuss strengths and weaknesses.

- 17) Upon conclusion of the internship, produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation will be included in the student's portfolio.

Capstone Project

- 18) Create a comprehensive design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses. Students should be able to visit the site to make measurements and complete field verification. Create a client presentation to include:
 - a. A project plan
 - b. Statement of how the design meets applicable codes and regulations
 - c. Presentation board(s) and 3-D models of the project
 - d. Drawings that incorporate principles and elements of design correctly
 - e. Select appropriate finishing and materials
 - f. A comprehensive cost estimate based on researched prices

Portfolio

- 19) Create a career and professional growth plan outlining the steps needed to progress in a specific career pathway, including postsecondary education, potential paid and unpaid jobs that will build experience, and additional opportunities for development. Include the plan in the student portfolio.
- 20) Research formats and styles of resumes commonly used by interior design professionals. Use templates or online resume builders to create a personal resume. Write a short narrative describing why the current format was chosen, presenting a plan for keeping the resume up-to-date, and describing how it can be tailored for specific situations. Include the resume in the student portfolio.
- 21) Update the portfolio to reflect the cumulative total of all portfolio projects undertaken across the program of study. Compile information, sketches, and photographs from each course project work. Include floor plans, drawings, and materials used. Include technical drawings that demonstrate ability to use industry-specific technology such as Photoshop, SketchUp, Revit, or AutoCAD. Select projects from course work that showcase qualifications as an interior design student.

Upon completion of this course, the following artifacts will reside in the student portfolio:

- Resume
- Career and professional growth plan
- Personal code of ethics
- Communication exercises
- Example sketches showing best work from any course
- Residential interior design project board
- Commercial interior design project board
- Capstone project

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.