Department of Education | College, Career and Technical Education

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Advanced Interior Design

Primary Career Cluster:	Architecture & Construction
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C17H19
Prerequisite(s):	*Commercial Interior Design* (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 *Interior Design* 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/

Approved January 30, 2015; Amended January 31, 2018; Nov. 2021

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 (WBL) 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 2.1** | Include a safety briefing in a visit to an industry partner/job site.
- **Standards 3.1-3.3 |** Guest speaker.
- **Standards 4.1-4.4, 6.2** | Have the students do a project that is useful to a local employer. The employer can critique the student work.
- **Standards 5.2-5.3, 7.1-7.3** | Do a project to be used by a local industry or evaluated by local industry mangers.
- **Standards 8.1-9.3** | 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.

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. Personalized Learning Plan

1.1. Personalized Learning Plan: A student will complete 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

2. Safety

2.1. Safety: 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.

3. Professional Practices of Interior Design

3.1. Professional Practices: 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 **professional practice skills and attributes.** Possible skills include:

a. Collaboration
b. Honesty
c. Respect
d. Communication
e. Responsibility

3.2. Incorporate Professional Practices: 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. **Incorporate 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.

3.3. Licensing Requirements: Access electronic resources, including the websites of professional organizations, to identify **voluntary and required credentials and licensing requirements** for interior designers. Understand the credentials available and the requirements for obtaining and maintaining the credential. Determine the licensing requirements to become a certified interior designer.

4. Resource Management

4.1. Project Plan: 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.

4.2. Project Budget: 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**.

4.3. Interior Design Company: Create a **name and logo for an original interior design 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.

4.4. Business Plan: 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.

5. Communication

5.1. Communication: 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.

5.2. Presentation of Project: Analyze **different designs for an interior design project** for 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.

5.3. Presentation of Options: Recommend design **features of alternative designs** for a given project. Select one design over another 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.

6. Obstacles in Design

6.1. Design Obstacles: 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.

6.2. Presentation Board: Develop a **presentation board** to share with a client. Compose a **design narrative** to accompany the presentation board. 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.

7. Internship (Optional)**

7.1. Internship: **Participate in an internship.** 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.

7.2. Employability Skills: Maintain a professional image by applying the **employability skills and attitudes** explored in Standard 2. Analyze how skills and attitudes impacted assignments completed on the job.

7.3. Internship Presentation: Upon conclusion of the internship, critique strengths and weaknesses by showcasing **highlights, challenges, and lessons learned** from the experience. The presentation will be included in the student's portfolio.

8. Capstone Project

8.1. Client Presentation: 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

9. Portfolio

9.1. Write a Resume: Research **formats and styles of resumes** commonly used by interior design professionals. Use templates or online resume builders to create a **personal resume**.

9.2. Update Portfolio: 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 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:
   a. Resume
   b. Career and professional growth plan
   c. Personal code of ethics
   d. Communication exercises
   e. Example sketches showing best work from any course
   f. Residential interior design project board
   g. Commercial interior design project board
   h. 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.