INTERIOR DESIGN PROFESSIONAL PRACTICE | SYLLABUS AND SCHEDULE

COURSE DESCRIPTION

This course is an introduction to professional practice in Interior Design. In our study we will deal primarily with the practical issues of being an Interior Designer — for example, we will touch on business types, business development and procedures, control and management of projects and people, contracts, and professional ethics as we develop definitions of the profession and discipline of Interior Design.

But in addition, this course proposes a design-based, critical approach to defining, understanding, evaluating and analyzing interior design professional practice as it relates to you. Starting with the assumption that you want to practice in this profession for a significant period of time, we will first begin by developing an understanding of your role within the profession. But we will look beyond that, to see how we might grow and be impacted by the profession as we in turn grow and impact it.

Therefore it is important to note that this is both a survey and interrogation of practice. We cannot truly learn about practice without practicing, so therefore we will observe, make assumptions, and speculate on the aspects of various practices and how they work — and even how they may be changed moving forward. This type of review has the potential to frame a polemic/debate surrounding the historic and contemporary role of practice, the development and education of the practitioner, and the potentials of designing the future of practice for the interior designer.

There will be three primary areas of exploration. The first pertains to you and practice. Where do you want to begin? How do you get there? This first section is analytical and interrogative. It looks at existing practice from the OUTSIDE. The second area is practical and based on evaluation. In this section of the course, we will learn the ins and outs of running a Design Practice as it is typically done today, looking at Practice from the INSIDE. Even if you have no intention of running your own practice, understanding Practice from this perspective is crucial to being an effective Designer within an existing organization. If you start your own Practice, understanding the concepts presented is imperative. The third area is speculative and expansive. It looks at what Practice COULD BE. It will be based on a synthesis of what we have explored.

“The Beginning of our firm preceded the beginning of our firm.” From: SHoP in ‘Out of Practice’ p 239.

Beyond the basic mechanics and requirements of interior design professional practices, at a fundamental level we must ask critical questions and understand practice through the lens of design. Some questions we may begin to ask for example: What does it mean to be a professional or part of a profession? Is Practice a creative endeavor in itself? Can practice be, or is it DESIGNED? What are current models of practice both within and outside of Interior Design that we can explore? What role does Ethics play in the development of professional practice?

“You can think of design in four levels, forming a simple hierarchy. At the simplest level, people make choices about the design of their clothes or the environments that they live in, based on their awareness of design qualities and issues. Another level of sophistication is achieved by people who learn specialist design skills; they become designers, knowing how to design with greater fluency and expertise. They become adept at the craft of designing, but they usually rely on other people to decide what to design, to define the brief. It is becoming more widely recognized that design processes can also advantageously be used to decide what to do, employing interdisciplinary design teams in processes that harness the powers of intuition, where the shared mind is more productive and creative than the sum of the individual minds. At the highest level, design research can give access to knowledge, both research for a particular project and also research into methods and processes.” From “Innovation Through Design” by Bill Moggridge, from International Design Culture Conference-Creativeness by Integration.
COURSE OBJECTIVES

- To define and understand the Global Context(s) of Professional Practice (CIDA)
- To define the role of Design Process in creating and managing a Professional Practice (CIDA)
- To understand the role of Collaboration (CIDA)
- To define and broadly understand Ethics and its role within professional practice
- To define Profession and the role of the Professional
- To define Practice and the role of Practice.
- To synthesize Professional + Practice and clarify these understandings for yourself today and for the profession in the future.
- To critically evaluate the various modes and types of professional practice today.
- Is design not only a practice but a profession? Why is design relevant today? Is design a way of creating a business?
- To gain basic understanding of project procedures and practices within interior design, including: client contact + relations, scheduling, organization + written / oral communication.
- To competently understand different methods of establishing fees + compensations.
- To understand the importance + variety of business formations, principles, legal + ethical considerations involved in successful practice.
- To develop awareness of the requirements + function of professional interior design organizations.
- To develop a job search strategy, professional resume, cover letter + draft portfolio.
- To be able to understand the components of an interior design business/business plan.

ETHICS AND LEADERSHIP

This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

The University understands the phrase “real-life ethical choices” to mean that the ethics component of any course must be made relevant to students’ lives. Nonetheless, the committee believes that this flag is broadly applicable to courses across the curriculum, including courses in the humanities where the ethical content might stem from past events or fiction. In such cases, the ethical content cannot remain implicit; rather, it must be clear how it engages students in the process of ethical reasoning. In addition, the course should give students an opportunity to apply this content to questions or problems that are relevant to their adult and professional lives.

The University understands “leadership” as a concept belonging to ethics, and not as a matter of holding a managerial position. Regardless of his or her rank or power status, a person shows ethical leadership by setting a good example to others or taking initiative to encourage ethical action or discourage unethical action. Therefore, courses in professionalism or leadership may be counted, but only when there is an integrated focus on practical ethics.

READINGS AND REQUIRED TEXTS

(texts required: either the Ebook or Hard-copy is acceptable. Both should be available)

Piotrowski, Christine. *Problem Solving and Critical Thinking for Designers*. (suggested)

Additional readings and/or reference materials may be assigned throughout the semester.

*It is the student’s responsibility to read and review all materials given during class or to be posted on Canvas.*
Course Work to be Evaluated for Grade

Course work outline is provided for informational purposes only. Students will receive more detailed requirements for each of the items. Items are subject to adjustment and change if required by course dynamics. Points shown below are for planning purposes and may be adjusted as required. (Note for grad students: Expectations for rigor and extensiveness should meet those required for graduate level work.)

Presentations and Discussion (50 Points Total)

Students are expected to participate in this course through active engagement in the readings and work being completed and attendance is mandatory. This is most effectively done through engagement in class discussions and presentations of your work for discussion. These discussions are crucial to uncovering student's interests and areas that may be confusing or need more attention. There will also be times when you will be asked to present brief overviews of work to the class.

Portfolio/Resume + Cover Letter (50 Points Total)

Presenting your work, creating a mission statement for yourself and considering how to present yourself and your work will be key aspects of obtaining summer internships as well as work after graduation. We will use this course as a tool for evaluating these items. Also we will discuss interfacing with the SOA Website and considering social media and digital forms of work dissemination.

Booklets 100 Points Each (300 Total Points) / Booklets for Sections 01 (Analysis), 02 (Evaluation), and 03 (Synthesis)

You are asked to keep a journal of notes, references, diagrams, questions, observations, and speculations and to compile these into small booklets throughout the semester. This will be turned in after each 1/3 of the course. These booklets should be well designed and have sections covering the following broad areas.

Each booklet (for each section of the course) will contain at least 4 parts (with an additional 5th part in Booklet 03):

01 Notes covering each class period, each reading and each outside visit (ex: IIDA, in-class speakers or office tours) outlined in the course schedule

02 Exercises, Case Studies and/or Outside Practice Evaluations/References.

03 Diagrams / Outlines (Diagrams should not be hand sketches, but be well composed and graphically interesting)

Diagramming Practice, Diagramming Organizations, Diagramming Professional Connections, Situations, Relationships, conditions, etc. Collaborations, parallel interests, tangencies of Professional Practice? What is the role of Ethics in a professional practice? Diagramming Paths to Licensure, Diagramming Project Procedures / Project Phases

04 Synthesizing Connections and Asking Questions, try to make links/connections and understand the adjacencies and overlaps with other courses (such as Design VI or even EC) that you are taking.

05 (for Booklet 03 only) Synthesis of Business Design, Business Plan + Business Action Synthesizing your work into a proposal for the design of a business and a plan of action. Considering the Design a Business and the Design of an environment for the business.

Exam (100 Points Total)

Due to the significance and practical nature of the material presented during Section 02, an examination will be given at the end of Section 02. This exam will be based solely on the course readings and (any) ungraded quizzes contained wholly within Section 02.

Quizzes (0 Points Total)

Reading-based quizzes may be given periodically. Any quizzes are solely to facilitate class discussions and help you gauge your understanding of the material, and as such will not be graded.

500 Total Points Available

Course Grading

At the end of the semester your total earned points from the above activities will be converted into a percentile. Base on the University Grading System, a Letter Grade will be assigned.

Student work will be evaluated according to its rigor and evolution over the semester. Grades are subject to deductions for absences, late work, and late arrivals at the discretion of each instructor. A student must earn a grade of C or better in order for the course to count toward the degree. A grade of C- will not satisfy degree requirements.

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<tr>
<th>Grade Descriptions</th>
<th>% of total points</th>
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<tr>
<td>A/A-: excellent</td>
<td>90-100</td>
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<tr>
<td>B+/B/B-: above average</td>
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<td>C+/C: average</td>
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<td>C-/D+/D/D-: poor</td>
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<td>X: excused incomplete</td>
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COURSE SCHEDULE PRELIMINARY OUTLINE: daily handouts will be provided to outline each week’s important due dates, tasks and issues // additional readings may be assigned

Please see University Calendar for all official University Dates and Holidays

COURSE SCHEDULE SECTION 01: ANALYSIS: Professional Practice from the outside-in.
How do you relate to/understand Practice?
CASE STUDIES, PORTFOLIO PREPARATION AND INTERNSHIP/JOB SEARCH

| Week 1 | 01-T | 1/22 | Introductions / Syllabus Review: Assign Reading Chp 1 “Interior Design as a Profession” |
| Week 2 | 02-T | 1/29 | Chp 28 “Goals and Career Options” |
|        | 03-TH | 1/31 | Chp 05 “Where do Designers Work” / Chp 29 “The Job Search” |
| Week 3 | 04-T | 2/05 | Chp 30 “On the Job” |
|        | 05-TH | 2/07 | Chp 10 “Trade Sources” |

COURSE SCHEDULE SECTION 02: EVALUATION: looking at Professional Practice from the inside out. (What is Practice today?)
How is Practice organized and Why is it Organized that way? What are the parts of practice in relationship to the products of practice?

| Week 6 | 10-T | 2/26 | PORTFOLIO/RESUME COVER LETTER DUE |
|        | 11-TH | 2/26 | NO CLASS to permit conference attendance |
| Week 7 | 12-T | 3/05 | Chp 6 “Project Compensation and Design Fees” |
|        | 13-TH | 3/07 | Chp 7 “Preparing Design Contracts” |
| Week 8 | 14-T | 3/12 | Chp 11 “The Project Management Process” |
|        | 15-TH | 3/14 | Chp 12 “Contract Documents and Specifications” |

COURSE SCHEDULE SECTION 03: SYNTHESIS and EXPANSION: Speculative, Holistic Business Design (What can Practice Be?)
A speculative view of ID Practice based on the analysis and evaluation of contemporary conditions from the first 2/3 of the course

| Week 13 | 22-T | 4/10 | Chp 15 “Creating and Managing an Interior Design Practice” // Chp 16 “Advice and Counsel” |
|        | 23-TH | 4/12 | Chp 17 “Preparing the Business Plan” |
| Week 14 | 24-T | 4/17 | Chp 20 “Strategic Planning: Designing the Future” |

Schedule is for planning purposes only and may be updated at any time based on issues or opportunities that may emerge within the course. If updated, instructor will provide updated information and will discuss any changes with class at that time.
COMMUNICATION: Please be sure to ask if you have questions or concerns or if you need clarifications or are unsure of due-dates, times etc. It is incumbent on each student to clarify any concerns, questions or other issues regarding schedule, content or other issues to the instructor as soon as they arise. Communication is key to all of our success, and my door is always open to you.

ATTENDANCE: Due to the nature of this class, attendance is considered an important habit to acquire in becoming a mature, responsible member of the professional community. Therefore regular attendance and discussion participation is expected and evaluated. Attendance for any scheduled examinations and project presentations is mandatory. There will be no ‘make-up’ examinations without an excused absence from the instructor obtained WITH SIGNIFICANT ADVANCE NOTICE (at least one week).

You may miss three classes— for any reason—without penalty. The fourth unexcused absence (for any reason) will lower your course grade by a letter grade, and FIVE (5) or more unexcused absences will result in a failing grade for the course. Because our time in class is limited, promptness is important. At the discretion of the instructor, each instance of arriving late or leaving early may count as 1/2 of an absence. If you are late for class, it is your responsibility to make sure you have not been marked absent. Please contact the instructor via email prior to class if you expect to be late or miss class for any reason.

Religious holy days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Absence for military service. In accordance with section 51.9111 of the Texas Education Code, a student is excused from attending classes or engaging in other required activities, including exams, if he or she is called to active military service of a reasonably brief duration. The maximum time for which the student may be excused has been defined by the Texas Higher Education Coordinating Board as “no more than 25 percent of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service.” The student will be allowed a reasonable time after the absence to complete assignments and take exams. Policies affecting students who withdraw from the University for military service are given in the Withdrawal section.

EXTRA CREDIT: The only way for students to improve their grade is to improve their performance on assigned projects. There will be no extra-credit given. To permit extra credit work for certain students would be unfair to others.

LATE WORK: All projects and assignments will be turned in for review and evaluation as announced. All projects will be due at the BEGINNING of class unless otherwise stated. LATE WORK WILL NOT BE ACCEPTED. It is better to turn in your project in whatever state it is in, receive at least partial credit, than to receive no credit at all.

ACADEMIC INTEGRITY: All academic work, written or otherwise, submitted by a student for grade is expected to be the result of his/her own thought, research and self-expression. Any work submitted for a grade which proves to be that of someone other than the student will receive a ‘0’ (no points) for a grade. UT Honor Code (or statement of ethics) and an explanation or example of what constitutes plagiarism

(Link to University Honor Code: http://registrar.utexas.edu/catalogs/sq09-10/ch01/index.html )

STUDENT HONOR CODE: As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.

UNIVERSITY CODE OF CONDUCT: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DISABILITIES: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://diversity.utexas.edu/disability