

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. COURSE TITLE: Interior Design
2. CBEDS TITLE: Residential and Commercial Furnishing and Equipment Management, Production and Services
3. CBEDS NUMBER: 4430
4. JOB TITLES:

Interior Decoration Salesperson	
Salesperson, Yard Goods	261.357-070
Sales Representative, Home Furnishings	270.357-010
Salesperson Floor Covering/Estimator	270.357-026
Salesperson, Custom Draperies	270.357-022
Salesperson, Furniture	270.357-030
Interior Design Assistant	970.381-022
Display Artist	298.081-010
Buyer's Assistant	162.157-022
5. COURSE DESCRIPTION:

This course provides entry level training in the field of Interior Design by preparing students to work as an Interior Design assistant, display artist, or in home furnishings, merchandising and sales of floor, wall, and window coverings, lighting and accessories.

The course covers a sequence of mini units that include: Furniture styles and history, color, principles and elements of design, materials, textiles, window treatments and space planning. Integrated throughout the course are business, organization, communication, and presentation skills, problem solving and professional ethics.

Instructional strategies include lectures, demonstrations, exams and labs.

Certificates are issued upon completion of first year. Work-based learning options exist for second year students through community classroom and cooperative vocational education.
6. HOURS: 180-720
7. PREREQUISITES: A Consumer Home Economics course in the related field would be helpful for a student entering this class.
8. REVISION DATE: November 2004

9 COURSE OUTLINE:

a) CONTENT AREA SKILLS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL = Classroom	CC = Comm. Class.	CP = Co-op Ed.
Instruction will include:	Student will be able to:	CL	CC	CP
1. Orientation	1. Introduction to course 2. Philosophy and core concepts 3. Expectations and requirements 4. Student and course goals	10	5	5
2. Career Opportunities	1. Identify job titles: a. Entry Level b. Apprenticeship level c. Design level d. Advanced educational opportunities 2. Identify skills and attitudes necessary for successful employment.	10	5	5
3. Housing Selection	1. Life cycle 2. Life styles 3. Living units a. Types of housing b. Floor plan analysis c. Architectural styles	20	10	10
4. Space Planning	1. Architectural symbols 2. How to measure 3. Drawing to scale 4. Plan drawings 5. Elevational drawings 6. Furnishings layout 7. Barrier free design 8. Mechanical, plumbing and electrical systems 9. Computer aided drafting	40	20	20
5. Furniture	1. Furniture history 2. Furniture styles 3. Furniture terminology 4. Furniture selection 5. Furniture placement 6. Furniture construction a. wood b. upholstered	40	20	20

	c. other 7. Product resources			
6. Principles of design	1. Elements of design 2. Principles of design	20	10	10
7. Color	1. The psychology of color 2. Properties of color a. color wheel b. intensity/neutralized c. value d. warm/cool e. effects of color 3. Color schemes a. related b. complementary	20	10	10
8. Textiles	1. Fibers a. natural b. manmade 2. Fabric construction 3. Fabric design 4. Fabric selection 5. Fabric terminology 6. Product resources	20	10	10
9. Backgrounds	1. Floor coverings a. types - soft - hard - resilient b. calculations 2. Wall coverings a. types - paint - art decoration - wallpaper b. calculation 3. Product resources 4. Ceilings a. types	30	15	15
10. Window treatments	1. Architectural styles 2. Types of treatments 3. Terminology of treatments 4. Types of hardware 5. How to measure 6. Estimates 7. Cost 8. Product resources	20	10	10
11. Lighting	1. Types 2. Fixtures and systems 3. Light sources 4. Placement of fixtures 5. Lighting plans	30	15	15

12. Accessories	<ol style="list-style-type: none"> 1. Lighting 2. Art 3. Other 	10	5	5
13. Visual merchandising	<ol style="list-style-type: none"> 1. Utilization of materials 2. Presentation techniques and styles 	10	5	5
14. Salesmanship	<ol style="list-style-type: none"> 1. Approaches to selling <ol style="list-style-type: none"> a. personal b. professional 2. Communicating in selling <ol style="list-style-type: none"> a. persuasion b. listening to clients c. understanding people 3. Customer complaints 4. Product knowledge 5. Follow up 	20	10	10
15. Business practices	<ol style="list-style-type: none"> 1. Professional etiquette 2. Professional ethics 3. Client interview and contact 4. Pricing and contracts 5. Purchase orders and confirmations 6. Receiving 7. Shipping 8. Billing and collecting 9. Client budget control 10. Sales tax 11. Business licensing 12. Client presentations 13. Expediting 14. Trade sources and relationships 	30	15	15
15. Basic elements of bookkeeping	<ol style="list-style-type: none"> 1. Bookkeeping 	10	5	5
16. Computer and register operation	<ol style="list-style-type: none"> 1. Cash sale 2. Change 3. Charge sale 4. Returns 	10	5	5
17. Job search	<ol style="list-style-type: none"> 1. Career planning 2. Locating potential employers 3. Job application and resume 4. Preparing for job interviews 5. Job interview techniques 6. What employers want 7. Career ladders <ol style="list-style-type: none"> a. keeping your job <ul style="list-style-type: none"> - balancing personal and home life with career - managing conflict and stress - developing teamwork skills b. advancing on the job <ul style="list-style-type: none"> - developing leadership skills 	10	5	5
		360	180	180

9 COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	<p>Integrated in content area skills</p>
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>
<p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
6. Employment Literacy <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	6. Understand career paths and strategies for obtaining employment. <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	Integrated in content area skills
7. Technology Literacy <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	7. Understand and adapt to changing technology. <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	Integrated in content area skills

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

- a. ARTICULATION: A formalized articulation agreement exists with Monterey Peninsula College.**

- b. VOCATIONAL CREDIT:**

- c. ACADEMIC CREDIT: 10 high school credits per year.**

- d. INSTRUCTIONAL STRATEGIES: Demonstrations, Lab, Written assignments, Written tests and quizzes and projects.**

- e. INSTRUCTIONAL MATERIALS: Handouts organized into a textbook format, videos, CDROMS, Internet Sourcing, and Interior Design Library of Design Resources in class.**

- f. CERTIFICATES: Students will receive a Mission Trails ROP course certificate listing their job skill proficiencies. Upon completion of one year.**