

Scope & Sequence

Course Name: Extended Practicum in Interior Design PEIMS Code: 13004505*		Course Credit: 1.0 Course Requirements: Grade Placement: 12 Prerequisites: Interior Design II. Corequisites: Practicum in Interior Design.	
Course Description: Extended Practicum in Interior Design is an occupationally specific course designed to provide job-specific skills through laboratory training, job shadowing, or work situations in areas compatible with identified career goals in interior design. In addition, students will be expected to develop knowledge and skills related to housing, furnishings, and equipment construction or equipment management and services.			
NOTE 1: The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Architecture & Construction Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.			
NOTE 2: Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).			
NOTE 3: The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster.			
Practicum Plan		TEKS Covered 130.72. (c) Knowledge and Skills.	
Section 1: Pre-Practicum Prior to beginning practicums, students will review and discuss professional standards and employers' expectations, personal and workplace safety, proper safety and sanitation practices, effective problem-solving		(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to interior design;	



strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, teamwork, and conflict-management skills. Students will also discuss the technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.

Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality and effective time management, to accept constructive criticism, make ethical decisions, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices for effective working relationships, such as appropriate business and personal etiquette and professionalism through dress, speech, and manners.

Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and

- (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
 - (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency;
 - (D) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and
 - (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.
- (2) The student applies professional communications strategies. The student is expected to:
- (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;
 - (B) apply active listening skills to obtain and clarify information;
 - (D) analyze, interpret, and effectively communicate information, data, and observations; and
 - (E) observe and interpret verbal and nonverbal cues and behaviors to enhance communication.
- (3) The student implements advanced problem-solving methods. The student is expected to:



<p>demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences</p>	<ul style="list-style-type: none">(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions. <p>(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:</p> <ul style="list-style-type: none">(A) demonstrate understanding of and consistently follow workplace safety rules and regulations;(B) apply safety rules in performing various workplace procedures according to industry standards; and(C) demonstrate safe and skillful tool care and use. <p>(5) The student understands the professional, ethical, and legal responsibilities in interior design. The student is expected to:</p> <ul style="list-style-type: none">(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;(B) apply ethical reasoning to a variety of situations in order to make ethical decisions;(C) exhibit ethical practices as defined by the housing, furnishings, and equipment industries and(D) comply with all applicable rules, laws, and regulations in a consistent manner.
<p>Section 2: TEKS Checklist Components for Extended Practicum in Interior Design</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>



Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed.

- (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to interior design;
 - (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
 - (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency;
 - (D) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and
 - (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.
- (2) The student applies professional communications strategies. The student is expected to:
- (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;
 - (B) apply active listening skills to obtain and clarify information;
 - (D) analyze, interpret, and effectively communicate information, data, and observations; and
 - (E) observe and interpret verbal and nonverbal cues and behaviors to enhance communication.



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| | <ul style="list-style-type: none">(3) The student implements advanced problem-solving methods. The student is expected to:<ul style="list-style-type: none">(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:<ul style="list-style-type: none">(A) demonstrate understanding of and consistently follow workplace safety rules and regulations;(B) apply safety rules in performing various workplace procedures according to industry standards; and(C) demonstrate safe and skillful tool care and use.(5) The student understands the professional, ethical, and legal responsibilities in interior design. The student is expected to:<ul style="list-style-type: none">(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;(B) apply ethical reasoning to a variety of situations in order to make ethical decisions;(C) exhibit ethical practices as defined by the housing, furnishings, and equipment industries and(D) comply with all applicable rules, laws, and regulations in a consistent manner. |
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| | <p>(6) The student participates in a supervised interior design experience. The student is expected to:</p> <ul style="list-style-type: none">(A) conduct, document, and evaluate learning activities in a supervised interior design experience;(B) develop advanced technical knowledge and skills related to the student's occupational objective;(C) apply elements and principles of design for coordinating furnishings with advanced proficiency;(D) identify characteristics of materials and workmanship in relationship to appearance, performance, use, and care of furnishings;(E) demonstrate advanced procedures for the care and maintenance of different types of furnishings and equipment;(F) determine appropriate use of accessories, lighting, materials, and space in various environments;(G) arrange furniture and equipment to accommodate floor plans to meet needs and wants;(H) apply knowledge of design application, selection, and construction to complete furnishings projects;(I) evaluate strengths and weaknesses in technical skill proficiency; and(J) collect representative work samples. |
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Section 3: Critical-Thinking and Problem-Solving: Practicum Check-Ins

Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-ins with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills, and alternative solutions to possible problems they have encountered thus far or may still encounter. Students will also conduct technical research to gather information necessary for decision making as well as discuss and predict what training and technical skills will be necessary for a successful practicum experience as well as a successful career in an interior design-related field.

During check-ins, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students and supervising instructors will discuss course timelines and requirements as well as effective time management strategies for task completion.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to interior design;
 - (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment; and
 - (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.

- (3) The student implements advanced problem-solving methods. The student is expected to:
 - (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;
 - (B) analyze elements of problems to develop creative and innovative solutions; and
 - (C) conduct technical research to gather information necessary for decision making.

- (6) The student participates in a supervised interior design experience. The student is expected to:
 - (A) conduct, document, and evaluate learning activities in a supervised interior design experience.



Section 4: Practicum Culminating Activities

During their practicum experience, students will use appropriate technology and/or assigned materials to evaluate and discuss their strengths and weaknesses in technical skill proficiency as well as document and evaluate their practicum learning activities.

In a culminating project for the practicum, students will demonstrate their knowledge of advanced technical knowledge and skills, and apply elements and principles of design for coordinating furnishings, accessories, lighting, materials, and space in various environments, arrange furniture and equipment to accommodate floor plans to meet needs and wants, and apply their knowledge of design application, selection, and construction to complete their furnishings projects.

As part of the project, students will identify characteristics of materials and workmanship in relationship to appearance, performance, and use, and discuss advanced procedures for the care and maintenance of different types of furnishings and equipment.

Students will also demonstrate professional, effective communications skills as they

- (2) The student applies professional communications strategies. The student is expected to:
 - (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;
 - (C) create and deliver formal and informal presentations effectively; and
 - (D) analyze, interpret, and effectively communicate information, data, and observations.

- (6) The student participates in a supervised interior design experience. The student is expected to:
 - (A) conduct, document, and evaluate learning activities in a supervised interior design experience;
 - (B) develop advanced technical knowledge and skills related to the student's occupational objective;
 - (C) apply elements and principles of design for coordinating furnishings with advanced proficiency;
 - (D) identify characteristics of materials and workmanship in relationship to appearance, performance, use, and care of furnishings;
 - (E) demonstrate advanced procedures for the care and maintenance of different types of furnishings and equipment;
 - (F) determine appropriate use of accessories, lighting, materials, and space in various environments;



present their projects and representative work samples to their supervising instructor.

- (G) arrange furniture and equipment to accommodate floor plans to meet needs and wants;
- (H) apply knowledge of design application, selection, and construction to complete furnishings projects;
- (I) evaluate strengths and weaknesses in technical skill proficiency; and
- (J) collect representative work samples.