

# SYLLABUS

IND 3512 | 3 CR | Spring 2026

## 1 INSTRUCTOR

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Virtual Office: <https://ufl.zoom.us/j/7169838934> Office Hours: Mon-Thu 1:30-2:30pm (or virtually by appointment on Fridays)

## 2 COURSE INTENTIONS

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This course addresses current issues affecting interior design practice, ethical parameters of practice, business formation, management, and marketing, and specific procedures involved in project management. The course provides an understanding of Interior Design within a larger social, economic, and political context. It addresses individual student career planning, including strategies for securing employment. Class format is a combination of short presentations, discussions sessions, and in-class activities.

## 3 EDUCATIONAL OBJECTIVES

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- The interior design program provides exposure to the current and relevant issues that are shaping contemporary society and the world (CIDA Standard 4d)
- Students have awareness of the nature and value of integrated design practices (CIDA Standard 5a)
- Students have awareness of the contexts for interior design practice; impact of a global market on design practices; breadth and depth of interior design's impact and value; components of business practice (CIDA Standards 6a-d)
- Students understand types of professional business formations; elements of project management; instruments of service: contract documents, transmittals, schedules, budgets, and specifications; professional ethics and conduct (CIDA Standards 6e-h)
- The interior design program provides exposure to career opportunities an interior design education can afford and the options for advanced study; role models who are qualified by education and experience in interior design (CIDA Standard 6i-j)
- The interior design program provides exposure to the role and value of legal recognition for the profession; diversity, equity, and inclusion in the workplace; professional organizations; life-

long learning; public service (Council Standard 6k-o)

## 4 COURSE ORGANIZATION

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### 4.1 RECOMMENDED TEXTS

- Winchip, S. M. (2012). *Professional Practice for Interior Designers in the Global Marketplace*. New York: Fairchild Publications, Inc. ISBN: 978-1609011383.
- Bender, D. (2017). *Design Portfolios: Presentation and Marketing for Interior Designers*. New York: Fairchild Publications, Inc. ISBN: 978-1501317248.

[Required readings will be posted on Canvas within the module's main page]

### 4.2 FORMAT

Class sessions will occur in **RNK 106** on Tuesdays Period 4 (10:40 am – 11:30 am) and Thursdays Period 4-5 (10:40 am – 12:35 am) and will consist of material presented by the instructor as well as class discussions based on readings. Groups will be formed at the beginning of the semester to enable in-class group activities and exercises. These activities will provide the opportunity to apply material learned from readings and presentations.

### 4.3 READING ASSIGNMENTS

Required readings will be posted in Canvas on each module's page and draw from different sources. These readings will be assigned to be completed outside of class and will be followed-up with short reading quizzes proctored at the beginning of class sessions or a reading assignment to be submitted via Canvas.

### 4.4 CLASS EXERCISES/PARTICIPATION

Students will work in groups throughout the semester on in-class exercises and projects. Participation is also expected through I-Clicker activities and class discussions.

### 4.5 PROJECTS

Assignments throughout the semester will help students navigate and acquire internships. These will include: resume, cover letter, teaser, portfolio, business documents and contract. Projects and assignments are to be presented for interim or final review as scheduled. No projects will be accepted late except by special accommodation by the DRC.

### 4.6 EXAMS

There will be two exams, a midterm and a final. The exams must be taken at the scheduled time in-person. You must notify the instructor before the exam is scheduled if there are extenuating circumstances.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## 5 COURSE POLICIES

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### 5.1 ATTENDANCE

Attendance is essential to the learning process, therefore it is mandatory. It is expected that students will be both present and on time for each class session, and that the instructor will be notified in advance of any necessary planned excused absence in person, by phone or by email (It is understood that there are unplanned excused absences and University policy will be followed in those instances with appropriate documentation provided). Two unexcused absences will be tolerated without penalty. Each additional unexcused absence will result in the reduction of your course grade by one letter grade. If you have more than six unexcused absences, you will automatically fail the course.

### 5.2 CLASSROOM CLIMATE

Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

### 5.3 ADDITIONAL FEES

There are no additional fees for this course.

### 5.4 UNIVERSITY OF FLORIDA POLICIES

Please see academic policies and resources (<https://go.ufl.edu/syllabuspolicies>) regarding:

- Requirements for attendance and makeup assignments (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)
- Getting connected to the Disability Resource Center (DRC) (<https://disability.ufl.edu/get-started/>)
- UF Grading policies (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>)
- Course Evaluations (<https://my-ufl.bluera.com/>)
- Honesty Policy regarding cheating, plagiarism, etc. (<https://sccr.dso.ufl.edu/process/student-conduct-code/>)
- In-Class Recording
- Academic resources (i.e. Computing Help Desk, Career Connections, Library Support, Writing Studio, etc.)
- Campus Health and Wellness Resources (<https://one.uf.edu/whole-gator/discover>)

### 5.5 CRITERIA FOR GRADES

The format for this course is a combination of presentations, discussions, and student participation within in-class exercises. Assessment will occur through examination, evaluation of student projects and exercises, and evaluation of effort and class participation, as indicated below:

Projects	50%
Class Exercises/ Attendance	10%
Reading Checks	10%
Midterm exam	15%
Final exam	15%

### 5.6 GRADING SCALE

<b>A</b>	93-100	4.0	<b>C</b>	73-76.9	2.0
<b>A-</b>	90-92.9	3.67	<b>C-</b>	70-72.9	1.67
<b>B+</b>	87-89.9	3.33	<b>D+</b>	67-69.9	1.33
<b>B</b>	83-86.9	3.0	<b>D</b>	63-66.9	1.0
<b>B-</b>	80-82.9	2.67	<b>D-</b>	60-62.9	.67
<b>C+</b>	77-79.9	2.33	<b>E</b>	0-59	0.0

Information regarding UF's grading policy can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## 6 SCHEDULE\*

WK	Date		Topics / Activities	Assign / Due
1	T	1/13	Introduction	<b>Assign:</b> Project 1 - Identify DFE/ELE Week 2 Reading <b>Register for the <a href="#">DCP Career Expo</a></b>
	R	1/15	Professional Package – Part 1	<b>Assign:</b> Project 2 –Resume & Supporting Documents; Project 3 – Portfolio Week 2 Reading
2	T	1/20	Exploring the fundamentals of the ID profession	<b>Due:</b> Week 2 Reading
	R	1/22	Professional Package – Part 2	<b>Due:</b> Project 1 progress; Resume & Supporting Documents Draft (Draft of Portfolio Project insert if feedback is desired early)  Week 3 Reading

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3	T	1/27	Exploring Career Opportunities in ID	<b>Due:</b> Week 3 Reading
	R	1/29	Attaining an Entry-Level Position Portfolio Peer Review	<b>Due: Project 2 – Resume &amp; Supporting Documents; Draft Portfolio</b> (Covers, TOC, Project insert) <b>Assign:</b> Week 5 Reading
4	T	2/03	**Atlanta Trip**	
	R	2/05	**Atlanta Trip**	
5	T	2/10	Business Structures	<b>Due:</b> Week 5 Reading
	R	2/12	Exploring Professional and Ethical Standards	<b>Due: Project 3 – Portfolio by Sunday 11:59pm</b> <b>Assign:</b> Week 6 Reading
6	T	2/17	Exploring Professional and Ethical Standards	<b>Due:</b> Week 6 Reading
	R	2/19	<i>*Tentative Guest Lecture on Ethics by Juli Catlin*</i>	<b>Assign:</b> Week 7 Reading
7	T	2/24	Exploring the fundamentals of business practice and operations <b><i>DCP Career Expo (12-5pm) All are required to attend and network</i></b>	<b>Due:</b> Week 7 Reading
	R	2/26	Continued <i>Tentative Guest Speaker from Taylor &amp; Taylor</i>	<b>Due: Project 1 - DFE/ELE</b> <b>Assign:</b> Week 8 Reading
8	T	3/03	Labor Laws + Taxes	<b>Due:</b> Week 9 Reading
	R	3/05	Exploring accounting procedures	<b>Assign:</b> Week 10 Reading
9	T	3/10	Exploring liability and legal concerns	<b>Due:</b> Week 9 Reading

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				<b>Assign:</b> Exam Review; Week 12 Reading
	R	3/12	Discussing International Business – cultural dimensions and communication	<b>Assign:</b> Reading with reflection assignment due before Spring Break
10	T	3/17	Spring Break – No Class	
	R	3/19	Spring Break – No Class	
11	T	3/24	Midterm Review	<b>Due:</b> Ethics Reaction Paper
	R	3/26	Midterm Exam	<b>Assign:</b> Week 12 Reading
12	T	3/31	Exploring fundamentals of project delivery	<b>Due:</b> Week 12 Reading
	R	4/02	Exploring Design Fees, Contracts & Contract Negotiations	<b>Assign: Project 4 – Contracts</b> Week 13 Reading
13	T	4/07	Exploring FF&E Procurement, Delivery and Installation	<b>Due:</b> Week 13 Reading <b>Assign: Project 5 – Business Documents</b>
	R	4/09	Continued	<b>Assign:</b> Week 14 Reading <b>Due: Project 4 – Contracts</b>
14	T	4/14	Understanding the Designer’s Role in the Construction Process  *Tentative Guest Lecture*	<b>Due:</b> Week 14 Reading
	R	4/16	Reviewing Project Closeout  Introducing Project Management/ Controlling a project	<b>Due: Project 5 – Business Documents</b> <b>Assign:</b> Week 15 Reading
15	T	4/21	Exam Review	<b>Due:</b> Week 15 Reading
	R	4/23	No Class -- Reading Day	
16		TBD	<b>FINAL EXAM</b>	

\*The instructor reserves the right to make changes in the course schedule and syllabus as required to facilitate learning. Adjustments will be made when necessary and according to the professional judgment of the instructors. Unscheduled engagement exercises will be employed throughout the semester.