GOODHEART-WILLCOX PUBLISHER QUESTIONNAIRE

Course: Interior Design Services (8506500)
Title: *Interior Design*, Edition: 1st
Copyright: 2016
Author: Clemons
Grade Level: 9 - 12

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Stephanie Clemons, Ph.D., FASID, FIDEC is a Professor at Colorado State University. With more than 25 years of teaching experience, Dr. Clemons has taught freshman courses for interior design in both the traditional classroom and online courses; developed and conducted workshops for high school and junior high school interior design teachers; developed and taught an online Interior Design Certificate Series (at CSU) for FCS Teachers; and presented workshops for such organizations as Cooper Hewitt/Smithsonian, the AAFCS National Conference, Interior Design Educators Council (IDEC) Conference, and ASID Chapter Leadership Conferences. Noted for curriculum development, Dr. Clemons participated in the development team for the AAFCS PrePAC Interior Design Fundamentals Credential and the FCS National Standards for Interior Design & Furnishings. In addition, Dr. Clemons served on the national Board of Directors for the American Society of Interior Designers (ASID) and chaired the ASID Education Training Advisory Council for many years. Dr. Clemons will serve as President-Elect and President of ASID in 2014-2015. She also served as President of IDEC and chaired the Journal of Interior Design and the K-12 Task Force. Along with her teaching and leadership roles, Dr. Clemons has worked with several Colorado community college interior design programs to develop articulation agreements.

Students: Describe the type(s) of students for which this submission is intended.

This submission is intended for Florida high school interior design students seeking an introductory interior design course.

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Interior Design captures student interest in a profession that is never static or predictable because its focus is people—and their needs for environments that protect health, safety, and well-being as well as provide comfort and beauty. The text emphasizes the creative excitement and innovative beauty of the interior design field. Students will learn the value of the profession, its historical roots, best business practices and career specializations available as well as their educational requirements. This text helps students examine and apply fundamental skills of the design process and foundational factors that support the process—elements and principles of design; color and light; historical influences (including interior/furniture styles and exterior architectural styles); and the human impact of design (sustainability, universal design, aging-in-place, anthropometrics, proxemics, and ergonomics.). In addition, students will put knowledge into practice as they learn "why's" and "how's" of: selecting interior materials, furnishings, and accessories; preparing visual communications including drawings, renderings, and models; making interior design applications for commercial and residential interior; applying design skills to an interior design project; and focusing on career skills. Thorough coverage of the Florida Department of Education's standards for *Interior Design* Services is reinforced throughout the book with key concept features and a variety of methods for assessing students' performance. End-of-chapter critical analysis and application activities help students develop a base of skills needed in both their careers and life. Students learn basic principles and concepts about interiors that help them apply what they have learned. English/Language Arts standards for reading, writing, speaking, and listening are incorporated in end-of-chapter applications to reinforce communication skills. The Designer Profiles present information about various interior-design professionals and their career paths and career opportunities. Portfolio activities provide guidance in creating a personal portfolio for use when exploring career opportunities. Extensive use of instructor's resources, including lesson plans and assessments, help to reinforce core concepts and create a rich learning experience by teaching students to access information,

improve decision-making skills, and set goals. Classroom-tested activities engage students as they study key concepts.

Major Tool - Student Components Describe each of the components, including a format description.

1. *Interior Design* student textbook (printed, hard cover, full-color textbook with approximately 550 pages).

2. Online Student Center for *Interior Design* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.

3. *Interior Design* Bundle combines both a printed text and an Online Student Center. All student support materials are available online in a six-year classroom subscription.

Major Tool - Teacher Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Online Instructor Resources include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Program planning guides are provided for *Interior Design* to suggest ways to schedule the chapters for different course calendars, including 12-week trimester and 18-week semester courses.

4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Not Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.
Interior Design is an entirely new product, offering the most up-to-date approach to interior design instruction, ideal for the career pathway. The content, organization, and pedagogy have been reviewed by classroom instructors.

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.
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