CERTIFICATE

PUBLIC INTEREST DESIGN

NC STATE College of Design

Introduction

Public Interest Design is a participatory and issue-based design practice that places emphasis on the "triple bottom line" of sustainable design that includes environmental, economic, and social challenges across the world. Public Interest Design seeks to broaden access of the benefits of design to all of the general public. By connecting the design process to global issues, Public Interest Design helps further establish the public value of design to a broader audience and provides designers with a larger platform to affirm the value of all the design disciplines.

The built and natural environments, including the spaces in which we live and work, the products we consume, and the messages we receive, have a powerful impact on how we function in society. Good design requires attention and sensitivity to social, economic, political, cultural and behavioral issues. The aim of all curricula at the College of Design is to develop the designer's perception, knowledge, skills and problem-solving abilities in order to prepare students for a successful career – and life. Public Interest Design provides one area of study that links design education and professional practice with the knowledge and skills to address global issues.

The strength of Public Interest Design at the NCSU College of Design extends back into the late 1960's, with a recognized history of community-based service through the teaching legacies of many faculty. This certificate would allow the College of Design to build on past leadership in public service and to strengthen the institution's role as a global leader in Public Interest Design. Both the millennial generation and current practitioners desire the knowledge of how to use their design education and professional skills to serve the public meaningfully.

This certificate allows the College of Design (COD) to further align its research, education and outreach activities with the strategic plans of the university. The proposed certificate aligns with the following stated goals from Pathways to the Future, NCSU Strategic Plan, 2011-2020: "We see an educational institution that nurtures graduates ready to enter productively into society with skills, an inquiring mind, global awareness, and a sense of social responsibility." The Plan includes:

- Applying innovative solutions to societal problems at the local, state, national and global levels.

- Facilitating interactions among extraordinary minds engaged with complex real-world problems.

- Promoting an integrated approach to problem solving that transforms lives and provides leadership for social, economic and technological development across North Carolina and around the world.

Program Objectives

The graduate level certificate program in Public Interest Design will provides education in this rapidly emerging field. The curricular content, which is research, classroom and field based, educates students and professionals in how to

use design to address a range of critical challenges that communities face in the world. This further aligns the teaching, research and outreach of all the design departments of the College of Design with the mission of the University. This capitalizes on NCSU's past leadership and current faculty, as well as join the growing cultural momentum to provide expanded public service.

The programs objectives are to educate students to:

    a.   analyze precedents of how Public Interest Design is and can be a meaningful part of professional practice;

    b.   describe one model of professional practice in Public Interest Design;

    c.   identify public need for design that can address community challenges;

    d.   determine a design project's social, economic, environmental impact on a community;

    e.   document stakeholders and assets that can address project challenges;

    f.   test a process of working with a community as a design partner;

    g.   apply a collaborative process with multiple stakeholders.

What is Public Interest Design?

Public and pro bono services are an integral part of the Architecture and Landscape Architecture professions. The motivation to "improve quality of life in communities" has been documented as the second main reason that people enter the profession of architecture. In 1996, Ernest L. Boyer and Le D. Mitgang conducted a survey of architecture students and asked the following:[1]

> *Please rank the most important reasons for entering the architecture profession:*

>> Top reason given: *Putting creative abilities to practical use:*
>> *44% gave as first reason for entering the profession of architecture.*

>> Second most often reason given: *Improving quality of life in communities*
>> *22% gave as first reason for entering the profession of architecture.*

If we combine these top two reasons, we arrive at a working definition of Public Interest Design: "the desire to improve quality of life in communities" by "putting creative abilities to practical use."

Two more recent surveys, one of American Institute of Architects members and another of a sample of students at the Harvard Graduate School of Design, document the current strong interest for a public-based practice.

The following are the results of a 2011 survey of the graduate student body in all design degree programs at Harvard's Graduate School of Design, conducted through the GSD Student Services with Bryan Bell as Principal Investigator:

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[1] *Building Community: A new future for architecture education and practice;* Ernest L. Boyer and Lee D. Mitgang*; The Carnegie Foundation for the Advancement of Teaching, Survey on Education of Architects, 1996; p. 9

Please rank the three most important reasons you chose to enter the profession of architecture:

> *Putting creative abilities to practical use:*
> *As first reason: 63%*
> *As second reason: 17%*
> *Third reason: 20%*
>
> *Improving quality of life in communities*
> *As first reason: 26%*
> *As second reason: 46%*
> *As third reason: 28%*

The following are the results of the 2011 survey of a representative national sample of AIA members as part of the 2010 Latrobe Prize research, *Wisdom from the Field*, funded by the College of Fellows of the AIA and conducted by Roberta Feldman, Sergio Palleroni, David Perkes and Bryan Bell. The need for training in Public Interest Design was clearly identified in the Latrobe survey. The results provide evidence that the lack of training in this field was a major obstacle in succeeding in a career in public interest design:

a. 54% of survey respondents identified the lack of "necessary identified expertise and training" as an obstacle to successful practice of Public Interest Design;

b. 72% identified the lack of on-the-job training in public interest design as an obstacle;

c. Seven specific learning objectives were identified as needed for a successful practice in PID;

d. 20% of survey respondents knew architects who left the field of architecture because of dissatisfaction with how it served local communities, showing that failing to accomplish this goal is a clear and tangible loss for the profession in terms of trained and licensed practitioners.

Similarly, confirmation of the desire among students for education, training in public interest design was also found through the survey of the graduate student body at the Harvard Graduate School of Design:

a. If training in Public Interest Design were available to you now, how likely – if at all – would you be to pursue it?
> Very likely: 26%
> Somewhat likely: 52%

b. How would you choose to gain additional expertise and training in Public Interest Design?
Please check all that would be of interest.
> Classes at my school: 73%
> An independent service program like a summer design/build studio: 68%
> Independent training sessions organized by and located at a university: 24%
> On-line webinars: 7%

This data provides indicators of a nation-wide demand for such a certificate program, among both professionals and students. The growth of Public Interest Design as a professional practice means that the motivations of students and professionals to serve the public and communities can be part of their full-time or part-time of a professional career.

The Need for this in Design Education

Currently, there is only one certificate program in PID, which is offered at Portland State University in Oregon. Thus, developing this certificate is an opportunity for the NCSU College of Design to become further recognized for one of

its strengths and offer a specific program of study in a highly sought field through the first certificate program in the eastern United States.

It is anticipated that there will initially be four students growing to ten students enrolled per year by Year 4.

Particpating Departments

The School of Architecture and the Department of Landscape Architecture are co-sponsors of the Public Interest Design Certificate. Elective courses have been identified throughout the four academic departments that comprise the College of Design: School of Architecture, Landscape Architecture, Art + Design, and Graphic Design and Industrial Design.

Beyond the design disciplines, Public Interest Design practices rely on diverse stakeholders to achieve positive impact. Rather than the professional/client transactional relationship of traditional design practice, Public Interest Design takes a shared-expertise approach where the assets of multiple stakeholders are recognized, respected and applied to the design solution – including governmental entities and funding sources in addition to community members, etc.

> *Most practitioners found they needed to expand their conventional professional roles and services to include planning, research, advocacy strategies, and others to meet the public needs of a project. This required cultivating new skills and strategies and building relationships with experts in other fields, representatives of various non-profits, and/or government officials to facilitate projects.*
> 2011 FAIA Latrobe Prize Research Report, "Wisdom from the Field"
> Roberta Feldman, Sergio Palleroni, David Perkes and Bryan Bell

Certificate Program Coordinator

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      Kofi Boone, Associate Professor
      Emily McCoy, Lecturer

Art + Design
      Cecilia Mouat Croxatto, Assistant Professor
      Tania Allen, Assistant Professor
      Pat Fitzgerald, Associate Professor

Industrial and Graphic Design Department
      Russell Flinchum, Associate Professor

Academic Requirements for Participants

Certificate students are expected to complete a total of 15 hours of coursework. Participants not in the College of Design would pursue Option 3 which does not include design studios. Additionally, it is possible to earn this certificate as a post-baccalaureate, non-degree seeking student. In addition,

There are three methods of fulfilling this requirement:

Option 1

ARC 563 Public Interest Design Seminar: Case Studies and Current Issues	3 credit hours
Two (2) approved design studios	12 credit hours
Total	15 credit hours

Option 2

ARC 563 Public Interest Design Seminar: Case Studies and Current Issues	3 credit hours
One (1) approved design studios	6 credit hours
Two (2) approved seminars	6 credit hours
Total	15 credit hours

Option 3

ARC 563 Public Interest Design Seminar: Case Studies and Current Issues	3 credit hours
Four (4) approved seminars	12 credit hours
Total	15 credit hours

Required Coursework

All studios and seminars taken for certificate credits must be either: (1) be listed below, or (2) approved by the Certificate Coordinator prior to the student's enrollment in the proposed course.

Successful completion of the following seminar is required for all PID Certificate students:

ARC 563 Public Interest Design Seminar: Case Studies and Current Issues	3 credit hours

Successful completion of between 6 and 12 credit hours from the following courses may be included towards the completion of the PID Certificate:

LAR 500 Community Planning and Design Studio	Studio	6 credit hours
ARC 503* Affordable Housing Studio	Studio	6 credit hours
ARC 503* PID Incubator Studio	Studio	6 credit hours
ARC 503* Coastal Dynamics Studio	Studio	6 credit hours
ARC 503* Design Build Summer Studio	Studio	6 credit hours
LAR 582 Coastal Dynamics Studio	Studio	6 credit hours
LAR 582 Introduction to Research Methods	Seminar	3 credit hours
LAR 578 Environmental Social Equity in Design	Seminar	3 credit hours
LAR 579 Human Use of the Urban Landscape	Seminar	3 credit hours
LAR 582 Performance and Metrics	Seminar	3 credit hours
ID 582 Human Centered Design	Seminar	3 credit hours
ADN 592/ARC 590: DIY Cartography		
ARC 590 Special Topics - topics vary, by approval of PID Certificate Coordinator	Seminar	3 credit hours
LAR 582 Special Topics - - topics vary, by approval of PID Certificate Coordinator	Seminar	3 credit hours
ADN 502 Documentary Film	Seminar	3 credit hours
ADN 503* Introduction to Practice Based Research on Art and Design	Seminar	3 credit hours
ADN 503* Storytelling Through Films	Seminar	3 credit hours

*Only these pre-approved sections of ARC 503 and ADN 503 are eligible for credits
NOTE – not all courses are taught every year.

Successful completion of up to 6 credit hours from the following courses in other NCSU Public Administration Departments may be included towards the completion of the PID Certificate:

PA 510 Public Policy Analysis	Seminar	3 credit hours
PA 512 Public Budgeting	Seminar	3 credit hours
PA 521 Government and Planning	Seminar	3 credit hours
PA 535 Problem Solving for Public and Nonprofit Organizations	Seminar	3 credit hours
PA 536 Management for Nonprofit Organizations	Seminar	3 credit hours
PA 546 Program Evaluation	Seminar	3 credit hours
PA 553 Disasters and Public Policy	Seminar	3 credit hours
PA 598 Grant Writing and Management	Seminar	3 credit hours
ES 495-601	NR 595-601 Environmental Behavior Change -- online	Seminar	3 credit hours

Successful completion of up to 6 credit hours in other NCSU departments other than the College of Design and the Department of Public Administration can count towards PID Certificate if given approval by PID Certificate Coordinator at the time of application to the PID Certificate program.

All coursework for the PID Certificate must be a registered NC State University course. Transfer credit from other institutions is not allowed.

Additional Opportunities

Students in the Public Interest Design Certificate Program will join an academic and professional community that offers a broad range of extracurricular activities. These include the College of Design visiting lecturers and membership in student organizations, such as the American Institute of Architecture Students' Freedom by Design program, which organize community-based design/build projects.

Application Process

Students must apply on-line through the College of Design website to participate in the certificate program, (https://design.ncsu.edu/academics/architecture/#overview). The PID Certificate application process is a separate process from application to admission for NCSU departments. To qualify for admission to the Certificate in Public Interest Design, students must meet one of the following criteria:
- Be a degree student in good standing in a NC State University graduate program. Students must have at the time of application a GPAS of 3.00 in their professional degree program. (Transcript required at time of application.)
- Be a graduate of an accredited four year college or university, and have a GPA of at least 3.0 on a 4.0 scale in their last 60 credit hours of undergraduate study. (Transcript required at time of application.)
- Be a practicing professionals with related experience or education. (Resume required at time of application.)
- Be a member of the public with related experience or education. (Resume required at time of application.)

Students must apply to graduate from the certificate at the same time or prior to the time that they apply to graduate from their degree program.

As Part 1 of the application for admission for the PID Certificate, each student must identify a plan of proposed coursework that fulfill all the required learning objectives and apply using Form 1 submitted (attaced to this document) to Bryan Bell, Associate Professor, bbell@ncsu.edu.

As Part 2 for completion of the PID Certificate, after achieving 15 credits of approved courses, each student must apply to the Graduate School for admission through MyPack portal.

Questions contact Bryan Bell, bbell@ncsu.edu.

Certificate Completion

To receive a PID Graduate Certificate, all three of the following criteria must be met:

1. A student must complete 15 hours of coursework in an approved selection of courses identified above.

2. A student must have a minimum 3.00 cumulative grade point average (GPA) on all certificate course work. The minimum grade to receive certificate credit can be no lower than a grade of B-. GCP students who take letter-graded 400-, 500- and 700-level courses do not have the option of taking the courses for "credit only" if they intend for the course to be part of their GCP.

Additionally, PID Certificate requirements must be completed within four calendar years, beginning with the date the student commences courses applicable to the GCP. A student may obtain more than one certificate. Each certificate must have at least nine credit hours that are unique to it.

Note: Academic success in a certificate program might have a strong bearing on admission to a degree program, but completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process.

Program Outcome Assessment Plan

Objective 1: In this certificate program, students will learn concepts of effective practice and leadership in how to use design to address the critical challenges communities face globally by developing the designer's perception, knowledge, skills and problem-solving abilities in order to prepare students for a career in public interest design.

Evidence of successful completion of each outcome is required to be provided by each student. Documentation must be provided that addresses critical criteria for each outcome. These criteria are provided on the PID Certificate website.

Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
Analyze precedents of how Public Interest Design can be a meaningful part of professional practice	ARC 563. Public Interest Design Seminar: Case Study or LAR 582.002: Environmental Social Equity in Design: Case Study	Certificate Coordinator	Annually
Describe one model of professional practice in public interest design	ARC 563. Public Interest Design Seminar: Case Study or LAR 582.002: Environmental Social Equity in Design: Case Study	Certificate Coordinator	Annually
Identify public need for design that can address community challenges	ARC 503.002 Public Interest Design Incubator Studio Project or ARC 503 Summer Design/Build Project or Pre-approved ARC 503 Project	Certificate Coordinator	Annually

Identify the social, economic, and environmental impact of a design project's on a community	ARC 563. Public Interest Design Seminar: Case Study or LAR 582 Performance and Metrics analysis	Certificate Coordinator	Annually
Identify stakeholders and assets that can address project challenges	ARC 503.002 Public Interest Design Incubator Studio Project or ARC 503 Summer Design/Build Project or Pre-approved ARC 503 Project	Certificate Coordinator	Annually
Test a process of working with a community as a design partner	ARC 503.002 Public Interest Design Incubator Studio, SEED process digital documentation or Pre-approved ARC 503 Project	Certificate Coordinator	Annually
Apply a collaborative process with multiple stakeholders	ARC 503.002 Public Interest Design Incubator Studio Project or ARC 503 Summer Design/Build Project or Pre-approved ARC 503 Project	Certificate Coordinator	Annually

Objective 2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
To be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals	Exit survey administered by Graduate School	Graduate School	Annually
To be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals	Exit survey administered by Graduate School	Graduate School	Annually
To be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals	Exit survey administered by Graduate School	Graduate School	Annually

To be satisfied with the frequency and timeliness of courses offered for the certificate	Exit survey administered by Graduate School	Graduate School	Annually
To be satisfied with the quality of teaching in certificate courses	Exit survey administered by Graduate School	Graduate School	Annually
To be satisfied with the overall educational experience of the certificate program	Exit survey administered by Graduate School	Graduate School	Annually