

***INTERIOR DESIGN
CURRICULUM FRAMEWORK***



This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

NEVADA STATE BOARD OF EDUCATION

Elaine WynnPresident
 Mark Newburn..... Vice President
 Robert Blakely..... Member
 Katherine Dockweiler..... Member
 Tamara Hudson..... Member
 Cathy McAdoo Member
 Kevin Melcher Member
 Dawn Miller..... Member
 Felicia Ortiz Member
 Wayne Workman Member
 Alex Gallegos..... Student Representative

NEVADA DEPARTMENT OF EDUCATION

Jhone M. Ebert
 Superintendent of Public Instruction

Craig Statucki, Director
 Office of Career Readiness, Adult Learning & Education Options

VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada’s public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSOs)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
INTERIOR DESIGN**

PROGRAM INFORMATION

Program Title:	Interior Design
State Skill Standards:	Interior Design
Standards Reference Code:	ID
Career Cluster:	Architecture and Construction
Career Pathway:	Design/Pre-construction
Program Length:	3 Levels (L1, L2, L3C)
Program Assessments:	Interior Design Workplace Readiness Skills
CTSO:	FCCLA
Grade Level:	9-12
Industry Certifications:	Pre-PAC Housing and Furnishings Pre-PAC Interior Design and Home Furnishings

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Interior Design industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Interior Design
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <https://www.air.org/sites/default/files/CTEClusters.pdf> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

INTERIOR DESIGN
Core Course Sequence

COURSE NAME	LEVEL
Interior Design I	L1
Interior Design II	L2
Interior Design III	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

INTERIOR DESIGN
Core Course Sequence with Complementary Courses

COURSE NAME	LEVEL
Interior Design I	L1
Interior Design II	L2
Interior Design II LAB*	L2L
Interior Design III	L3C
Interior Design III LAB*	L3L
Interior Design Advanced Studies*	AS
CTE Work Experience – Architecture and Construction*	WK

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area; (2) completion of academic requirements governing receipt of a standard diploma; and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSE:**RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:**

COURSE TITLE: Interior Design I
ABBR. NAME: INT DESIGN I
CREDITS: 1
LEVEL: L1
CIP CODE: 50.0408
SCED CODE: 05193
PREREQUISITE: NONE
CTSO: FCCLA

COURSE DESCRIPTION:

This course provides students with an introduction to residential design. Students learn about the elements and principles of design and how to apply them in the planning of interior spaces. Areas of study include understanding both personal and clients' wants and needs, housing options, design styles, architectural styles, introduction to architectural drawings, and career opportunities in the field of interior design.

TECHNICAL STANDARDS:**CONTENT STANDARD 1.0: EXPLORE CAREERS AND PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

Performance Standard 1.2: Analyze Career Paths and Opportunities

Performance Indicators: 1.2.3

Performance Standard 1.4: Demonstrate Awareness of Registration Requirements for Professional Organizations

Performance Indicators: 1.4.3-1.4.4

CONTENT STANDARD 2.0: EXPLORE DESIGN FUNDAMENTALS

Performance Standard 2.1: Utilize Elements of Design

Performance Indicators: 2.1.1-2.1.8

Performance Standard 2.2: Analyze Color and its Effects in Design

Performance Indicators: 2.2.1-2.2.3, 2.2.6-2.2.8

Performance Standard 2.3: Investigate Textiles for Environments

Performance Indicators: 2.3.1-2.3.2

Performance Standard 2.4: Utilize the Principles of Design

Performance Indicators: 2.4.1-2.4.7

Performance Standard 2.5: Compare and Contrast Design

Performance Indicators: 2.5.1-2.5.2, 2.5.6

Performance Standard 2.6: Demonstrate Professional Presentation Techniques

Performance Indicators: 2.6.1-2.6.2, 2.6.4

CONTENT STANDARD 3.0: EXPLORE INFLUENCES THAT AFFECT HOUSING CHOICES

Performance Standard 3.1: Evaluate the Influence of Needs and Wants on Housing Choices

Performance Indicators: 3.1.1-3.1.2

.... continue on next page

Performance Standard 3.3: Analyze the Impact of Other Factors on Housing Choices

Performance Indicators: 3.3.1

CONTENT STANDARD 4.0: EVALUATE RESIDENTIAL DESIGN

Performance Standard 4.1: Investigate Alternatives in Residential Design

Performance Indicators: 4.1.1-4.1.4

CONTENT STANDARD 5.0: INVESTIGATE CONSTRUCTION

Performance Standard 5.1: Analyze Various Methods of Construction

Performance Indicators: 5.1.2

CONTENT STANDARD 7.0: DEVELOP SPACE PLANNING SKILLS

Performance Standard 7.1: Demonstrate Space Planning

Performance Indicators: 7.1.1-7.1.2

Performance Standard 7.2: Demonstrate Floor Plan Development and Skills

Performance Indicators: 7.2.6-7.2.7

Performance Standard 7.3: Explore Space Planning Considerations for Specific Areas

Performance Indicators: 7.3.1-7.3.2, 7.3.6

CONTENT STANDARD 9.0: EVALUATE COMMERCIAL DESIGN

Performance Standard 9.1: Examine General Considerations of Commercial Design

Performance Indicators: 9.1.1

Performance Standard 9.2: Explore the Various Types of Commercial Design Specialties

Performance Indicators: 9.2.1

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Interior Design Standards for alignment by performance indicator.

CORE COURSE:**RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:****COURSE TITLE: Interior Design II****ABBR. NAME: INT DESIGN II****CREDITS: 1****LEVEL: L2****CIP CODE: 50.0408****SCED CODE: 05193****PREREQUISITE: Interior Design I****CTSO: FCCLA****COURSE DESCRIPTION:**

This course is a continuation of Interior Design I. This course prepares intermediate interior design students for instruction in interior spaces and in determining client interests and developing a design plan. Areas of study include styles and trends in architecture, the basic structure of construction, and residential and commercial interior designs. Students will expand their design knowledge in color, textiles, materials, furnishings, accessories, and completing and presenting design professional presentations. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS:**CONTENT STANDARD 1.0: EXPLORE CAREERS AND PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

Performance Standard 1.1: Describe the History, Current, and Projected Trends in the Interior Design Profession

Performance Indicators: 1.1.1-1.1.2

Performance Standard 1.2: Analyze Career Paths and Opportunities

Performance Indicators: 1.2.2

Performance Standard 1.4: Demonstrate Awareness of Registration Requirements for Professional Organizations

Performance Indicators: 1.4.1-1.4.2

Performance Standard 1.5: Examine Local, State, National, and Global Legislation and Regulation

Performance Indicators: 1.5.1

CONTENT STANDARD 2.0: EXPLORE DESIGN FUNDAMENTALS

Performance Standard 2.2: Analyze Color and its Effects in Design

Performance Indicators: 2.2.4-2.2.5

Performance Standard 2.3: Investigate Textiles for Environments

Performance Indicators: 2.3.3-2.3.5, 2.3.7, 2.3.9-2.3.10

Performance Standard 2.5: Compare and Contrast Design

Performance Indicators: 2.5.3-2.5.5, 2.5.7-2.5.8

Performance Standard 2.6: Demonstrate Professional Presentation Techniques

Performance Indicators: 2.6.3, 2.6.5-2.6.6, 2.6.8-2.6.9

.... continue on next page

Performance Standard 2.7: Develop and Work Within a Budget to Create a Design Plan

Performance Indicators: 2.7.1-2.7.2

CONTENT STANDARD 3.0: EXPLORE INFLUENCES THAT AFFECT HOUSING CHOICES

Performance Standard 3.1: Evaluate the Influence of Needs and Wants on Housing Choices

Performance Indicators: 3.1.3

Performance Standard 3.2: Evaluate How Life Cycle Stages Impact Housing Choices

Performance Indicators: 3.2.1-3.2.3

Performance Standard 3.3: Analyze the Impact of Other Factors on Housing Choices

Performance Indicators: 3.3.2-3.3.3

CONTENT STANDARD 4.0: EVALUATE RESIDENTIAL DESIGN

Performance Standard 4.1: Investigate Alternatives in Residential Design

Performance Indicators: 4.1.5-4.1.6

CONTENT STANDARD 5.0: INVESTIGATE CONSTRUCTION

Performance Standard 5.1: Analyze Various Methods of Construction

Performance Indicators: 5.1.1, 5.1.3-5.1.5

Performance Standard 5.2: Examine Interior Systems

Performance Indicators: 5.2.1-5.2.3

Performance Standard 5.3: Analyze Energy Efficiency

Performance Indicators: 5.3.1-5.3.3

CONTENT STANDARD 6.0: EXPLORE ARCHITECTURE

Performance Standard 6.1: Identify American Adaptations on Architectural Design

Performance Indicators: 6.1.1-6.1.7

CONTENT STANDARD 7.0: DEVELOP SPACE PLANNING SKILLS

Performance Standard 7.1: Demonstrate Space Planning

Performance Indicators: 7.1.3-7.1.5

Performance Standard 7.2: Demonstrate Floor Plan Development and Skills

Performance Indicators: 7.2.1-7.2.5, 7.2.8

Performance Standard 7.3: Explore Space Planning Considerations for Specific Areas

Performance Indicators: 7.3.3-7.3.5, 7.3.7-7.3.10, 7.3.12-7.3.20

CONTENT STANDARD 8.0: EVALUATE THE SELECTION OF FURNITURE, LIGHTING, APPLIANCES, AND BACKGROUNDS

Performance Standard 8.1: Evaluate Furniture

Performance Indicators: 8.1.1-8.1.6

Performance Standard 8.2: Evaluate Appliances

Performance Indicators: 8.2.1-8.2.3

Performance Standard 8.3: Evaluate Lighting

Performance Indicators: 8.3.1-8.3.2

Performance Standard 8.4: Evaluate Wall Treatments

Performance Indicators: 8.4.1-8.4.2

Performance Standard 8.5: Evaluate Windows and Doors

Performance Indicators: 8.5.1-8.5.5

.... continue on next page

Performance Standard 8.6: Evaluate Flooring

Performance Indicators: 8.6.1-8.6.4

Performance Standard 8.7: Evaluate Ceiling Treatments

Performance Indicators: 8.7.1-8.7.3

CONTENT STANDARD 9.0: EVALUATE COMMERCIAL DESIGN

Performance Standard 9.1: Examine General Considerations of Commercial Design

Performance Indicators: 9.1.2-9.1.5

CONTENT STANDARD 10.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS

Performance Standard 10.1: Explore Business Principles and Practices

Performance Indicators: 10.1.1

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Interior Design Standards for alignment by performance indicator.

CORE COURSE:**RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:****COURSE TITLE: Interior Design III****ABBR. NAME: INT DESIGN III****CREDITS: 1****LEVEL: L3C****CIP CODE: 50.0408****SCED CODE: 05193****PREREQUISITE: Interior Design II****PROGRAM ASSESSMENTS: INTERIOR DESIGN****WORKPLACE READINESS SKILLS****CTSO: FCCLA****COURSE DESCRIPTION:**

This course is a continuation of Interior Design II. This course provides advanced interior design students with instruction in advanced techniques and processes, understanding of the elements and principles of design, processes for producing design concepts, and creating visuals and samples for professional presentations. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS:**CONTENT STANDARD 1.0: EXPLORE CAREERS AND PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

Performance Standard 1.2: Analyze Career Paths and Opportunities

Performance Indicators: 1.2.1

Performance Standard 1.3: Explore Opportunities for Entrepreneurial Endeavors

Performance Indicators: 1.3.1-1.3.5

Performance Standard 1.5: Examine Local, State, National and Global Legislation and Regulation

Performance Indicators: 1.5.2-1.5.3**CONTENT STANDARD 2.0: EXPLORE DESIGN FUNDAMENTALS**

Performance Standard 2.3: Investigate Textiles for Environments

Performance Indicators: 2.3.6, 2.3.8

Performance Standard 2.6: Demonstrate Professional Presentation Techniques

Performance Indicators: 2.6.7

Performance Standard 2.7: Develop and Work Within a Budget to Create a Design Plan

Performance Indicators: 2.7.3-2.7.5

Performance Standard 2.8: Present a Completed Interior Design Plan

Performance Indicators: 2.8.1-2.8.5

.... continue on next page

CONTENT STANDARD 7.0: DEVELOP SPACE PLANNING SKILLS

Performance Standard 7.3: Explore Space Planning Considerations for Specific Areas

Performance Indicators: 7.3.11

CONTENT STANDARD 8.0: EVALUATE THE SELECTION OF FURNITURE, LIGHTING, APPLIANCES AND BACKGROUNDS

Performance Standard 8.3: Evaluate Lighting

Performance Indicators: 8.3.3-8.3.7

Performance Standard 8.4: Evaluate Wall Treatments

Performance Indicators: 8.4.3-8.4.4

CONTENT STANDARD 9.0: EVALUATE COMMERCIAL DESIGN

Performance Standard 9.2: Explore the Various Types of Commercial Design Specialties

Performance Indicators: 9.2.2-9.2.4

CONTENT STANDARD 10.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS

Performance Standard 10.1: Explore Business Principles and Practices

Performance Indicators: 10.1.2-10.1.7

Performance Standard 10.2: Examine Models of Business Operations

Performance Indicators: 10.2.1-10.2.3

Performance Standard 10.3: Describe Marketing Strategies for Interior Design Businesses

Performance Indicators: 10.3.1-10.3.2

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Interior Design Standards for alignment by performance indicator.

COMPLEMENTARY COURSE(S):**RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE INFORMATION:

COURSE TITLE: Interior Design Advanced Studies

ABBR. NAME: INT DESIGN AS

CREDITS: 1

LEVEL: AS

CIP CODE: 50.0408

SCED CODE: 05193

PREREQUISITE: Interior Design III

CTSO: FCCLA

COURSE DESCRIPTION:

This course is offered to students who have achieved all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS:

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS:

- Portfolio Development
- Participate in individual/team competitions
- Internship, Job Shadowing, Work Experience
- Service Learning, Peer Education, and/or community-based projects
- Teach concepts to younger students
- Explore Careers in Interior Design
- Visit worksites, conduct interview of industry professionals

COMPLEMENTARY COURSE(S):**RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

COURSE INFORMATION:**COURSE TITLE: Interior Design II LAB****ABBR. NAME: INT DESIGN II L****CREDITS: 1****LEVEL: L2L****CIP CODE: 50.0408****SCED CODE: 05193****PREREQUISITE: Concurrent enrollment in Interior Design II****CTSO: FCCLA****COURSE DESCRIPTION:**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

COURSE INFORMATION:**COURSE TITLE: Interior Design III LAB****ABBR. NAME: INT DESIGN III L****CREDITS: 1****LEVEL: L3L****CIP CODE: 50.0408****SCED CODE: 05193****PREREQUISITE: Concurrent enrollment in Interior Design III****CTSO: FCCLA****COURSE DESCRIPTION:**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

COURSE INFORMATION:**COURSE TITLE: CTE Work Experience – Architecture and Construction****ABBR. NAME: WORK EXPER CONST****CREDITS: 1****LEVEL: WK****CIP CODE: 99.0002****SCED CODE: 17998****PREREQUISITE: Level 1 course and concurrently enrolled in the Level 2 or higher course****CTSO: FCCLA****COURSE DESCRIPTION:**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.