INTERIOR DESIGN
STANDARDS

This document was prepared by:

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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

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The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning & Education Options at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Interior Design.

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Interior Design standards were validated through active participation of business and industry representatives on the development team.

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Interior Design program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Interior Design program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Interior Design program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, ID is the Standards Reference Code for Interior Design. For Content Standard 2, Performance Standard 3, and Performance Indicator 4 the Standards Reference Code would be ID.2.3.4.

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
1.1.1   Research current and projected trends with reference to professional standards
1.1.2   Examine historical trends in architecture, interiors, and furnishings (e.g., housing, museums, historical landmarks, etc.)

PERFORMANCE STANDARD 1.2: ANALYZE CAREER PATHS AND OPPORTUNITIES
1.2.1   Explore career opportunities in the interior design profession (e.g., residential, commercial, hospitality, retail, healthcare, merchandising, etc.)
1.2.2   Determine preparation requirements for various areas of employment in interior design
1.2.3   Determine how interests, abilities, personal priorities and family responsibilities affect career choice

PERFORMANCE STANDARD 1.3: EXPLORE OPPORTUNITIES FOR ENTREPRENEURIAL ENDEAVORS
1.3.1   Describe the entrepreneurial opportunities in the interior design profession
1.3.2   Explain the personal characteristics of a successful entrepreneur
1.3.3   Identify the advantages and disadvantages of owning a business
1.3.4   Identify the components of a business plan
1.3.5   Research the legal requirements and resources needed for starting a business

PERFORMANCE STANDARD 1.4: DEMONSTRATE AWARENESS OF REGISTRATION REQUIREMENTS FOR PROFESSIONAL ORGANIZATIONS
1.4.1   Describe the process for certification by the National Council of Interior Design (NCIDQ)
1.4.2   Describe the registration requirements of Nevada State Board of Architecture, Interior Design and Residential Design (NSBAIDRD)
1.4.3   Explore student and professional organizations associated with interior design
1.4.4   Participate in a student and/or professional organization function

PERFORMANCE STANDARD 1.5: EXAMINE LOCAL, STATE, NATIONAL AND GLOBAL LEGISLATION AND REGULATION
1.5.1   Differentiate between local, state, national and global economies
1.5.2   Examine the effects of the economic climate on the business of interior design
1.5.3   Review legislation and regulation governing the professional practice of providing interior design services

CONTENT STANDARD 2.0: EXPLORE DESIGN FUNDAMENTALS

PERFORMANCE STANDARD 2.1: UTILIZE ELEMENTS OF DESIGN

2.1.1   Discuss the many meanings of the word design and how designers refer to design

2.1.2   Describe the three characteristics of design (i.e., function, construction and aesthetics)

2.1.3   Explain and use the basic elements of design or "tools" used to create a design (i.e., line, shape, form, space, texture, pattern and color)

2.1.4   Discuss color as an element of design (e.g., psychological, social, physical, etc.)

2.1.5   Differentiate between shape and form (i.e., realistic, abstract, geometric and free)

2.1.6   Investigate the use of space (i.e., positive and negative space) and mass (i.e., high and low)

2.1.7   Discuss pattern, the application of color, lines, shapes and design to create visual interest

2.1.8   Produce visual examples of each of the elements of design and explain their function

PERFORMANCE STANDARD 2.2: ANALYZE COLOR AND ITS EFFECTS IN DESIGN

2.2.1   Evaluate color characteristics (i.e., hue, value, tint, shade, tone, value scale, intensity, complement, neutrals and pigment)

2.2.2   Analyze the relationships between colors on the color wheel (i.e., primary colors, secondary colors and tertiary/intermediate colors)

2.2.3   Discuss common color associations (e.g., green for envy, red for love, etc.)

2.2.4   Discuss the use of color in different cultures

2.2.5   Discuss color organizations and color trend forecasters (e.g., Pantone, Color Marketing Group, Color Association of the United States, etc.)

2.2.6   Discuss the color spectrum (i.e., anatomy of color, visible light and the electromagnetic spectrum)

2.2.7   Create an example of each of the color harmonies (i.e., monochromatic, analogous, triadic color schemes, complementary, neutral, accented neutral, double-complementary and split complementary)

2.2.8   Discuss how choosing the right colors influences human behavior and affects health, mood, learning, lifestyle, and function of the room

PERFORMANCE STANDARD 2.3: INVESTIGATE TEXTILES FOR ENVIRONMENTS

2.3.1   Communicate using appropriate textile terminology for production and construction (e.g., polymer, extrusion process, spinneret, tufted, needle punching, tanning, calendaring, railroading, napping, one-way design, warp, weft, wales, yarn, etc.)

2.3.2   Compare and contrast synthetic and natural fibers

2.3.3   Analyze factors about fiber, yarn, and fabric manufacturing for use in textile products for residential and commercial environments (e.g., processes for creating fibers, yarns, fabrics, performance characteristics, etc.)

2.3.4   Identify different types of fabric (e.g., toile, chambray, chintz, corduroy, etc.)

2.3.5   Evaluate textiles and finishes for quality construction

2.3.6   Explore fabric modifications in design (i.e., structural and applied), dyes (e.g., stock dyeing, solution dyeing, yarn dyeing, piece dyeing, etc.), and finishes

2.3.7   Evaluate characteristics of textiles for use and care in residential and commercial environments for flooring, upholstery, and window treatments

2.3.8   Describe the purpose of a fabric showroom

2.3.9   Summarize the key features of textile consumer protection laws (e.g., Textile Fiber Products Identification Act, Wool Products Labeling Act, Flammable Fabrics Act, etc.)

2.3.10 Create a visual interest board with examples of textiles: including colors, prints, designs, textures

PERFORMANCE STANDARD 2.4: UTILIZE THE PRINCIPLES OF DESIGN

2.4.1   Explain the basic principles of design or "the rules or guidelines of design" (i.e., proportion, scale, balance, rhythm, emphasis/focal point and harmony)

2.4.2   Describe how proportion is the ratio/fraction of the parts to the whole and the conditions in which proportion is used most effectively (e.g., the most effective ratios: Golden Mean; 2:3, Golden Section Ratio; 5:8, Golden Rectangle Ratio 1:1.618 and most ineffective 1:2, etc.)

2.4.3   Discuss the relationship of scale to a design and to surrounding areas (AKA visual weight)

2.4.4   Evaluate the types of balance and how they are used to create feelings in a room (i.e., symmetrical/formal, asymmetrical/informal and radial balance)

2.4.5   Demonstrate how focal point gives order and direction to a room

2.4.6   Investigate examples of rhythm (i.e., repetition, gradation, radiation, opposition and transition)

2.4.7   Produce visual examples of each of the principles of design and explain their function

PERFORMANCE STANDARD 2.5: COMPARE AND CONTRAST DESIGN

2.5.1   Describe structural design

2.5.2   Discuss the meaning of "form follows function"

2.5.3   Examine types of decorative design (i.e., naturalistic/realistic, conventional/stylized, geometric and abstract)

2.5.4   Compare and contrast structural and decorative design together with the principles and elements of design to form a solid base from which to judge any design

2.5.5   Recognize the power of discernment and ways to train the eye (e.g., visit public buildings or use virtual tours through different styles of buildings, walk through residential interiors, analyze the media, observe nature, seek education, etc.)

2.5.6   Investigate ideas that appeal as a personal source of inspiration towards finding one's unique personal style (e.g., pare back, rearrange what you already have, think "need," "not," "want," simplify and organize, cultivate creativity, personalize, cultivate good taste, etc.)

2.5.7   Compare and contrast how the established styles of interior design form the basis for making decisions for a personal interior design style (e.g., Authentic historic/period styles, Formal Traditional, Informal Traditional/Colonial/or American Country, Informal European, Casual Contemporary, Asian/Oriental, International Modern, Organic Modern/Craftsman Style/Arts and Crafts, Scandinavian Modern, Retro Modern, Contemporary Organic, Influences of Art Nouveau and Art Deco, Eclectic design, Thematic interior design, etc.)

2.5.8   Compare and contrast two different styles of design for a specific room

PERFORMANCE STANDARD 2.6: DEMONSTRATE PROFESSIONAL PRESENTATION TECHNIQUES

2.6.1   Explore various methods of interior design presentation

2.6.2   Evaluate the principles and elements of design in presentations

2.6.3   Develop a resource file for a design plan (e.g., for inspiration, ideas, samples, etc.)

2.6.4   Analyze professional lettering and labeling (e.g., block/architectural lettering, legends, keys, etc.)

2.6.5   Demonstrate effective communication skills (e.g., interviewing, listening, paraphrasing, etc.)

2.6.6   Demonstrate the elements of appropriate visual presentation (e.g., materials, finishes, color schemes, balance in positive and negative space, straight/squared edges, mounting, electronic/digital, etc.)

2.6.7   Develop effective overall design concepts of visuals and samples (e.g., wall coverings, floor treatments, window treatments, furniture covering, renderings, pictures, visuals of the design: furniture, lighting, accessories, etc.)

2.6.8   Gather and assess client information (e.g., characteristics, needs, wants, environment, atmosphere, ambiance, etc.)

2.6.9   Determine that all measurements have been taken with the appropriate equipment and are accurate

PERFORMANCE STANDARD 2.7: DEVELOP AND WORK WITHIN A BUDGET TO CREATE A DESIGN PLAN
2.7.1   Research and compare costs for appropriate materials for backgrounds, furnishings, and accessories (e.g., retail stores, warehouses, discount stores, boutiques, markets and marts, suppliers, etc.)
2.7.2   Analyze the cost of materials based on room measurements
2.7.3   Determine preliminary budget (e.g., materials, supplies, furnishings, labor, fees, taxes, unexpected costs, revisions, etc.)
2.7.4   Examine ways to maximize the budget (e.g., reuse, recycle, refurbish, etc.)
2.7.5   Utilize appropriate tools to itemize a budget proposal, invoice, and timeline

PERFORMANCE STANDARD 2.8: PRESENT A COMPLETED INTERIOR DESIGN PLAN
2.8.1   Utilize, where appropriate, perspective, pictorial drawing, rendering, overlay, sample board
2.8.2   Illustrate design ideas utilizing a variety of methods, (e.g., drawing, computer-aided drafting, etc.)
2.8.3   Create professional presentations with all supporting materials (e.g., sample boards, computer models, etc.)
2.8.4   Perform a formal presentation of a completed design project for a simulated client
2.8.5   Describe methods of addressing and resolving client objections and concerns

CONTENT STANDARD 3.0: EXPLORE INFLUENCES THAT AFFECT HOUSING CHOICES

PERFORMANCE STANDARD 3.1: EVALUATE THE INFLUENCE OF NEEDS AND WANTS ON HOUSING CHOICES

3.1.1   Compare and contrast needs as physical or psychological, (e.g., shelter, rest, food, safety, belonging, identity, creativity, etc.)

3.1.2   Describe how housing affects quality of life

3.1.3   Design a space to fulfill needs and wants for individual, family and multi-generational living

PERFORMANCE STANDARD 3.2: EVALUATE HOW LIFE CYCLE STAGES IMPACT HOUSING CHOICES

3.2.1   Explore appropriate housing recommendations for each life cycle stage

3.2.2   Research factors about region, community and neighborhood home buying trends as they relate to choosing housing

3.2.3   Evaluate universal design housing features that meet the needs of all people, including those with special needs

PERFORMANCE STANDARD 3.3: ANALYZE THE IMPACT OF OTHER FACTORS ON HOUSING CHOICES

3.3.1   Discuss how lifestyle, culture, values, and status relate to housing choices

3.3.2   Research social trends and cultural influences and traditions that affect housing

3.3.3   Examine the range of available options in housing design

CONTENT STANDARD 4.0: EVALUATE RESIDENTIAL DESIGN

PERFORMANCE STANDARD 4.1: INVESTIGATE ALTERNATIVES IN RESIDENTIAL DESIGN
4.1.1   Explore different categories of residential living environments (e.g., single family, townhouse, apartment, condo, mobile home and future trends: container homes, small house, tiny home movement, etc.) 4.1.2   Analyze factors that impact housing decisions (e.g., location, climate, cost, lifestyle, availability, career, etc.) 4.1.3   Compare and contrast custom, semi-custom and tract housing 4.1.4   Compare and contrast the cost of remodeling versus new construction 4.1.5   Evaluate how The Principles of Universal Design are used in various residential options (e.g., ageing in place, physical abilities, special needs, etc.) 4.1.6   Explore sustainable environments

CONTENT STANDARD 5.0: INVESTIGATE CONSTRUCTION

PERFORMANCE STANDARD 5.1: ANALYZE VARIOUS METHODS OF CONSTRUCTION

5.1.1   Compare and contrast various building materials (e.g., stucco, brick, hard surfaces, paneling, foam, etc.)

5.1.2   Describe the roles of the developer, architect, contractor, subcontractor, and laborer in the home-building process

5.1.3   Describe the role of each component of the basic structure, (e.g., foundation, framing, walls, roof, windows, panel box, meter, septic tank, etc.)

5.1.4   Recognize symbols used in architectural plans

5.1.5   Compare and contrast different types of construction (i.e., conventional, modular and manufactured)

PERFORMANCE STANDARD 5.2: EXAMINE INTERIOR SYSTEMS

5.2.1   Describe the various interior environmental control systems used in housing, (i.e., plumbing, electrical, receptacle, thermostat, climate control, heating, ventilation and air conditioning (HVAC), lighting, communication, security, and automation or "smart home")

5.2.2   Recognize symbols used in architectural plans

5.2.3   Explore new technology in housing systems

PERFORMANCE STANDARD 5.3: ANALYZE ENERGY EFFICIENCY

5.3.1   Compare and contrast renewable and non-renewable energy resources

5.3.2   Describe the features of an energy-efficient structure (e.g., water conservation, alternative power sources, etc.)

5.3.3   Describe ways to retrofit and/or modify a structure for energy efficiency (e.g., weather stripping, caulking, thermal doors and windows, full insulation, thermal blanket, etc.)

CONTENT STANDARD 6.0: EXPLORE ARCHITECTURE

PERFORMANCE STANDARD 6.1: IDENTIFY AMERICAN ADAPTATIONS ON ARCHITECTURAL DESIGN
6.1.1 Discuss how the characteristics of structures evolved as a result of historical events, culture, climate, resources, and technology
6.1.2 Describe features derived from the early Native American, English, German, Dutch, Spanish, Swedish, and French homes
6.1.3 Identify architectural style (e.g., Log Cabin, Tudor, Spanish, Salt Box, Cape Cod, Georgian, Federal, Greek, Victorian, Prairie, Craftsman/Bungalow, Contemporary/Modern, Roman, etc.)
6.1.4 Summarize the development of architectural styles throughout history, including Traditional (both folk and classic), Modern, and Contemporary house styles
6.1.5 Distinguish different styles of roofs, doors, windows, columns, moldings, stairways, porches, shutters, and other decorative elements
6.1.6 Discuss the value of historical preservation and restoration
6.1.7 Explore how design trends are revived from classic designs

CONTENT STANDARD 7.0: DEVELOP SPACE PLANNING SKILLS

PERFORMANCE STANDARD 7.1: DEMONSTRATE SPACE PLANNING

7.1.1   Examine the elements of a typical floor plan (i.e., symbols, scale and measurements)

7.1.2   Examine the elements of a typical floor plan with furniture (i.e., activity zones, traffic patterns and furniture arrangement)

7.1.3   Demonstrate fundamental space planning techniques (e.g., understanding and accurately using measuring equipment, conversions for scaling, etc.)

7.1.4   Create a furniture plan based on a client's needs and principles of design (e.g., activity, clearance, traffic zones, focal point, etc.)

7.1.5   Produce a two-dimensional elevation (½" scale) of a focal point wall including full width and height walls, architectural details, furnishings, fixtures, and colors

PERFORMANCE STANDARD 7.2: DEMONSTRATE FLOOR PLAN DEVELOPMENT AND SKILLS

7.2.1   Develop a ¼" scale floor plan using appropriate symbols and tools

7.2.2   Justify placement of architectural details (e.g., window, fireplace, closets, electrical outlets, etc.)

7.2.3   Develop a furniture arrangement to scale, utilizing furniture templates and ensuring adequate standard clearance spaces

7.2.4   Describe the importance of computer-aided drafting and design in creating blueprints and floor plans

7.2.5   Design a floor plan with furniture using technology

7.2.6   Create two different plans using the same floor plan and furniture templates

7.2.7   Evaluate how to select appropriate furnishings (i.e., steps: identify needs and wants, determine budget, prioritize needs, identify lifestyle, identify personal style and determine preferences)

7.2.8   Examine the use of multipurpose furniture (e.g., sofa bed for sitting or sleeping, highchair to a table, etc.) and unassembled furniture

PERFORMANCE STANDARD 7.3: EXPLORE SPACE PLANNING CONSIDERATIONS FOR SPECIFIC AREAS

7.3.1	Explore purposes and trends in residential spaces (i.e., hallways, entryways, foyers, and stairs; dining rooms, great rooms and libraries; bedrooms and master suites; children's rooms; kitchens; outdoor living spaces, porches, patios, gazebos; laundry rooms; mud rooms, garages, closets, pantries, attics, crawl spaces and others)
7.3.2	Evaluate designs for meeting needs, welcoming atmosphere, focal point, activity, lighting, electrical, ventilation, acoustics, formal vs. informal, circulation, transition space, storage, safety, security, maintenance, amenities
7.3.3	Create a scale model stairway that encourages an experience/fond memory while meeting budget and space demands (e.g., grand staircase, glamorous entrance, a sense of home, etc.)
7.3.4	Explore space planning for adjacent activities (e.g., kitchen near dining, dining near living, kitchen near barbeque, etc.)
7.3.5	Produce a design plan for a preferred dining room size such as 10'x14' (i.e., dining table seating for six, hutch, corner cabinet, serving cart, lighting fixture and color scheme)
7.3.6	Create a design for a bedroom, complete with a floorplan, color scheme, style, and furniture arrangement
7.3.7	Produce a design for a master suite
7.3.8	Describe how spare bedrooms are often used as home offices, studies, exercise rooms, craft/sewing spaces, guest rooms
7.3.9	Create age-appropriate room designs for children (i.e., infant, toddler, preschooler, school age and adolescent)
7.3.10	Produce a design for an adolescent's bedroom using a minimum of four considerations of needs
7.3.11	Plan a bathroom
7.3.12	Explore the different zones in kitchens and the work triangle (refrigerator, stove and clean-up sink)
7.3.13	Describe the features of efficient kitchen design layouts (i.e., island, U-shaped, L-shaped, peninsula, single wall and galley/corridor)
7.3.14	Explore standards and recommendations related to kitchen and bath design (e.g., Universal Design, National Kitchen and Bath Association, etc.)
7.3.15	Plan a kitchen for a family of six made up of six individuals of various ages, at least one of whom has a special need (e.g., hearing, visual, physical or other impairment) using The Principles of Universal Design
7.3.16	Explain measurement standards associated with kitchen cabinetry and appliances
7.3.17	Produce a design for a living and adjacent outdoor space
7.3.18	Recommend storage solutions for each room in a floor plan
7.3.19	Explore standards and recommendations related to laundry areas (e.g., The Principles of Universal Design, National Kitchen and Bath Association, etc.)
7.3.20	Produce a laundry room floor plan that includes lighting, flooring, storage, wash sink, line drying and location in relationship to the rest of the facility

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

PERFORMANCE STANDARD 8.1: EVALUATE FURNITURE

8.1.1   Analyze a variety of furniture styles including early American, Chippendale, Queen Anne, French, Sheraton, Hepplewhite, Duncan Phyfe, Shaker, Victorian, Modern and Contemporary

8.1.2   Identify furniture types (i.e., chairs, tables, upholstered pieces, case goods, soft and hard goods)

8.1.3   Analyze various materials and techniques used in furniture construction

8.1.4   Evaluate a piece of furniture for quality construction

8.1.5   Design and sketch a scale model quality piece of furniture and present it using a concept presentation drawing and material board

8.1.6   Construct a scale model of a furniture design

PERFORMANCE STANDARD 8.2: EVALUATE APPLIANCES

8.2.1   Describe aesthetic and technological trends in appliances

8.2.2   Describe the roles of emerging technologies in the design of interior spaces (e.g., voice activation, sensors, three-dimensional printing, etc.)

8.2.3   Describe the pros and cons of an ideal personalized, intelligent environment

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PERFORMANCE STANDARD 8.3: EVALUATE LIGHTING

8.3.1   Describe the purpose of lighting (e.g., general, accent, task, artificial, natural, direct, indirect, etc.)

8.3.2   Describe how lighting affects the atmosphere of interiors and of human wellbeing.

8.3.3   Identify the types of light sources (e.g., incandescent, fluorescent, halogen, LED, etc.)

8.3.4   Determine fixtures used to achieve general, accent, and task lighting

8.3.5   Describe how color and texture affect the amount and quality of reflected light

8.3.6   Investigate various types of lighting controls (e.g., dimmers, motion sensors, emerging technologies, etc.)

8.3.7   Discuss how lighting showrooms provide demonstrations of a variety of lighting solutions

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PERFORMANCE STANDARD 8.4: EVALUATE WALL TREATMENTS

8.4.1   Evaluate wall treatments for type, quality, price, care, durability and fire rating

8.4.2   Explore wall treatments for interiors (i.e., wallpaper, faux finish, stenciling, stamping, wallpaper, paint, fabric, molding, wainscoting, paneling, murals, bead board, tile, metal, stone, wood and trending products)

8.4.3   Calculate materials needed for a wall treatment using a standard formula

8.4.4   Describe the purpose of wallcovering showrooms

PERFORMANCE STANDARD 8.5: EVALUATE WINDOWS AND DOORS

8.5.1   Identify types of windows

8.5.2   Identify types of doors

8.5.3   Evaluate window treatments and hardware for quality, price, care, durability, and energy efficiency

8.5.4   Recommend appropriate window treatments for room use

8.5.5   Calculate materials needed for a window treatment using a standard formula

PERFORMANCE STANDARD 8.6: EVALUATE FLOORING

8.6.1   Evaluate flooring for quality construction, price, care, durability, and life cycle

8.6.2   Calculate the amount of flooring needed using a standard formula

8.6.3   Evaluate flooring materials for specific client needs (e.g., mood, ergonomics, health, safety, acoustics, anthropometrics, etc.)

8.6.4   Describe the purpose of flooring materials showrooms

PERFORMANCE STANDARD 8.7: EVALUATE CEILING TREATMENTS

8.7.1   Compare and contrast types of ceilings and ceiling materials

8.7.2   Recommend appropriate ceiling treatment for room use, acoustics and energy conservation

8.7.3   Calculate the amount of materials needed using a standard formula

CONTENT STANDARD 9.0: EVALUATE COMMERCIAL DESIGN

PERFORMANCE STANDARD 9.1: EXAMINE GENERAL CONSIDERATIONS OF COMMERCIAL DESIGN

9.1.1　Evaluate the needs of different categories of commercial design (e.g., corporate identity, "form follows function", psychology of space planning, ergonomics, etc.)

9.1.2　Review local, state, national, and international building codes and local health department requirements (e.g., fire, International Building Code (IBC), Building Officials and Code Administrators International (BOCA), National Fire Protection Association (NFPA), etc.)

9.1.3　Explore safety and accessibility requirements for universal design (e.g., Americans Disability Act (ADA), Occupational Safety and Health Administration (OSHA), etc.)

9.1.4　Examine the aesthetics that demonstrate the Elements and Principles of Design (e.g., lighting, color, texture, etc.)

9.1.5　Explore sustainability practices (e.g., Green Initiatives, Leadership in Energy & Environmental Design (LEED), etc.)

PERFORMANCE STANDARD 9.2: EXPLORE THE VARIOUS TYPES OF COMMERCIAL DESIGN SPECIALTIES

9.2.1　Research different types of facilities (e.g., hotels/restaurants/hospitality, storefront/retail, offices, healthcare, recreation, government/institutional/education, staging/styling/merchandising, etc.)

9.2.2　Assess how an interior designer acts as a liaison during contract administration between the contractors and the developer

9.2.3　Explore interior designers in the community who specialize in commercial projects

9.2.4　Create a commercial design project which includes a visual presentation and financial proposal (i.e., sketch with written concept statement, color/materials/finish board, floorplan, elevations, perspective, and proposal with budget)

CONTENT STANDARD 10.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS

PERFORMANCE STANDARD 10.1: EXPLORE BUSINESS PRINCIPLES AND PRACTICES

10.1.1	Describe how to conduct a preliminary interview and identify client expectations
10.1.2	Prepare a letter of agreement, including a scope of services, and remuneration terms
10.1.3	Prepare a client sales order and a market purchase order
10.1.4	Create a system for tracking sales, orders, delivery/installation, completion of project through sign-off, client appreciation gift and photographic documentation
10.1.5	Produce a project completion evaluation
10.1.6	Describe team recognition activities at the completion of projects (e.g., thank you note, gift card, celebrations, parties, etc.)
10.1.7	Visit and/or interview a registered interior designer

PERFORMANCE STANDARD 10.2: EXAMINE MODELS OF BUSINESS OPERATIONS

10.2.1	Analyze procedures for establishing a business entity (i.e., fictitious name, business license and resale number)
10.2.2	Investigate services that may be required in the operation of a business (e.g., legal, accounting, bookkeeping, operational support, etc.)
10.2.3	Characterize the domains of responsibility when collaborating with various trades

PERFORMANCE STANDARD 10.3: DESCRIBE MARKETING STRATEGIES FOR INTERIOR DESIGN BUSINESSES

10.3.1	Explore various marketing strategies, demographics, and trends
10.3.2	Critique current marketing trends and practices (e.g., social media, websites, targeted internet advertising, etc.)