INTERIOR DESIGN
CURRICULUM FRAMEWORK

This document was prepared by:

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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 and/or high-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 are part of a rigorous program of study and include 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 (CTSO)
- 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
PROGRAM TITLE: INTERIOR DESIGN

STATE SKILL STANDARDS: INTERIOR DESIGN

STANDARDS REFERENCE CODE: ID

CAREER CLUSTER: INFORMATION & MEDIA TECHNOLOGIES

CAREER PATHWAY: ARTS, A/V TECHNOLOGY & COMMUNICATION

PROGRAM LENGTH: 3 LEVELS (L1, L2, L3c)

PROGRAM ASSESSMENTS: INTERIOR DESIGN WORKPLACE READINESS SKILLS

CTSO: FCCLA

GRADE LEVEL: 9-12

AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:
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):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- 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.*

**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.

<table>
<thead>
<tr>
<th>COURSE NAME</th>
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<tbody>
<tr>
<td>Interior Design I</td>
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<tr>
<td>Interior Design Advanced Studies*</td>
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*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) successful completion of a CTE course of study in a program area, 2) successful 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

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COURSE DESCRIPTION
This course provides students with an introduction to residential design. Students learn about the elements and principals 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
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

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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
COURSE TITLE: Interior Design II

ABBR. NAME: INT DESIGN II

CREDITS: 1

LEVEL: L2

CIP CODE: 50.0408

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

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

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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, 5.13-5.1.5

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

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

…. continue on next page
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

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<td>WORKPLACE READINESS SKILLS</td>
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**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

**CONTENT STANDARD 7.0 : DEVELOP SPACE PLANNING SKILLS**

- Performance Standard 7.3 : Explore Space Planning Considerations for Specific Areas
  
  *Performance Indicators*: 7.3.11

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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):

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.

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COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program whose desire is 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.

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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.

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<td>FCCLA</td>
</tr>
</tbody>
</table>

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.