



## NEVADA STATE BOARD OF ARCHITECTURE, INTERIOR DESIGN & RESIDENTIAL DESIGN

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### Interior Design Program Curriculum Review (Supplemented by Work Experience)

#### Application Requirements

All applicants for a certificate of registration as a registered interior designer, applying pursuant to the substantial equivalence provision of NRS 623.192.1(e)(3), must complete the attached application. **Please remit a \$300 processing fee with the application.**

All documents presented in support of the application must be submitted in an 8-1/2" x 11" or 11" x 17" three-ring binder. Fold-outs are acceptable. Applicants wishing to submit examples from their portfolio that do not fit in the binder should include a photograph of the work. The binder must be tabbed, with a table of contents identifying the information in each tab. The application should refer to the appropriate tab in the "supporting information provided by applicant" column whenever possible. All documents and supporting information submitted to the board must be in English.

The original binder, along with three copies, must be submitted with the application. An additional six copies must be submitted prior to consideration by the full board. If the original supporting information is in color, copies must also be in color.

To be considered sufficient, the application must meet the "Degree Eligibility" requirements as well as the requirements set forth for each of the nine standards. Each standard has a minimum threshold of required points. In addition, many standards have specific indicators that *must* be met. In addition to each standard's requirements, a total of at least 75 points must be given. (Note: The "minimum required points" from each standard total 66. The remaining nine "floating points" can be earned in any standard.)

#### SECTION-BY-SECTION BREAKDOWN OF REQUIREMENTS

##### Standard 1

Total possible points	Minimum required points	Indicators that must be met
7	4	1.1 (includes 1.1.1, 1.1.2 and 1.1.3)

##### Standard 2

Total possible points	Minimum required points	Indicators that must be met
10	5	n/a

##### Standard 3

Total possible points	Minimum required points	Indicators that must be met
10	8	3.1 3.3 (includes 3.3.1 and 3.3.2)

**Standard 4**

Total possible points	Minimum required points	Indicators that must be met
21	17	4.1. (includes 4.1.1 and 4.1.2) 4.3 4.5 4.7 (includes 4.7.1, 4.7.2, 4.7.3 and 4.7.4) 4.9

**Standard 5**

Total possible points	Minimum required points	Indicators that must be met
10	5	5.1 5.4

**Standard 6**

Total possible points	Minimum required points	Indicators that must be met
16	12	6.1 (includes 6.1.1, 6.1.2, 6.1.3, 6.1.4 and 6.1.5)

**Standard 7**

Total possible points	Minimum required points	Indicators that must be met
11	9	7.1 (includes 7.1.1, 7.1.2, 7.1.3 and 7.1.4) 7.2 (includes 7.2.1 and 7.2.2) 7.4 (includes 7.4.1, 7.4.2 and 7.4.3)

**Standard 8**

Total possible points	Minimum required points	Indicators that must be met
8	4	8.1

**Standard 9**

Total possible points	Minimum required points	Indicators that must be met
7	2	n/a

**TOTAL**

Total possible points	Minimum required points	Indicators that must be met
100	66	see above

**Application Process**

Upon submission of an application and appropriate supporting information, the executive director shall establish a subcommittee of the board to review the application. The subcommittee shall consist of three board members. Whenever possible, at least one of the subcommittee members shall be a registered interior designer. The subcommittee will meet at least every 90 days provided there is at least one application to review.

Following establishment of the subcommittee, the executive director shall provide each member of the subcommittee with a copy of any pending applications and the accompanying supporting information. The subcommittee shall meet in closed session to consider the applicant's qualifications. The subcommittee shall weigh the application against the standards set forth in the application form. Any action taken by the subcommittee must be taken in open session.

Following its meeting to review the application, the subcommittee shall provide the applicant with its preliminary decision concerning his application. If the subcommittee finds the application is sufficient, it shall formulate its recommendation to the full board. The subcommittee's recommendation will be that the applicant's program either does or does not meet the qualifications set forth in NRS 623.192.1(e)(3). The application will be placed on the agenda for consideration by the full board at its next regularly scheduled meeting.

If the committee determines that the supporting information submitted is insufficient to determine whether the applicant's program meets the qualifications set forth in NRS 623.192.1(e)(3), it shall request, in writing, the information necessary to make a recommendation to the full board. The applicant shall have 90 days to provide an original and three copies of the information requested. If the applicant requires additional time to supplement his supporting information, he may make such a request in writing. If the applicant chooses to not supplement his supporting information, he may notify the board at any time prior to the expiration of 90 days.

The subcommittee shall complete its follow-up review of all supplemental information within 90 days of its receipt, at which time it will make its recommendation to the full board as set forth above.

The board shall act upon the recommendation of the subcommittee in open session, though it may take evidence concerning the applicant's competence in closed session. Any party aggrieved by the final decision of the board has the right to review as set forth in NRS chapter 233B.

## Degree Eligibility

The degree granted must meet all of the following requirements. The requirements for the degree-granting institution must have been met at the time the degree was granted. Please submit the required supporting information for each item listed below.

Requirement	Supporting information
A minimum of a bachelor's degree must have been conferred at least five years prior to the date of this application.	Proof of degree
<p>A minimum of 30 semester credit hours must have been in general liberal arts.</p> <p>A semester credit hour is one lecture hour per week for a minimum of 13 weeks. To convert quarter credit hours to semester credit hours, multiply the quarter credit hours by 2/3. (i.e. 3 quarter hours x 2/3 = 2 semester credit hours)</p>	Transcripts
<p>The program or department granting the degree (i.e. Interior Design Department) must have been housed within an institution that was accredited by:</p> <ul style="list-style-type: none"> <li>• An institutional accrediting body that is recognized by the U.S. Department of Education, or</li> <li>• A provincial ministry of education in Canada.</li> </ul>	Proof of accreditation from the college/university or accrediting institution (i.e. Northwest Commission on Colleges and Universities)
<p>In addition to the above, <i>institutions located outside the United States and Canada</i> must demonstrate that the institution was part of the U.S. or Canadian based educational systems (for example, was a satellite or branch campus of a U.S. or Canadian based institution) and was accredited as such by the institutional accreditor or provincial ministry.</p>	Proof of accreditation from the college/university or accrediting institution (i.e. Northwest Commission on Colleges and Universities)

## Standard 1. Curriculum Structure

The curriculum is structured to facilitate and advance student learning.

### How to satisfy the requirements of Standard 1

Applicants must score a minimum of four points out of a possible seven. Applicants must satisfy the requirements of indicator 1.1. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>1. Curriculum Structure</b>		
<b>1.1</b> The applicant <u>must</u> demonstrate:		
<b>1.1.1</b> The curriculum follows a logical sequence. Course content must increase in degree of difficulty.	Transcript with supporting documents (i.e. course catalogue, syllabi). If supporting documents are not available, a written narrative must be submitted.	
<b>1.1.2</b> How standards 2-8 are interrelated and reinforced throughout the curriculum.	Transcript with supporting documents (i.e. course catalogue, syllabi). If supporting documents are not available, a written narrative must be submitted.	
<b>1.1.3</b> Projects show variety and complexity in type, size and scope.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	

*Italicized words in the "Indicator" column are defined in the glossary.*

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>1.2</b> The teaching and learning methods <u>should</u> incorporate:		
<b>1.2.1</b> The experience of team approaches to design solutions.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>1.2.2</b> Experiences that provide interaction with multiple disciplines (for example, code specialists, engineers, architects, artists, behaviorists) representing a variety of points of view and perspectives on design problems.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>1.3</b> The applicant's curriculum <u>should</u> provide interaction with practicing design professionals (for example, as jurors, project critics, guest lecturers, mentors).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>1.4</b> The applicant's curriculum <u>should</u> provide exposure to a variety of business cultures and organizational structures (for example, for-profit, non-profit, publicly or privately held, hierarchical, flat).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	

*Italicized words in the "Indicator" column are defined in the glossary.*

**For Reviewers' Use Only**

*Use the indicators listed above to determine whether the standard is met. Inputs and outcomes are evaluated to determine compliance with this standard. Review the applicant's student work and its progression, variety and complexity; analyze supporting information (curriculum, syllabi, project descriptions or briefs, handouts, blank exams). If the standard has been met, the applicant's student work will include a variety of project types and the work will progress in complexity and degree of difficulty.*

*If available, applicants should provide student work, curriculum, syllabi, project descriptions or briefs, handouts or blank exams to support their petition.*

**Denote which indicators were met, scoring one point for each. Indicators marked with an asterisk are required:**

\*1.1.1 \_\_\_\_\_ \*1.1.2 \_\_\_\_\_ \*1.1.3 \_\_\_\_\_ 1.2.1 \_\_\_\_\_ 1.2.2 \_\_\_\_\_ 1.3 \_\_\_\_\_ 1.4 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## **Standard 2. Professional Values**

The program leads students to develop the attitudes, traits and values of professional responsibility, accountability and effectiveness.

### **How to satisfy the requirements of Standard 2**

Applicants must score a minimum of five points out of a possible ten. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>2. Professional Values</b>		
<b>2.1</b> The applicant's curriculum <u>should</u> incorporate learning experiences that address client and/or user needs and their responses to the interior environment.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>2.2</b> The applicant's curriculum <u>should</u> provide learning experiences that address:		
<b>2.2.1</b> Professional ethics and the role of ethics in interior design.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>2.2.2</b> Consciousness of alternate points of view and appreciation of cultural diversity (i.e. all points of view were not from the same perspective or provided from professors/outside-speakers of the same background).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	

*Italicized words in the "Indicator" column are defined in the glossary.*

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>2.2.3</b> The designer's ability to affect people and the environment.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>2.2.4</b> <i>A global perspective</i> and approach to thinking and problem solving.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>2.3</b> The applicant's curriculum <u>should</u> include learning experiences that incorporate:		
<b>2.3.1</b> Critical, analytical and strategic thinking.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>2.3.2</b> Creative thinking (exhibit a variety of ideas approaches, concepts with originality and elaboration).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>2.3.3</b> The ability to think visually and volumetrically.	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>2.3.4</b> Professional discipline (for example, time management, organizational skills).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	
<b>2.3.5</b> <i>Active listening skills</i> leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role playing).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	

**For Reviewers' Use Only**

*Use the indicators listed above to determine whether the standard is met. Inputs - not outcomes - are evaluated to determine compliance with this standard. If available, review syllabi, lecture outlines, handouts or evidence of opportunities for role-playing and similar experiences from the applicant's course of study. Applicants should clearly indicate how and where these were covered in the curriculum.*

*If the standard has been met, the supporting information will show the applicant's course of study incorporated learning experiences and opportunities intended to lead the students to develop the professional values outlined in the standard.*

*If available, applicants should provide student work, syllabi, lecture outlines, handouts or evidence of opportunities for role-playing and similar experiences to support their petition.*

**Denote which indicators were met, scoring one point for each:**

2.1 \_\_\_\_\_ 2.2.1 \_\_\_\_\_ 2.2.2 \_\_\_\_\_ 2.2.3 \_\_\_\_\_ 2.2.4 \_\_\_\_\_ 2.3.1 \_\_\_\_\_ 2.3.2 \_\_\_\_\_ 2.3.3 \_\_\_\_\_ 2.3.4 \_\_\_\_\_ 2.3.5 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## Standard 3. Design Fundamentals

Applicants have a foundation in the fundamentals of art and design, theories of design and human behavior and discipline-related history.

### How to satisfy the requirements of Standard 3

Applicants must score a minimum of eight points out of a possible ten. Applicants must satisfy the requirements of indicators 3.1 and 3.3. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>3. Design Fundamentals</b>		
<b>3.1</b> Applicant's student or professional work <u>must</u> demonstrate <i>understanding</i> of design fundamentals including: design elements (i.e. space, line, mass, shape, texture) and principles (i.e. scale, proportion, balance, rhythm, emphasis, harmony, variety).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>3.2</b> Applicant's student or professional work <u>should</u> demonstrate <i>understanding</i> of design fundamentals including:		
<b>3.2.1</b> Color principles, theories and systems (ie. additive and subtractive color; color mixing; hue, value and intensity; the relationship of light and color).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>3.2.2</b> <i>Theories of design and design composition</i> (i.e. functionalism, <i>Gestalt</i> ).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>3.2.3</b> Principles of lighting design (i.e. color, quality, sources, uses).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>3.3</b> Applicant's student or professional work must demonstrate <i>understanding</i> of theories of human behavior and interior environments including:		
<b>3.3.1</b> Human factors (i.e. <i>ergonomics, anthropometry/anthropometrics</i> ).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>3.3.2</b> The relationship between human behavior and the built environment.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>3.4</b> Applicant's student or professional work <i>should demonstrate understanding</i> of history including:		
<b>3.4.1</b> Art.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>3.4.2</b> Architecture.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>3.4.3</b> Interiors.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>3.4.4</b> Furnishings.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

**For Reviewers' Use Only**

*Use the indicators listed above to determine whether the standard is met. Inputs and outcomes are evaluated to determine compliance with this standard. Review the applicant's student curriculum to determine where these topics are covered. Supporting information can include syllabi, project descriptions, handouts, blank exams and applicable work completed while in school. If the standard has been met, the applicant's student work will demonstrate the appropriate understanding. Applicants may submit professional portfolio if student work is unavailable.*

*If available, applicants should provide student work, curriculum, syllabi, project descriptions, handouts, blank exams and other applicable work completed in the course of study to support their petition.*

**Denote which indicators were met, scoring one point for each. Indicators marked with an asterisk are required:**

\*3.1 \_\_\_\_\_ 3.2.1 \_\_\_\_\_ 3.2.2 \_\_\_\_\_ 3.2.3 \_\_\_\_\_ \*3.3.1 \_\_\_\_\_ \*3.3.2 \_\_\_\_\_ 3.4.1 \_\_\_\_\_ 3.4.2 \_\_\_\_\_ 3.4.3 \_\_\_\_\_ 3.4.4 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## Standard 4. Interior Design

Applicants understand and apply the knowledge, skills, processes and theories of interior design.

### How to satisfy the requirements of Standard 4

Applicants must score a minimum of 17 points out of a possible 21. Applicants must satisfy the requirements of indicators 4.1, 4.3, 4.5, 4.7 and 4.9. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>4. Interior Design</b>		
4.1 Applicant's student or professional work <u>must</u> follow a process and demonstrate the ability to:		
4.1.1 Apply 2-dimensional design elements and principles in interior design projects.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
4.1.2 Apply 3-dimensional design elements and principles to the development of the <i>spatial envelope</i> (i.e. volumes of space, visual continuity and balance, visual passages, interconnecting elements).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<p><b>4.2</b> Applicant's student or professional work <u>should</u> follow a process and demonstrate the ability to select and apply color in interior design projects.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.3</b> Applicant's student or professional work <u>must</u> demonstrate programming <i>skills</i>, including problem identification and problem solving.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.4</b> Applicant's student or professional work <u>should</u> demonstrate programming <i>skills</i>, including:</p>		
<p><b>4.4.1</b> Identification of client and/or user needs.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.4.2</b> Information gathering research and analysis (functional requirements, code research, etc.).</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<p><b>4.5</b> Applicant's student or professional work <u>must</u> demonstrate <i>competent</i> schematic design and concept development <i>skills</i>, including space planning (adjacencies, circulation and articulation and shaping of space).</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.6</b> Applicant's student or professional work <u>should</u> demonstrate <i>competent</i> schematic design and concept development <i>skills</i>, including:</p>		
<p><b>4.6.1</b> Concept statements.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.6.2</b> The ability to visualize concepts through sketching.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.7</b> Applicant's student or professional work <u>must</u> demonstrate <i>competent</i> design development <i>skills</i> in:</p>		
<p><b>4.7.1</b> Selection of interior finishes and materials.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
4.7.2 Detailed and developed layout of furniture, fixtures and equipment.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
4.7.3 Space plans, elevations, sketches and study models.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
4.7.4 Selection and application of luminaires and lighting sources.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
4.8 Applicant's student or professional work <u>should</u> demonstrate <i>competent</i> design development <i>skills</i> in:		
4.8.1 Detailed and developed furniture selection.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<p><b>4.8.2</b> Justifying design solutions relative to the goals and objectives of the project program.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.8.3</b> Appropriate selection and application of <i>decorative elements</i>.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>4.9</b> Applicant's student or professional work <u>must</u> demonstrate <i>competent skills</i> in preparing drawings, schedules and specifications as an integrated system of contract documents, appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. These could include construction/ demolition plans, power plans, lighting/ reflected ceiling plans, finish plans, furniture, fixtures and equipment plans, data/voice telecommunication plans, elevations, sections and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc. (The intent of this indicator is to demonstrate how contract documents are used as an integrated system. Documents should not be scattered across the curriculum, but neither do all examples need to be evidenced in a single project.)</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>4.10</b> Applicant's student or professional work <u>should</u> demonstrate design development <i>skills</i> , including:		
<b>4.10.1</b> Appropriate selection and application of art and accessories.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>4.10.2</b> The ability to design custom interior elements (for example, case goods, floor patterning, textiles).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>4.10.3</b> <i>Wayfinding</i> methods.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>4.10.4</b> <i>Graphic</i> identification, such as signage.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

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*Use the indicators listed above to determine whether the standard is met. Inputs and outcomes are evaluated to determine compliance with this standard. Review supporting information such as syllabi, project descriptions, handouts and blank exams for studio and other course in which design problems were assigned during the applicant's course of study. If the standard has been met, the applicant's student work will demonstrate the understanding and ability to apply the knowledge, skills, processes and theories outlined in the indicators. Applicants may submit professional portfolio if student work is unavailable.*

*If available, applicants should provide student work, syllabi, project descriptions, handouts, blank exams and other applicable work completed in the course of study to support their petition.*

**Denote which indicators were met, scoring one point for each. Indicators marked with an asterisk are required:**

\*4.1.1 \_\_\_\_\_ \*4.1.2 \_\_\_\_\_ 4.2 \_\_\_\_\_ \*4.3 \_\_\_\_\_ 4.4.1 \_\_\_\_\_ 4.4.2 \_\_\_\_\_ \*4.5 \_\_\_\_\_ 4.6.1 \_\_\_\_\_ 4.6.2 \_\_\_\_\_ \*4.7.1 \_\_\_\_\_

\*4.7.2 \_\_\_\_\_ \*4.7.3 \_\_\_\_\_ \*4.7.4 \_\_\_\_\_ 4.8.1 \_\_\_\_\_ 4.8.2 \_\_\_\_\_ 4.8.3 \_\_\_\_\_ \*4.9 \_\_\_\_\_ 4.10.1 \_\_\_\_\_ 4.10.2 \_\_\_\_\_ 4.10.3 \_\_\_\_\_

4.10.4 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## Standard 5. Communication

Applicants communicate effectively.

### How to satisfy the requirements of Standard 5

Applicants must score a minimum of five points out of a possible ten. Applicants must satisfy the requirements of indicators 5.1 and 5.4. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>5. Communication</b>		
<b>5.1</b> Applicant's student or professional work <u>must</u> demonstrate <i>competence</i> in drafting and lettering, either manual or computer-aided techniques.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>5.2</b> Applicant's student or professional work <u>should</u> demonstrate <i>competence</i> in:		
<b>5.2.1</b> Illustrative sketching.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>5.2.2</b> Presentation of color, materials and furnishings (for example, sample boards, collages, mock-ups, digital representations).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

*Italicized words in the "Indicator" column are defined in the glossary.*

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<p><b>5.3</b> Applicant <i>should</i> express ideas clearly in oral presentations and critiques</p>	<p>Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.</p>	
<p><b>5.4</b> Applicant <i>must</i> communicate clearly in writing (using correct spelling, grammar and syntax) in specifications, schedules, and contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes and correspondence.</p>	<p>Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.</p>	
<p><b>5.5</b> Applicant's student or professional work <i>should</i> demonstrate the ability to:</p>		
<p><b>5.5.1</b> Render (i.e. pencil, marker or other manual media, or by computer - any medium that successfully communicates the design intent.)</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	
<p><b>5.5.2</b> Draw in perspective.</p>	<p><b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.</p>	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
5.5.3 Construct models.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
5.5.4 Apply the metric system.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
5.5.5 Communicate through alternative presentation techniques (i.e. audio, electronic, film, photography, slides, video).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

**For Reviewers' Use Only**

*Use the indicators listed above to determine whether the standard is met. Outcomes are evaluated to determine compliance with this standard. Review supporting information such as the applicant's reports and research papers, and evaluate sketches, drawings or other presentation material, completed during the course of study. If the standard has been met, the applicant's student work will demonstrate the ability to communicate effectively. Applicants may submit professional portfolio if student work is unavailable.*

*If available, applicants should provide reports, research papers, sketches, drawings and other presentation material completed in the course of study to support their petition.*

**Denote which indicators were met, scoring one point for each. Indicators marked with an asterisk are required:**

\*5.1 \_\_\_\_\_ 5.2.1 \_\_\_\_\_ 5.2.2 \_\_\_\_\_ 5.3 \_\_\_\_\_ \*5.4 \_\_\_\_\_ 5.5.1 \_\_\_\_\_ 5.5.2 \_\_\_\_\_ 5.5.3 \_\_\_\_\_ 5.5.4 \_\_\_\_\_ 5.5.5 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## Standard 6. Building Systems and Interior Materials

Applicants design within the context of building systems. Applicants use appropriate materials and products.

### How to satisfy the requirements of Standard 6

Applicants must score a minimum of 12 points out of a possible 16. Applicants must satisfy the requirements of indicator 6.1. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>6. Building Systems and Interior Materials</b>		
6.1 Applicant <u>must</u> demonstrate <i>understanding</i> that design solutions affect and are impacted by:		
6.1.1 Construction systems and methods (i.e. wood-frame, steel-frame, masonry, concrete).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.1.2 Power distribution systems.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.1.3 Mechanical systems ( <i>HVAC</i> , plumbing).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

*Italicized words in the "Indicator" column are defined in the glossary.*

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
6.1.4 Lighting systems.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.1.5 Ceiling systems.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.2 Applicant <i>should</i> demonstrate <i>understanding</i> that design solutions affect and are impacted by:		
6.2.1 Energy management.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.2.2 Data/Voice telecommunications systems.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
6.2.3 Flooring systems (i.e. raised, heated).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.2.4 Security systems.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.2.5 Acoustics.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.2.6 Interface of work station furniture systems with building systems.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.3 Applicant's student or professional work <u>should demonstrate</u> that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
6.4 Applicant <i>should</i> demonstrate <i>knowledge</i> of sources for materials and products.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.5 Applicant <i>should</i> demonstrate <i>understanding</i> of the concept of <i>sustainable resources</i> .	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.6 Applicant <i>should</i> demonstrate <i>knowledge</i> of:		
6.6.1 Installation methods (i.e. carpet, resilient flooring, wallcovering).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
6.6.2 Material maintenance requirements.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

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*Use the indicators listed above to determine whether the standard is met. Inputs and outcomes are evaluated to determine compliance with this standard. Review the applicant's curriculum while in school to determine where these topics are covered. Supporting information can include syllabi, project descriptions, handouts, blank exams and applicable work completed while in school. If the standard has been met, the applicant's student work will demonstrate an understanding that interiors are designed within the context of building systems and that materials and products have been selected and applied appropriately. Applicants may submit professional portfolio if student work is unavailable.*

*Applicants are not expected to show that they produced engineered drawings during the course of study. The design solutions should reflect an understanding of the impact of the systems listed in the indicators. For example, applicants should be able to show that their studies covered questions such as "What impact did the HVAC system have on your a design solution?" or "How will the contractor get power to that desk location?" or "How will that material perform in this installation?"*

*If available, applicants should provide student work, curriculum, syllabi, project descriptions, handouts, blank exams and other work completed in the course of study to support their petition.*

**Denote which indicators were met, scoring one point for each. Indicators marked with an asterisk are required:**

\*6.1.1 \_\_\_\_\_ \*6.1.2 \_\_\_\_\_ \*6.1.3 \_\_\_\_\_ \*6.1.4 \_\_\_\_\_ \*6.1.5 \_\_\_\_\_ 6.2.1 \_\_\_\_\_ 6.2.2 \_\_\_\_\_ 6.2.3 \_\_\_\_\_ 6.2.4 \_\_\_\_\_ 6.2.5 \_\_\_\_\_

6.2.6 \_\_\_\_\_ 6.3 \_\_\_\_\_ 6.4 \_\_\_\_\_ 6.5 \_\_\_\_\_ 6.6.1 \_\_\_\_\_ 6.6.2 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## Standard 7. Regulations

Students apply the laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.

### How to satisfy the requirements of Standard 7

Applicants must score a minimum of nine points out of a possible 11. Applicants must satisfy the requirements of indicators 7.1, 7.2 and 7.4. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>7. Regulations</b>		
7.1 Applicant's student or professional work <u>must demonstrate <i>understanding</i></u> of the impact of the following fire and life safety principles:		
7.1.1 Compartmentalization (fire separation).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.1.2 Movement (stairwells, corridors, exitways).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
7.1.3 Detection (smoke/heat detectors and alarm systems).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.1.4 Suppression (sprinkler/fire hose cabinets).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.2 Applicant's student or professional work <u>must</u> demonstrate the appropriate application of:	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.2.1 Codes, regulations and standards (i.e. American National Standards Institute, Construction Specifications Institute, Illuminating Engineering Society, National Building Code, Uniform Building Code, International Codes).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.2.2 <i>Barrier-free</i> design concepts (i.e. Americans with Disabilities Act).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
7.3 Applicant's student or professional work <u>should</u> demonstrate the appropriate application of <i>ergonomic</i> and human factors data.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.4 Applicant <u>must</u> demonstrate <i>understanding</i> of the impact on health and welfare of:		
7.4.1 Indoor air quality.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.4.2 Noise.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
7.4.3 Lighting.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>7.5</b> Applicant's student or professional work should demonstrate <i>understanding of universal design</i> concepts and principles.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

**For Reviewers' Use Only**

*Use the indicators listed above to determine whether the standard is met. Inputs and outcomes are evaluated to determine compliance with this standard. Review the applicant's student curriculum to determine where these topics are covered. Supporting information can include syllabi, project descriptions, handouts, blank exams and applicable work completed while in school. Applicants may submit professional portfolio if student work is unavailable.*

*If the standard has been met, the applicant's student work will demonstrate concern for the health, safety and welfare of the public through the proper application of laws, codes, regulations and standards. It is not expected that this work would include preparation of sprinkler and life safety drawings, but the work should reflect compliance with fire and life safety principles and other codes. Supporting information should indicate how the information was covered and whether such topics were a regular part of studio project reviews.*

*If available, applicants should provide student work, syllabi, project descriptions, handouts, blank exams and other work completed in the course of study to support their petition.*

**Denote which indicators were met, scoring one point for each. Indicators marked with an asterisk are required:**

\*7.1.1 \_\_\_\_\_ \*7.1.2 \_\_\_\_\_ \*7.1.3 \_\_\_\_\_ \*7.1.4 \_\_\_\_\_ \*7.2.1 \_\_\_\_\_ \*7.2.2 \_\_\_\_\_ 7.3 \_\_\_\_\_

\*7.4.1 \_\_\_\_\_ \*7.4.2 \_\_\_\_\_ \*7.4.3 \_\_\_\_\_ 7.5 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## Standard 8. Business and Professional Practice

Applicants have a foundation in business and professional practice.

### How to satisfy the requirements of Standard 8

Applicants must score a minimum of four points out of a possible eight. Applicants must satisfy the requirements of indicator 8.1. One point will be given for each indicator satisfied. No partial credit will be given.

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>8. Business and Professional Practice</b>		
<b>8.1</b> Applicant's student or professional work <u>must</u> demonstrate <i>understanding</i> of the following project management practices: coordination (managing input from various members of the project team), time management, scheduling and contract administration.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
<b>8.2</b> Applicant's student or professional work <u>should</u> demonstrate <i>understanding</i> of the following project management practices:		
<b>8.2.1</b> Estimating (i.e. project costs, fees).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
8.2.2 Budget management.	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
8.2.3 Information management (collecting and disseminating relevant project information).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
8.2.4 Conflict resolution (facilitating solutions to conflicting objectives).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
8.2.5 Assessment processes (i.e. post-occupancy evaluation, productivity, square-footage ratios).	<b>Portfolio recommended.</b> Include specific examples with a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects. If portfolio of student work is not available, please provide examples of professional work demonstrating this indicator has been met. Please note if work in portfolio is student or professional work.	
8.3 Applicants <u>should</u> demonstrate <u>understanding</u> of basic business computer applications (i.e. word processing, spreadsheets).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	

Indicator / Curriculum Content	Information requested to support standard	Supporting information provided by applicant
<b>8.4</b> Applicants <u>should</u> demonstrate <i>knowledge</i> of business processes (i.e. marketing, strategic planning and accounting procedures).	Include specific examples in a written narrative. If available, please submit applicable course numbers and/or descriptions, syllabi, project descriptions or briefs and/or handouts. Examples and experience may be gained in the classroom or through a co-op/internship (for which you received credit) or community service projects.	

**For Reviewers' Use Only**

*Use the indicators listed above to determine whether the standard is met. Inputs and outcomes are evaluated to determine compliance with this standard. Review the applicant's student curriculum to determine where these topics are covered. Supporting information can include syllabi, project descriptions, handouts, blank exams and applicable work completed while in school. Supporting information should show information related to project management practices, budgets or schedules. If the standard has been met, the applicant's student work will demonstrate a foundation in business and professional practice. Applicants may submit professional portfolio if student work is unavailable.*

*If available, applicants should provide student work, curriculum, syllabi, project descriptions, handouts, blank exams and other work completed in the course of study to support their petition.*

**Denote which indicators were met, scoring one point for each. Indicators marked with and asterisk are required:**

\*8.1 \_\_\_\_\_ 8.2.1 \_\_\_\_\_ 8.2.2 \_\_\_\_\_ 8.2.3 \_\_\_\_\_ 8.2.4 \_\_\_\_\_ 8.2.5 \_\_\_\_\_ 8.3 \_\_\_\_\_ 8.4 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## **Standard 9. Faculty**

Faculty members and other instructional personnel are qualified and adequate in number to implement program objectives.

### **How to satisfy the requirements of Standard 9**

Applicants must score a minimum of two points out of a possible seven. One point will be given for each indicator satisfied. No partial credit will be given.

<b>Indicator / Curriculum Content</b>	<b>Information requested to support standard</b> <i>All information provided must apply to the time in which the applicant was a student in the program</i>	<b>Supporting information provided by applicant</b>
<b>9. Faculty</b>		
<b>9.1</b> <i>Faculty members and other instructional personnel</i> should:		
<b>9.1.1</b> Represent more than one professional point of view, design background and experience.	Proof of professional credentials and/or background from university or institution (i.e. faculty credentials, curriculum vitae, etc.). Written narrative may also be provided explaining how student was exposed to varying professional points of view, design backgrounds and experiences.	
<b>9.1.2</b> Have academic and/or professional experience appropriate to their areas of responsibility.	Proof of professional credentials and/or background from university or institution (i.e. faculty credentials, curriculum vitae, etc.).	

*Italicized words in the "Indicator" column are defined in the glossary.*

Indicator / Curriculum Content	Information requested to support standard <i>All information provided must apply to the time in which the applicant was a student in the program</i>	Supporting information provided by applicant
<b>9.1.3</b> Participate in relevant professional and/or scholarly associations (for example, American Society of Interior Designers, Interior Designers of Canada, Interior Design Educators Council, International Interior Design Association).	Proof of membership from applicable professional and/or scholarly associations.	
<b>9.1.4</b> Engage in scholarly research, practice, and/or creative activity leading to professional growth and the advancement of the profession.	Proof of research or activity from university, institution (i.e. faculty credentials, curriculum vitae, etc.) or other source.	
<b>9.2</b> A majority of <i>faculty members</i> and other <i>instructional personnel with interior design studio supervision</i> should:		
<b>9.2.1</b> Have earned a degree in interior design.	Proof of degree from university or institution (i.e. faculty credentials, curriculum vitae, etc.)	
<b>9.2.2</b> Have passed the complete National Council for Interior Design Qualification exam.	Proof of passage from NCIDQ.	
<b>9.3</b> The number of <i>faculty members</i> and other <i>instructional personnel</i> is sufficient to implement program objectives.	Proof of number of faculty members affiliated with the program from the university or institution.	

**For Reviewers' Use Only**

*Use the indicators listed below to determine whether the standard is met. If the standard has been met, faculty members and other instructional personnel from the applicant's degree granting program were qualified and adequate in number to implement the program objectives at the time of the applicant's study.*

**Denote which indicators were met, scoring one point for each:**

9.1.1 \_\_\_\_\_ 9.1.2 \_\_\_\_\_ 9.1.3 \_\_\_\_\_ 9.1.4 \_\_\_\_\_ 9.2.1 \_\_\_\_\_ 9.2.2 \_\_\_\_\_ 9.3 \_\_\_\_\_

TOTAL Points \_\_\_\_\_

## Glossary

<b>anthropometry/ anthropometrics</b>	The study of people in terms of their physical dimensions, and the science of measurement of the human body to determine such guidelines as clearances, standard heights, etc.
<b>active listening skills</b>	Attending to the content of what is being said and acknowledging understanding of the message being conveyed; active listening is empathetic and non-judgmental; it occurs primarily in conversations in which two or more persons seek mutual understanding of feelings and issues.
<b>barrier-free</b>	An environment that facilitates ease of movement by persons with disabilities.
<b>competent</b>	Successful application of concepts and information to complete specific tasks.
<b>decorative elements</b>	Elements, other than art or accessories, that help express the character of the job and/or the client and are not an integrated part of the building's interior architecture.
<b>design composition</b>	Theoretical base for constructing, viewing and judging the interrelationships of objects, space and materials; compositional theories focusing primarily on how the physical arrangement of elements affects human perception of those elements.
<b>ergonomics</b>	"How work affects people," strives to reduce worker fatigue and adverse physiological responses to environmental stressors (such as heat, noise and illumination), complex psychomotor tasks and visual monitoring.
<b>faculty member</b>	A permanent employee with teaching responsibilities.
<b>Gestalt</b>	A term used in visual perception and derived from the Gestalt School of psychology which investigated how information is perceived and organized into a meaningful whole; the conviction developed that the whole is more than the sum of its parts; this whole cannot be perceived by a simple addition of isolated parts; each part is influenced by those around it.
<b>global perspective</b>	Viewing design with awareness and respect for cultural and social differences of people and the ecological issues that affect health, safety and welfare of the planet; understanding the implications of conducting business of design within a world market.
<b>graphic identification</b>	The design of things that people see and read in interiors and buildings, normally associated with signage, direction finding methods and corporate identity in such things as symbols and logos; graphic identification attempts to maximize both communication and aesthetic quality.

*Italicized words in the "Indicator" column are defined in the glossary.*

<b>HVAC</b>	Heating, ventilation and air conditioning.
<b>instructional personnel</b>	Adjunct or temporary employees with teaching responsibilities; may include graduate assistants.
<b>knowledge</b>	Familiarity with data and information.
<b>skill</b>	The ability to do something well as a result of practical experience.
<b>spatial envelope</b>	The small spaces contained within a large architectural volume; interior space(s) inside a building; defined by walls, floor and ceiling; may include the effect of the spatial arrangement within the defined volume and the spatial arrangement of those volumes.
<b>sustainable resources</b>	Materials that meet the needs of the present without adversely affecting current or future ecology.
<b>theories of design</b>	Developed to enable designers to formulate, apply and evaluate essential design elements and principles in order to meet human needs and fulfill human aspirations.
<b>understanding</b>	A thorough comprehension of concepts and their interrelationships.
<b>universal design</b>	Products, interiors and buildings that permit convenient and safe use by all users, regardless of body size, age or physical ability
<b>wayfinding</b>	Strategies used by people to find their way in both new and familiar settings; incorporates perceptual and cognitive reaction (mental imaging or map-making) to architectural, graphic, visual, aural and tactile elements present in the environment.