

**PROPOSED REGULATION OF THE STATE BOARD OF
ARCHITECTURE, INTERIOR DESIGN AND
RESIDENTIAL DESIGN**

LCB File No. R139-04

July 7, 2004

EXPLANATION – Matter in *italics* is new; matter in brackets [~~omitted material~~] is material to be omitted.

AUTHORITY: §§1-16, NRS 623.140 and 623.192.

A REGULATION relating to interior design; establishing a procedure and standards for reviewing the adequacy of certain programs of interior design for the purpose of satisfying the qualifications for a certificate of registration to practice as a registered interior designer; and providing other matters properly relating thereto.

Section 1. Chapter 623 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 16, inclusive, of this regulation.

Sec. 2. *As used in sections 2 to 16, inclusive, of this regulation, unless the context otherwise requires, the words and terms defined in sections 3 and 4 of this regulation have the meanings ascribed to them in those sections.*

Sec. 3. *“Ergonomics” means the study of how work affects people and of efforts to reduce worker fatigue and adverse physiological responses to environmental stressors, complex psychomotor tasks and visual monitoring.*

Sec. 4. *“Program of interior design” means a program of interior design which is not accredited by the Foundation for Interior Design Education Research.*

Sec. 5. 1. *The provisions of this section apply only to an application submitted pursuant to NRS 623.192 by an applicant who has successfully completed a program of interior design which is not accredited by the Foundation for Interior Design Education Research.*

2. *Upon the receipt of an application and appropriate supporting information, the Executive Director shall:*

(a) *Establish a subcommittee of the Board to review the application. The subcommittee must consist of three members of the Board. If possible, at least one of the members of the subcommittee must be a registered interior designer.*

(b) *Provide each member of the subcommittee with a copy of each pending application and any supporting information.*

3. *The subcommittee shall:*

(a) *Meet at least once during each period of 90 days in which any applications are awaiting its review.*

(b) *Meet in a closed session to consider the qualifications of an applicant.*

(c) *Weigh the application against the requirements of sections 2 to 16, inclusive, of this regulation.*

(d) *Open its meeting to the public when taking any action.*

4. *After it reviews an application, the subcommittee shall:*

(a) *Provide the applicant with its preliminary decision concerning the application.*

(b) *If the subcommittee finds that the application and supporting information:*

(1) *Are sufficient to determine whether the program of interior design completed by the applicant is substantially equivalent to a program of interior design accredited by the Foundation for Interior Design Education Research, recommend to the Board whether to*

approve the program of interior design completed by the applicant pursuant to subparagraph (2) of paragraph (d) of subsection 1 of NRS 623.192. The application will be placed on the agenda for consideration by the Board at its next regularly scheduled meeting.

(2) Are not sufficient to determine whether the program of interior design completed by the applicant is substantially equivalent to a program of interior design accredited by the Foundation for Interior Design Education Research, provide the applicant with a written request for the information necessary to make that determination. Within 90 days after receiving such a request, the applicant must provide to the subcommittee an original and three additional copies of the information requested or a written request for additional time to supplement the information supporting the application, or may notify the subcommittee of his intention not to supplement that supporting information. Within 90 days after it receives any supplemental information from an applicant pursuant to this subparagraph, the subcommittee shall recommend to the Board whether to approve the program of interior design completed by the applicant pursuant to subparagraph (2) of paragraph (d) of subsection 1 of NRS 623.192.

5. As used in this section, “application” means an application submitted pursuant to NRS 623.192 by an applicant who has successfully completed a program of interior design which is not accredited by the Foundation for Interior Design Education Research.

Sec. 6. The Board:

1. Will act upon any recommendations submitted pursuant to section 5 of this regulation in a public meeting, but may hold a closed session to receive evidence concerning the competence of an applicant for a certificate of registration to practice as a registered interior designer.

2. Will not approve a program of interior design pursuant to subparagraph (2) of paragraph (d) of subsection 1 of NRS 623.192 unless the program complies with the requirements of section 7 of this regulation, the minimum requirements for satisfaction of the standards set forth in sections 8 to 16, inclusive, of this regulation and at least seven of the additional criteria set forth in sections 8 to 16, inclusive, of this regulation for the satisfaction of those standards.

Sec. 7. 1. A program of interior design must provide for the issuance of at least a bachelor's degree to a student who successfully completes the program and, at the time of the issuance of that degree to an applicant for a certificate of registration to practice as a registered interior designer, must:

(a) Require for the issuance of that degree at least 30 semester credit hours or 45 quarter credit hours of general liberal arts; and

(b) Be part of an institution located:

(1) Within the United States or Canada which is accredited by an institutional accrediting body that is recognized by the United States Department of Education or by a Canadian provincial ministry of education; or

(2) Outside of the United States or Canada which is:

(I) Part of an educational system based in the United States or Canada; and

(II) Accredited by an institutional accrediting body that is recognized by the United States Department of Education or by a Canadian provincial ministry of education.

2. As used in this section:

(a) "Quarter credit hour" means 1 hour of credit for a course which has a duration measured in quarters.

(b) “Semester credit hour” means 1 hour of credit for a course which has a duration measured in semesters.

Sec. 8. 1. *The curriculum of a program of interior design must be structured to facilitate and advance student learning.*

2. The criteria for satisfaction of the standard set forth in subsection 1 are whether:

(a) The curriculum follows a logical sequence in which the contents of courses increase in degree of difficulty;

(b) The standards set forth in sections 9 to 15, inclusive, of this regulation are interrelated and reinforced throughout the curriculum;

(c) Projects show variety and complexity in type, size and scope;

(d) The teaching and learning methods incorporate the experience of team approaches to design solutions;

(e) The teaching and learning methods incorporate experiences which provide interaction with multiple disciplines representing a variety of points of view and perspectives on design problems;

(f) The curriculum provides interaction with practicing design professionals; and

(g) The curriculum provides exposure to a variety of business cultures and organizational structures.

3. The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with the criteria set forth in paragraphs (a), (b) and (c) of subsection 2 and at least one of the remaining criteria set forth in that subsection.

Sec. 9. 1. *A program of interior design must lead a student to develop the attitudes, traits and values of professional responsibility, accountability and effectiveness.*

2. *The criteria for satisfaction of the standard set forth in subsection 1 are whether:*

- (a) The curriculum incorporates learning experiences that address the needs of clients or users, or both, and their responses to the interior environment;*
- (b) The curriculum provides learning experiences that address professional ethics and the role of ethics in interior design;*
- (c) The curriculum provides learning experiences that address a consciousness of alternate points of view and the appreciation of cultural diversity;*
- (d) The curriculum provides learning experiences that address the ability of a designer to affect people and the environment;*
- (e) The curriculum provides learning experiences that address a global perspective and approach to thinking and problem solving;*
- (f) The curriculum includes learning experiences that incorporate critical, analytical and strategic thinking;*
- (g) The curriculum includes learning experiences that incorporate creative thinking;*
- (h) The curriculum includes learning experiences that incorporate the ability to think visually and volumetrically;*
- (i) The curriculum includes learning experiences that incorporate professional discipline;*
and
- (j) The curriculum includes learning experiences that incorporate active listening skills leading to the effective interpretation of requirements.*

3. *The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with at least five of the criteria set forth in subsection 2.*

4. *As used in this section:*

(a) “Active listening skills” means attending to the content of what is being said and acknowledging an understanding of the message being conveyed in an empathetic and nonjudgmental manner, primarily in conversations in which two or more persons seek mutual understanding of feelings and issues.

(b) “Creative thinking” means exhibiting a variety of ideas, approaches and concepts with originality and elaboration.

(c) “Global perspective” means viewing design with an awareness and respect for the cultural and social differences of people and the ecological issues that affect the health, safety and welfare of the planet, and understanding the implications of conducting the business of design within a world market.

Sec. 10. 1. *A program of interior design must ensure that a student has a foundation in the fundamentals of art and design, theories of design and human behavior, and discipline-related history.*

2. The criteria for satisfaction of the standard set forth in subsection 1 are whether work by the student demonstrates his understanding of:

(a) The design fundamentals regarding the elements of design and the principles of design;

(b) The design fundamentals regarding color principles, theories and systems, including additive and subtractive color, color mixing, hue, value and intensity, and the relationship of light and color;

(c) The design fundamentals regarding theories of design and design composition, including functionalism and gestalt;

(d) The design fundamentals regarding the principles of lighting design, including color, quality, sources and uses;

(e) Theories of human behavior and interior environments, including:

(1) The human factors of ergonomics, anthropometry and anthropometrics; and

(2) The relationship between human behavior and the built environment;

(f) The history of art;

(g) The history of architecture;

(h) The history of interiors; and

(i) The history of furnishings.

3. The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with the criteria set forth in paragraphs (a) and (e) of subsection 2 and at least five of the remaining criteria set forth in that subsection.

4. As used in this section:

(a) “Anthropometrics” means the science of measurement of the human body to determine guidelines such as clearances and standard heights.

(b) “Anthropometry” means the study of people in terms of their physical dimensions.

(c) “Design composition” means:

(1) The theoretical base for constructing, viewing and judging the interrelationships of objects, spaces and materials; and

(2) The compositional theories focusing primarily on how the physical arrangement of elements affects the human perception of those elements.

(d) “Elements of design” includes space, line, mass, shape and texture.

(e) “Principles of design” includes scale, proportion, balance, rhythm, emphasis, harmony and variety.

(f) “Theories of design” means theories developed to enable designers to formulate, apply and evaluate essential design elements and principles to meet human needs and fulfill human aspirations.

(g) “Understanding” means a thorough comprehension of concepts and their interrelationships.

Sec. 11. 1. *A program of interior design must ensure that a student understands and applies the knowledge, skills, processes and theories of interior design.*

2. The criteria for satisfaction of the standard set forth in subsection 1 are whether work by the student:

(a) Follows a process and demonstrates his ability to apply:

(1) Two-dimensional design elements and principles in interior design projects; and

(2) Three-dimensional design elements and principles to the development of the spatial envelope, including volumes of space, visual continuity and balance, visual passages and interconnecting elements;

(b) Follows a process and demonstrates his ability to select and apply color in interior design projects;

(c) Demonstrates his programming skills regarding problem identification and problem solving;

(d) Demonstrates his programming skills regarding the identification of the needs of clients or users, or both;

(e) Demonstrates his programming skills regarding the gathering, research and analysis of information;

(f) Demonstrates his competence in schematic design and concept development skills regarding space planning, including adjacencies, circulation and the articulation and shaping of space;

(g) Demonstrates his competence in schematic design and concept development skills regarding concept statements;

(h) Demonstrates his competence in schematic design and concept development skills regarding the ability to visualize concepts through sketching;

(i) Demonstrates his competence in design development skills regarding:

(1) The selection of interior finishes and materials;

(2) The detailed and developed layout of furniture, fixtures and equipment;

(3) Space plans, elevations, sketches and study models; and

(4) The selection and application of luminaires and lighting sources;

(j) Demonstrates his competence in design development skills regarding the detailed and developed selection of furniture;

(k) Demonstrates his competence in design development skills regarding the justification of design solutions relative to the goals and objectives of the project program;

(l) Demonstrates his competence in design development skills regarding the appropriate selection and application of decorative elements;

(m) Demonstrates his competence in skills regarding the preparation of drawings, schedules and specifications as an integrated system of contract documents which are appropriate to the size and scope of a project and sufficiently extensive to show how design solutions and interior construction are related;

(n) Demonstrates his design development skills regarding the appropriate selection and application of art and accessories;

(o) Demonstrates his design development skills regarding the ability to design custom interior elements;

(p) Demonstrates his design development skills regarding the methods of wayfinding; and

(q) Demonstrates his design development skills regarding graphic identification.

3. The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with the criteria set forth in paragraphs (a), (c), (f), (i) and (m) of subsection 2 and at least eight of the remaining criteria set forth in that subsection.

4. As used in this section:

(a) “Competence” means the ability to apply successfully concepts and information to complete specific tasks.

(b) “Decorative elements” means elements, other than art or accessories, which help express the character of a job or client, or both, and which are not an integrated part of the interior architecture of a building.

(c) “Graphic identification” means the design of things that people see and read in interiors and buildings and methods for finding direction and corporate identity in such things as symbols and logos which attempt to maximize both communication and aesthetic quality.

(d) “Skill” means the ability to do something well as a result of practical experience.

(e) “Spatial envelope” includes the spaces contained within a large architectural volume and the interior spaces inside a building, as defined by walls, floor and ceiling, and may include the effect of the spatial arrangement within the defined volume and the spatial arrangement of those volumes.

(f) “Wayfinding” means strategies used by people to find their way in both new and familiar settings, incorporating perceptual and cognitive reactions to architectural, graphic, visual, aural and tactile elements present in the environment.

Sec. 12. 1. *A program of interior design must ensure that a student communicates effectively.*

2. The criteria for satisfaction of the standard set forth in subsection 1 are whether:

(a) Work by the student demonstrates his competence in manual or computer-aided techniques of drafting and lettering;

(b) Work by the student demonstrates his competence in illustrative sketching;

(c) Work by the student demonstrates his competence in the presentation of color, materials and furnishings;

(d) The student expresses ideas clearly in oral presentations and critiques;

(e) The student communicates clearly in writing, using correct spelling, grammar and syntax, in specifications, schedules, contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes and correspondences;

(f) Work by the student demonstrates his ability to render by pencil, marker or another manual medium, computer or any other medium that successfully communicates the design intent;

(g) Work by the student demonstrates his ability to draw in perspective;

(h) Work by the student demonstrates his ability to construct models;

(i) Work by the student demonstrates his ability to apply the metric system; and

(j) Work by the student demonstrates his ability to communicate through alternative presentation techniques.

3. The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with the criteria set forth in paragraphs (a) and (e) of subsection 2 and at least three of the remaining criteria set forth in that subsection.

4. As used in this section, “competence” means the ability to apply successfully concepts and information to complete specific tasks.

Sec. 13. 1. *A program of interior design must ensure that a student designs within the context of building systems and uses appropriate materials and products.*

2. The criteria for satisfaction of the standard set forth in subsection 1 are whether:

(a) The student has an understanding that design solutions affect and are impacted by:

(1) Construction systems and methods, including wood frames, steel frames, masonry and concrete;

(2) Power distribution systems;

(3) Mechanical systems, including heating, ventilation, air conditioning and plumbing;

(4) Lighting systems; and

(5) Ceiling systems;

(b) The student has an understanding that design solutions affect and are impacted by energy management;

(c) The student has an understanding that design solutions affect and are impacted by data and voice telecommunication systems;

(d) The student has an understanding that design solutions affect and are impacted by flooring systems, including raised and heated floors;

(e) The student has an understanding that design solutions affect and are impacted by security systems;

(f) The student has an understanding that design solutions affect and are impacted by acoustics;

(g) The student has an understanding that design solutions affect and are impacted by the interface of building systems with systems of furniture for work stations;

(h) Work by the student demonstrates that materials and products are appropriately selected and applied on the basis of their properties and criteria for performance;

(i) The student has knowledge of sources for materials and products;

(j) The student has an understanding of the concept of sustainable resources;

(k) The student has knowledge of methods for the installation of carpets, resilient flooring and wall coverings; and

(l) The student has knowledge of requirements for the maintenance of material.

3. The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with the criteria set forth in paragraph (a) of subsection 2 and at least seven of the remaining criteria set forth in that subsection.

4. As used in this section:

(a) “Knowledge” means familiarity with data and information.

(b) “Sustainable resources” means materials that meet the needs of the present without adversely affecting the current or future ecology.

(c) “Understanding” means a thorough comprehension of concepts and their interrelationships.

Sec. 14. 1. *A program of interior design must ensure that a student applies the laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.*

2. *The criteria for satisfaction of the standard set forth in subsection 1 are whether:*

(a) Work by the student demonstrates his understanding of the impact of the following principles of fire and life safety:

(1) Compartmentalization, including fire separation;

(2) Movement, including movement on stairwells and through corridors and exit ways;

(3) Detection, including detection through the use of smoke and heat detectors and alarm systems; and

(4) Suppression, including suppression through the use of sprinklers and cabinets for fire hoses;

(b) Work by the student demonstrates his appropriate application of:

(1) Codes, regulations and standards, including the International Building Code and the Uniform Building Code and those of the American National Standards Institute, the Construction Specifications Institute and the Illuminating Engineering Society; and

(2) Concepts for the design of a barrier-free environment, including the Americans with Disabilities Act;

(c) Work by the student demonstrates his appropriate application of data regarding ergonomics and other human factors;

(d) The student has an understanding of the impact on health and welfare of:

(1) The quality of indoor air;

(2) Noise; and

(3) Lighting; and

(e) Work by the student demonstrates his understanding of the concepts and principles of universal design.

3. *The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with the criteria set forth in paragraphs (a), (b) and (d) of subsection 2.*

4. *As used in this section:*

(a) *“Barrier-free environment” means an environment that facilitates ease of movement by persons with disabilities.*

(b) *“Understanding” means a thorough comprehension of concepts and their interrelationships.*

(c) *“Universal design” means products, interiors and buildings that permit convenient and safe use by all users, regardless of the body size, age or physical ability of a user.*

Sec. 15. 1. *A program of interior design must ensure that a student has a foundation in business and professional practice.*

2. *The criteria for satisfaction of the standard set forth in subsection 1 are whether:*

(a) *Work by the student demonstrates his understanding of the following project management practices:*

(1) *The coordination of a project, including the management of input from the various members of a project team;*

(2) *Time management;*

(3) *Scheduling; and*

(4) *Contract administration;*

(b) *Work by the student demonstrates his understanding of the project management practice of estimating project costs and fees;*

(c) *Work by the student demonstrates his understanding of the project management practice of budget management;*

(d) Work by the student demonstrates his understanding of the project management practice of information management;

(e) Work by the student demonstrates his understanding of the project management practice of conflict resolution;

(f) Work by the student demonstrates his understanding of the project management practice of assessment processes, including postoccupancy evaluation, productivity and square-footage ratios;

(g) The student has an understanding of basic computer applications for business, including word processing and spreadsheets; and

(h) The student has knowledge of business processes, including marketing, strategic planning and accounting procedures.

3. The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with the criteria set forth in paragraph (a) of subsection 2 and at least three of the remaining criteria set forth in that subsection.

4. As used in this section:

(a) “Conflict resolution” means the facilitation of solutions to conflicting objectives.

(b) “Information management” means the collection and dissemination of relevant project information.

(c) “Knowledge” means familiarity with data and information.

(d) “Understanding” means a thorough comprehension of concepts and their interrelationships.

Sec. 16. 1. *A program of interior design must ensure that its faculty members and instructional personnel are qualified and adequate in number to carry out the objectives of the program.*

2. The criteria for satisfaction of the standard set forth in subsection 1 are whether:

(a) Faculty members and other instructional personnel of the program represent more than one professional point of view, type of design background and type of design experience;

(b) Faculty members and other instructional personnel of the program have academic or professional experience, or both, appropriate to their areas of responsibility;

(c) Faculty members and other instructional personnel of the program participate in relevant professional or scholarly associations, or both;

(d) Faculty members and other instructional personnel of the program engage in any scholarly research, practice or other creative activities leading to professional growth and the advancement of the profession;

(e) A majority of the faculty members and other instructional personnel of the program who supervise the interior design studio have earned a degree in interior design;

(f) A majority of the faculty members and other instructional personnel of the program who supervise the interior design studio have passed the complete examination of the National Council for Interior Design Qualification; and

(g) The number of faculty members and other instructional personnel of the program is sufficient to carry out the objectives of the program.

3. The minimum requirements for satisfaction of the standard set forth in subsection 1 are compliance with at least two of the criteria set forth in subsection 2.

4. As used in this section:

(a) *“Faculty members” means permanent employees with teaching responsibilities.*

(b) *“Instructional personnel” means adjunct or temporary employees with teaching responsibilities, including graduate assistants.*