# Scope & Sequence

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| Course Name: Practicum in Interior Design/Extended Practicum in Interior Design **TSDS PEIMS Code:** 13004505 (First Time Taken)  13004515 (Second Time Taken) | **Course Credit:** 3.0  **Course Requirements:** Grade Placement 12.  **Prerequisites:** Interior Design II.  **Corequisites:** Practicum in Interior Design. |
| **Course Description:** Extended Practicum in Interior Design is an occupationally specific course designed to provide job-specific skills through laboratory training, job shadowing, or work situations in areas compatible with identified career goals in interior design. In addition, students will be expected to develop knowledge and skills related to housing, furnishings, and equipment construction or equipment management and services. | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Architecture & Construction Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | |

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| **Practicum Plan** | **TEKS Covered**  **130.67. (c) Knowledge and Skills.** |

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| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety, proper safety and sanitation practices, effective problem-solving strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, teamwork, and conflict-management skills. Students will also discuss the technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality and effective time management, to accept constructive criticism, make ethical decisions, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices for effective working relationships, such as appropriate business and personal etiquette and professionalism through dress, speech, and manners.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) apply oral and written communication skills clearly, concisely, convincingly, and effectively to explain and justify actions in a socially acceptable manner that is easily understood by others;  (B) problem-solve using job-appropriate mathematical skills;  (C) demonstrate an understanding of leadership skills;  (D) cooperate, contribute, and collaborate as a member of a group;  (E) exhibit professionalism through dress, speech, and manners that are appropriate to the profession and worksite;  (G) follow written and oral instructions and adhere to established practices, policies, and procedures, including health and safety rules; and  (H) use and apply job-appropriate computer applications for the given task.  (6) The student applies safety and sanitation practices. The student is expected to:  (A) apply safety rules in performing various workplace procedures according to industry standards;  (B) identify potential hazards;  (C) promote prevention practices;  (D) summarize laws pertaining to safety and sanitation practices;  (E) demonstrate appropriate responses to emergency situations; and  (F) determine workplace procedures that protect the environment.  (10) The student evaluates customer relations as a tool for successful business operations. The student is expected to:  (A) analyze the importance of good customer relations in building and maintaining a business;  (B) demonstrate techniques for maintaining good client relationships; and  (C) describe conflict-resolution techniques when dealing with customer complaints.  (11) The student exhibits employability skills that lead to job success in the housing, furnishings, and equipment industries. The student is expected to:  (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;  (B) demonstrate effective methods to secure, maintain, and terminate employment;  (C) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;  (D) evaluate the relationship of good physical and mental health to job success and achievement;  (E) demonstrate appropriate grooming and appearance for the workplace;  (F) demonstrate appropriate business and personal etiquette in the workplace;  (G) exhibit productive work habits and attitudes; and  (H) maintain a project portfolio that documents interior design projects using a variety of multimedia techniques with a professional resume.  (13) The student demonstrates ethical and legal practices for careers in the housing, furnishings, and equipment industries. The student is expected to:  (A) research and summarize the rights and responsibilities of employers and employees; and  (B) exhibit ethical practices as defined by the housing, furnishings, and equipment industries. |
| **Section 2: TEKS Checklist Components for Practicum in Interior Design**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) apply oral and written communication skills clearly, concisely, convincingly, and effectively to explain and justify actions in a socially acceptable manner that is easily understood by others;  (B) problem-solve using job-appropriate mathematical skills;  (C) demonstrate an understanding of leadership skills;  (D) cooperate, contribute, and collaborate as a member of a group;  (E) exhibit professionalism through dress, speech, and manners that are appropriate to the profession and worksite;  (F) review accurately both quantitative and qualitative work processes and end products;  (G) follow written and oral instructions and adhere to established practices, policies, and procedures, including health and safety rules; and  (H) use and apply job-appropriate computer applications for the given task.  (2) The student determines the use of elements and principles of design in residential and nonresidential environments and furnishings. The student is expected to:  (A) differentiate between the elements and principles of design;  (B) exhibit how the elements of design can create various effects; and  (C) apply elements and principles of design for coordinating furnishings.  (3) The student analyzes the workmanship, characteristics, use, and care of materials used in the design and construction of residential and nonresidential furnishings and equipment. The student is expected to:  (A) analyze characteristics of materials and workmanship in relationship to durability and use;  (B) identify characteristics of materials and workmanship in relationship to appearance, performance, use, and care of furnishings;  (C) explain labeling requirements and appropriate procedures for the care of various furnishings;  (D) interpret information provided in equipment use and care manuals; and  (E) demonstrate procedures for the care and maintenance of different types of furnishings and equipment.  (4) The student determines treatments and accessories suitable for residential and nonresidential applications. The student is expected to:  (A) analyze products to determine the appropriate style of design;  (B) determine appropriate use of accessories, lighting, materials, and space in various environments, including environments designed to meet special needs;  (C) describe trends in materials, including eco-friendly and sustainable materials, accessories, lighting, and use of space;  (D) illustrate appropriate window treatments for specific windows;  (E) evaluate cost considerations and budgets in accessorizing for various settings;  (F) describe characteristics, use, and care of wall treatments; and  (G) identify characteristics of types of flooring in relationship to design and construction.  (5) The student assesses factors influencing the selection of furniture and equipment for residential and nonresidential applications. The student is expected to:  (A) describe furniture and equipment used in residential and nonresidential applications;  (B) compare furniture and equipment needs of families in different stages of the life cycle;  (C) evaluate economic considerations when selecting furniture and equipment;  (D) arrange furniture and equipment to accommodate floor plans to meet needs and wants; and  (E) describe considerations for selecting furniture and equipment to accommodate persons with special needs.  (6) The student applies safety and sanitation practices. The student is expected to:  (A) apply safety rules in performing various workplace procedures according to industry standards;  (B) identify potential hazards;  (C) promote prevention practices;  (D) summarize laws pertaining to safety and sanitation practices;  (E) demonstrate appropriate responses to emergency situations; and  (F) determine workplace procedures that protect the environment.  (7) The student determines appropriate use and care of tools and equipment used in construction of furnishings. The student is expected to:  (A) identify tools and equipment used in construction of furnishings; and  (B) demonstrate safe and skillful tool care and use.  (8) The student demonstrates skills in selected product design and construction. The student is expected to:  (A) evaluate characteristics of good workmanship in furnishings products; and  (B) apply knowledge of design application, selection, and construction to complete furnishings projects.  (9) The student identifies types of business promotion practices and their benefit to the housing and furnishings retailer. The student is expected to:  (A) discuss business promotion objectives in the retail housing and furnishings industry.  (10) The student evaluates customer relations as a tool for successful business operations. The student is expected to:  (A) analyze the importance of good customer relations in building and maintaining a business;  (B) demonstrate techniques for maintaining good client relationships; and  (C) describe conflict-resolution techniques when dealing with customer complaints.  (11) The student exhibits employability skills that lead to job success in the housing, furnishings, and equipment industries. The student is expected to:  (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;  (B) demonstrate effective methods to secure, maintain, and terminate employment;  (C) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;  (E) demonstrate appropriate grooming and appearance for the workplace;  (F) demonstrate appropriate business and personal etiquette in the workplace; and  (G) exhibit productive work habits and attitudes.  (13) The student demonstrates ethical and legal practices for careers in the housing, furnishings, and equipment industries. The student is expected to:  (B) exhibit ethical practices as defined by the housing, furnishings, and equipment industries. |
| **Section 3: Critical-Thinking and Problem-Solving: Practicum: Check-In 1**  Students will discuss and demonstrate critical thinking and problem solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills, and alternative solutions to possible problems they have encountered thus far or may still encounter. Students will also be encouraged to discuss and predict what mathematical and technical skills will be necessary for a successful practicum experience as well as a successful career in an interior design-related field.  As part of their practicum experience, students will use appropriate computer applications/technology to identify and describe the use of elements and principles of design in residential and nonresidential environments and furnishings, including an analysis of societal and cultural influences, and demonstrate effective communication skills as they present their findings in a brief presentation to the supervising instructor. Students will also assess factors influencing the selection of furniture and equipment for residential and nonresidential applications as well as research trends and technology related to furnishings and equipment, and present and discuss their findings. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) apply oral and written communication skills clearly, concisely, convincingly, and effectively to explain and justify actions in a socially acceptable manner that is easily understood by others;  (B) problem-solve using job-appropriate mathematical skills; and  (H) use and apply job-appropriate computer applications for the given task.  (2) The student determines the use of elements and principles of design in residential and nonresidential environments and furnishings. The student is expected to:  (A) differentiate between the elements and principles of design;  (B) exhibit how the elements of design can create various effects;  (C) apply elements and principles of design for coordinating furnishings; and  (D) analyze societal and cultural influences on the design of residential and nonresidential environments and their furnishings.  (5) The student assesses factors influencing the selection of furniture and equipment for residential and nonresidential applications. The student is expected to:  (A) describe furniture and equipment used in residential and nonresidential applications;  (B) compare furniture and equipment needs of families in different stages of the life cycle;  (C) evaluate economic considerations when selecting furniture and equipment;  (E) describe considerations for selecting furniture and equipment to accommodate persons with special needs; and  (F) research trends and technology related to furnishings and equipment. |
| **Section 4: Check List Progress and Research Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students and supervising instructors will discuss course timelines and requirements as well as effective time management strategies for task completion.  Students will describe and discuss safety and sanitation practices encountered during their practicum experiences, including potential hazards, prevention practices, workplace procedures that protect the environment, and summarize laws pertaining to safety and sanitation practices and the appropriate use and care of tools and equipment used in construction of furnishings.  Also as part of their practicum experiences, students will complete a short research project that identifies types of business promotion practices and their benefits to housing and furnishings retailers. Students will discuss business promotion objectives in the retail housing and furnishings industry and predict how societal trends and changing demographics influence housing and furnishings business promotions as part of this research project. | (6) The student applies safety and sanitation practices. The student is expected to:  (B) identify potential hazards;  (C) promote prevention practices;  (D) summarize laws pertaining to safety and sanitation practices; and  (F) determine workplace procedures that protect the environment.  (7) The student determines appropriate use and care of tools and equipment used in construction of furnishings. The student is expected to:  (A) identify tools and equipment used in construction of furnishings; and  (C) describe the impact of technology on tools, equipment, and construction.  (8) The student demonstrates skills in selected product design and construction. The student is expected to:  (C) analyze uses of technology in furnishings, design, and construction.  (9) The student identifies types of business promotion practices and their benefit to the housing and furnishings retailer. The student is expected to:  (A) discuss business promotion objectives in the retail housing and furnishings industry;  (B) analyze techniques using sales promotion, advertising, and displays;  (C) describe the use of technology and other forms of advertising media in housing and furnishings business promotions;  (D) analyze how business promotion reflects the environment in which a person lives; and  (E) predict how societal trends and changing demographics influence housing and furnishings business promotions. |
| **Section 5: Interior Design Careers and Practicum Culminating Activities**  During their practicum experience, students will use appropriate technology and/or assigned materials to review and evaluate the relationship of good physical and mental health to job success and achievement, how interests, abilities, personal priorities, and family responsibilities affect career choice, and the rewards and demands for various levels of employment in a variety of careers. Students will demonstrate effective communications skills as they present their project portfolio and discuss effective methods to secure, maintain, and terminate employment. Students will also research and determine preparation requirements as well as future employment outlook for a variety of careers in the housing, furnishings, and equipment industries, and discuss their findings with their supervising instructor.  As a culminating project for the practicum, students will demonstrate their knowledge of ethical and legal practices for careers in the housing, furnishings, and equipment industries in a brief written report and/or oral presentation. | (11) The student exhibits employability skills that lead to job success in the housing, furnishings, and equipment industries. The student is expected to:  (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;  (B) demonstrate effective methods to secure, maintain, and terminate employment;  (D) evaluate the relationship of good physical and mental health to job success and achievement; and  (H) maintain a project portfolio that documents interior design projects using a variety of multimedia techniques with a professional resume.  (12) The student determines employment opportunities and preparation requirements for careers in the housing, furnishings, and equipment industries. The student is expected to:  (A) determine preparation requirements for various levels of employment in a variety of careers in the housing, furnishings, and equipment industries;  (B) analyze the future employment outlook in the housing, furnishings, and equipment industries;  (C) describe entrepreneurial opportunities in the housing, furnishings, and equipment industries;  (D) determine how interests, abilities, personal priorities, and family responsibilities affect career choice;  (E) analyze rewards and demands for various levels of employment in a variety of careers; and  (F) research continuing education opportunities that enhance career advancement and promote lifelong learning.  (13) The student demonstrates ethical and legal practices for careers in the housing, furnishings, and equipment industries. The student is expected to:  (A) research and summarize the rights and responsibilities of employers and employees;  (B) exhibit ethical practices as defined by the housing, furnishings, and equipment industries; and  (C) analyze legal aspects of the housing, furnishings, and equipment industries. |

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| **Extended Practicum Plan** | **TEKS Covered**  **130.72. (c) Knowledge and Skills.** |

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| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety, proper safety and sanitation practices, effective problem-solving strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, teamwork, and conflict-management skills. Students will also discuss the technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality and effective time management, to accept constructive criticism, make ethical decisions, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices for effective working relationships, such as appropriate business and personal etiquette and professionalism through dress, speech, and manners.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to interior design;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency;  (D) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and  (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.  (2) The student applies professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) apply active listening skills to obtain and clarify information;  (D) analyze, interpret, and effectively communicate information, data, and observations; and  (E) observe and interpret verbal and nonverbal cues and behaviors to enhance communication.  (3) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:  (A) demonstrate understanding of and consistently follow workplace safety rules and regulations;  (B) apply safety rules in performing various workplace procedures according to industry standards; and  (C) demonstrate safe and skillful tool care and use.  (5) The student understands the professional, ethical, and legal responsibilities in interior design. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) apply ethical reasoning to a variety of situations in order to make ethical decisions;  (C) exhibit ethical practices as defined by the housing, furnishings, and equipment industries and  (D) comply with all applicable rules, laws, and regulations in a consistent manner. |
| **Section 2: TEKS Checklist Components for Extended Practicum in Interior Design**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to interior design;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency;  (D) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and  (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.  (2) The student applies professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) apply active listening skills to obtain and clarify information;  (D) analyze, interpret, and effectively communicate information, data, and observations; and  (E) observe and interpret verbal and nonverbal cues and behaviors to enhance communication.  (3) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:  (A) demonstrate understanding of and consistently follow workplace safety rules and regulations;  (B) apply safety rules in performing various workplace procedures according to industry standards; and  (C) demonstrate safe and skillful tool care and use.  (5) The student understands the professional, ethical, and legal responsibilities in interior design. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) apply ethical reasoning to a variety of situations in order to make ethical decisions;  (C) exhibit ethical practices as defined by the housing, furnishings, and equipment industries and  (D) comply with all applicable rules, laws, and regulations in a consistent manner.  (6) The student participates in a supervised interior design experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised interior design experience;  (B) develop advanced technical knowledge and skills related to the student's occupational objective;  (C) apply elements and principles of design for coordinating furnishings with advanced proficiency;  (D) identify characteristics of materials and workmanship in relationship to appearance, performance, use, and care of furnishings;  (E) demonstrate advanced procedures for the care and maintenance of different types of furnishings and equipment;  (F) determine appropriate use of accessories, lighting, materials, and space in various environments;  (G) arrange furniture and equipment to accommodate floor plans to meet needs and wants;  (H) apply knowledge of design application, selection, and construction to complete furnishings projects;  (I) evaluate strengths and weaknesses in technical skill proficiency; and  (J) collect representative work samples. |
| **Section 3: Critical-Thinking and Problem-Solving: Practicum Check-Ins**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-ins with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills, and alternative solutions to possible problems they have encountered thus far or may still encounter. Students will also conduct technical research to gather information necessary for decision making as well as discuss and predict what training and technical skills will be necessary for a successful practicum experience as well as a successful career in an interior design-related field.  During check-ins, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students and supervising instructors will discuss course timelines and requirements as well as effective time management strategies for task completion. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to interior design;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment; and  (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.  (3) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;  (B) analyze elements of problems to develop creative and innovative solutions; and  (C) conduct technical research to gather information necessary for decision making.  (6) The student participates in a supervised interior design experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised interior design experience. |
| **Section 4: Practicum Culminating Activities**  During their practicum experience, students will use appropriate technology and/or assigned materials to evaluate and discuss their strengths and weaknesses in technical skill proficiency as well as document and evaluate their practicum learning activities.  In a culminating project for the practicum, students will demonstrate their knowledge of advanced technical knowledge and skills, and apply elements and principles of design for coordinating furnishings, accessories, lighting, materials, and space in various environments, arrange furniture and equipment to accommodate floor plans to meet needs and wants, and apply their knowledge of design application, selection, and construction to complete their furnishings projects.  As part of the project, students will identify characteristics of materials and workmanship in relationship to appearance, performance, and use, and discuss advanced procedures for the care and maintenance of different types of furnishings and equipment.  Students will also demonstrate professional, effective communications skills as they present their projects and representative work samples to their supervising instructor. | (2) The student applies professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (C) create and deliver formal and informal presentations effectively; and  (D) analyze, interpret, and effectively communicate information, data, and observations.  (6) The student participates in a supervised interior design experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised interior design experience;  (B) develop advanced technical knowledge and skills related to the student's occupational objective;  (C) apply elements and principles of design for coordinating furnishings with advanced proficiency;  (D) identify characteristics of materials and workmanship in relationship to appearance, performance, use, and care of furnishings;  (E) demonstrate advanced procedures for the care and maintenance of different types of furnishings and equipment;  (F) determine appropriate use of accessories, lighting, materials, and space in various environments;  (G) arrange furniture and equipment to accommodate floor plans to meet needs and wants;  (H) apply knowledge of design application, selection, and construction to complete furnishings projects;  (I) evaluate strengths and weaknesses in technical skill proficiency; and  (J) collect representative work samples. |