

Interior Design, an *individual* or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design spaces to meet client needs. In advance, participants will create design deliverables addressing the specifics of the design scenario. Participants must prepare a **file folder**, an **oral presentation**, and **visuals**.

### **NEW JERSEY LEARNING STANDARDS**

- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- SLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- SLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- SLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements & principles of design communicate & express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

### **CAREER READY PRACTICES**

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

### **NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings,
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings
- 1.2.5 Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies in the workplace.

## INTERIOR DESIGN

## STAR EVENT

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- 1.2.8 Demonstrate employability skills, work ethics, and professionalism.
- 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals
- 11.1.2 Analyze the value of interior design to individuals, families, and society including the financial benefits and the impact of housing and interior design careers on individual/ family, local, state, national, and global economies
- 11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
- 11.2.3 Analyze the effects that the principles and elements of design have aesthetics and function
- 11.3.1 Analyze the product information, including but not limited to floor coverings. Wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures, and equipment.
- 11.3.2 Evaluate manufacturers, products, and materials considering building codes, and regulations, environmental protection, care and maintenance, and safety issues.
- 11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills
- 11.3.4 Appraise various interior furnishings, finishes, fixtures, appliances, and equipment to provide cost and quality choices.
- 11.3.5 Examine the impact of housing, interiors, and furnishing on the health, safety and welfare of the public.
- 11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, schematic design, design drawing, and design development and presentation.
- 11.4.1 Interpret information provided on design, construction, and other industry-related interior design documents.
- 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, plumbing, ventilation, and thermal systems.
- 11.4.3 Draft and interior space to scale using architecture symbols.
- 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
- 11.4.6 Demonstrate graphic communications skills (CAD, PowerPoint, sketching,)
- 11.6.1 Assess financial resources needed to improve interior space.
- 11.6.4 Critique design plans to address clients needs, goals, and resources.
- 11.6.5 Justify design solutions related to client's needs, and the design process.
- 11.7.2 Prepare sketches, elevations, perspectives, and renderings, using appropriate media.
- 11.7.6 Create floor plans using architectural drafting skills and computer aided design software.
- 11.8.8 Demonstrate knowledge of multi-disciplinary collaboration and consensus building skills needed in practice.

## MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

## GEOMETRY OVERVIEW

**Congruence -** Experiment with transformations in the plane  
Understand congruence in terms of rigid motions  
Make geometric constructions

**Similarity, Right Triangles, and Trigonometry -**  
Understand similarity in terms of similarity transformations  
Define trigonometric ratios and solve problems involving right triangles

**Circles -** Find arc lengths and areas of sectors of circles

**Geometric Measurement and Dimension -**  
Visualize relationships between two-dimensional and three-dimensional objects

**Modeling with Geometry -**  
Apply geometric concepts in modeling situations

## EVENT LEVELS

**Level 2: Participants in grades 9 – 10**

**Level 3: Participants in grades 11 – 12**

**ELIGIBILITY**

1. A chapter may register one (1) entry in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member’s grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member in grades 10 through 12.
5. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Visual Arts and Design career pathway. Coursework which meets these requirements may be determined by the State Adviser.

**PROCEDURES & REGULATIONS**

1. The Interior Design project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Interior Design project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. A 3-D model can be added to the floor plan board if there is room on the board in addition to the floor plans. The model would supplement the event requirements. Additions should only be considered if the student designer has extra time and the requirements are fulfilled – **no additional points will be earned.**
4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
5. The use of video recordings is not allowed in this event.
6. Spectators may not observe any portions of this event.
7. The design scenario which all participants must base their design on will be available online by October 1, and is included at the end of these guidelines.
8. Two (2) individuals/teams from each event level may be chosen to represent New Jersey at the National Leadership Conference.

Each entry <b>must</b> submit a file folder to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <b>may be up to ten (10) minutes</b> in length. The oral presentation is a time for the participant(s), in the role of student designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation.
Following the presentation, evaluators and participant(s) will step out of character as designer(s) and clients for a follow-up interview as evaluators and participant(s).	
Evaluators will use the rating sheet to score and write comments for each entry.	

<b>General Information</b>					
<b>Individual or Team Event</b>	<b>Prepare Ahead of Time</b>	<b>Participant Set Up/ Prep Time</b>	<b>Maximum Oral Presentation Time</b>	<b>Equipment Provided</b>	<b>Electrical Access</b>
Individual or Team (1-3 participants)	File Folder, Visuals, Oral Presentation	5 minutes	10 minutes	Table	Not provided

<b>Presentation Elements Allowed</b>									
<b>Audio</b>	<b>Costumes</b>	<b>Easel(s)</b>	<b>File Folder</b>	<b>Large Newsprint Chart(s)</b>	<b>Portfolio</b>	<b>Props/ Pointers</b>	<b>Skits</b>	<b>Presentation Equipment</b>	<b>Visuals</b>
		■	■			■			*

\*Visuals are design and sample boards only.

**INTERIOR DESIGN SPECIFICATIONS**

**File Folder**

Participant(s) will submit one (1) letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below at Competitive Events registration at the State Leadership Conference. The *file folder* must be labeled (either typed or handwritten) in the top left corner with participant’s name, school name, chapter name, event name (Interior Design), and event level.

Project Identification Page	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name, and title of project.
FCCLA <i>Planning Process</i> Summary Page	One 8½” x 11” page summarizing how each step of the <i>Planning Process</i> was used to develop the Interior Design project. Each step is fully explained.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include signed proof of submission in the <i>file folder</i> .
Client Invoice	Create a client invoice, using the online template, to include costs for billable hours, five (5) furnishings/fixture samples as specified in the design scenario, and floor treatment. Additional information may be included on the invoice but is not required. The client invoice must be on a single, one-sided sheet of 8 ½” x 11” paper.

**Board Specifications**

Each *individual* or *team* will prepare two to three (2-3) single-sided presentation boards – one (1) to display the design overview (Design Board) and one to two (1-2) to display the interior design elements intended to meet the needs of the clients as stipulated in the Interior Design Scenario on the FCCLA national website (Samples Board). *Easels* may be used to present boards, but will not be provided.

Type of Board	Boards may be foam board, mat board, or mat board mounted of foam core.
Color	Board background must be either solid black or white.
Size	Boards may not exceed 22” x 30”.
Business Card	Each board must have attached a standard size business card for the <i>individual</i> or <i>team</i> – to include participant’s name(s), chapter name, school, city, and state.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

**Design**

Each individual or team will design spaces as indicated by the Interior Design Scenario, found in the STAR Events resources section of the FCCLA national website ([www.fcclainc.org](http://www.fcclainc.org)).

Floor Plan	Develop a floor plan that is correctly drawn to a consistent ¼”=1’ scale, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated. Display on the Design Board.
Furniture Arrangement	Design a furniture arrangement that is good for form and function. Show appropriately on floor plan.
<i>NKBA Planning Guidelines</i>	Follow <i>NKBA Planning Guidelines</i> as indicated in the Design Scenario.
Specified Elevation	Create a 2-D, full color, elevation for the space specified in the Interior Design Scenario with a ½”=1’ scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and others as needed. Display samples of all design choices on the Samples Board.

Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients' situation and health and state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

**Presentation to Clients**

The presentation to clients **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Interior Design	Demonstrate thorough research and knowledge of interior design.
Rationale of Design Explained	Demonstrate a thorough understanding of the clients' living space needs and style and industry standards including knowledge of the <i>NKBA Planning Guidelines</i> where appropriate.
Use of Display Boards	Use the design boards effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate business clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



**Interior Design Rating Sheet**

Name of Participant(s) \_\_\_\_\_

School \_\_\_\_\_ Event Level \_\_\_\_\_

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>FILE FOLDER</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Client Invoice	0-1	2	3	4	5		
<b>BOARD SPECIFICATIONS</b>							
Type of Board, Color, Size and Business Card	0-1	2	3	4	5		
Illustrations	0-1	2	3	4	5		
Overall Effectiveness	0-1	2	3	4	5		
<b>DESIGN</b>							
Scaled Room Floor Plan	0-1	2	3	4	5		
Furniture Arrangement	0-1	2	3	4	5		
NKBA Planning Guidelines	0	1		2	3		
Specific Elevation	0-1	2	3	4	5		
Samples	0	1		2	3		
Principles of Design	0-1	2	3	4	5		
Originality of Design	0	1		2	3		
Thoughtfulness of Design	0	1		2	3		
Responsible Design	0	1		2	3		
Overall Effectiveness	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Rationale of Design Decisions Explained	0-1	2	3	4	5		
Use of Display Boards During Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

**Total Score** \_\_\_\_\_

**Verification of Total Score** (please initial)

Evaluator \_\_\_\_\_

Room Consultant \_\_\_\_\_

Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

Gold: 90-100

Silver: 79-89

Bronze: 70-78



## “Design for Rejuvenation” 2019-2020



### Interior Design Scenario

*Written by professional members of the Interior Design Educators Council (IDEC)*

**Client Description:** Dr. Michele Robertson is a dermatologist with a large cosmedi-spa practice in Richmond, Virginia. She has decided to open a satellite location in a small (currently residential) property in a town about 30 minutes away. She is planning to provide cosmetic procedures two days a month in this location and have a massage therapist and esthetician run the office day-to-day, providing these services. Due to the importance of good nutrition in relation to healthy skin, she wants to provide a demonstration kitchen that might be used to teach a client how to prepare fresh food in a healthy way. This would be a nighttime activity to use the space after hours. Dr. Robertson has asked you to help her create a modern designed spa and treatment center, with this additional after hours use.

**Scope of Project:** Revising the provided house plan and, the student designer will:

1. Design and create an efficient, functional interior with multi-purpose spaces defined by the client.
2. Select finishes, furnishings and accessories that will create a relaxing, rejuvenating space.

The clients have requested that if necessary, all interior walls may be removed. The only load bearing walls are the exterior walls. The footprint of the original house, location of existing exterior doors, windows and the fireplace will remain in place. The client has provided an existing dimensioned floor plan, and a neighborhood plan to help the designer work within the current conditions.

**The Brand:** The client has asked your firm to develop a name for this property that conveys a relaxing rejuvenating, nature of this cosmedi-spa. In creating the brand, you should select a general color scheme and design a logo for the spa. This logo should appear in the reception area at a minimum. The color and finish palette should be reflected throughout the space

### Program Requirements:

- **Lobby:** The lobby should be a welcoming and calm environment with a reception desk and task chair, guest seating in a waiting area for four people, and a very small retail display space. The retail space will display bath and body products, dermatology products, and small accessories.
- **Massage Room:** The massage room should create a private and peaceful environment where a massage therapist will perform massages on one client at a time. A client disrobes and changes into spa garments before services, and may relax in the room for a short period of time after the treatment has been completed. The massage room shall include a minimum of a massage table, stool, sink with cabinet storage for towels, a chair, end table and a mirror.
- **Esthetician Treatment Room:** The esthetician treatment room should create a private environment where skincare or body treatments are performed by a technician. The technician also educates clients about treatment plans within this area. A client disrobes and changes into spa garments before services, and may relax in the room for a short period of time after the treatment has been completed. This room shall include a treatment table, stool, sink with cabinet storage for towels, chair, end table and a mirror.
- **Manicure/Pedicure:** The manicure/pedicure area does not require the same level of privacy as the massage room and esthetician treatment room. Provide one manicure station and one pedicure station with cabinet storage and a sink.



- **Client Restroom:** Provide an accessible restroom for use by the clients. This room should include a toilet, sink, grab bars and mirror. The design of the restroom shall comply with the universal design standards.
- **Staff Break/Demonstration Kitchen:** Provide a kitchen area that doubles as a break area for staff during the day and a demonstration kitchen by night. The kitchen should include a sink, refrigerator, oven, microwave, cabinet storage and sofa. A washer and dryer are also required in this area or nearby, to wash the towels used by the massage therapist and esthetician.
- **Staff Restroom:** Provide an accessible restroom for use by the staff. This room should include a toilet, sink, grab bars and mirror. The design of the restroom shall comply with the universal design standards.

#### Existing Conditions:

- **Neighborhood:** The neighborhood is currently being converted from residential to commercial properties and is in close proximity to the downtown area. There is limited parking in front of the building, but is in a walkable location and more parking is available in nearby blocks.
- **Architectural Details:** The existing details are typical of a “mid-century modern” house. Windows are 30” AFF (above finished floor). The width of the windows is 36” and the window style is to be determined by the student designer. The head height of the windows is 7’-8” AFF, with a ceiling height of 10’-0”. The clients want the gas fireplace to remain in place and to be a focal point in some area of the space. The style of the fireplace surround or mantle should be included by the student designer.
- **Doors:** The entry door is 3’-0” x 6’ - 8” tall with a 12” tall transom above. Current bedroom doors are 2’-6” wide. Bathroom door is 2’-4” wide and closet doors are 2’-0” wide. Many of the existing doors do not support universal design principles and will need to be modified for a commercial space.
- **Plumbing Wall:** Because of the cost for new plumbing connections, the clients would like all plumbing to be located within 10’ of the existing plumbing walls as shown on the plans.
- **Budget Purchases:** The clients are interested in purchasing reasonably priced new furnishings as well as used furnishings from consignment stores, Goodwill, Habitat for Humanity and other recycled products. Student shall create a budget for the lobby guest waiting area to include seating, end tables and accessories as designed.

**Kitchen and Bath:** The clients request the design include a new layout for a kitchen to support a two-person teaching experience and to also serve as a breakroom during the daytime hours for staff. New bathrooms should integrate universal design. A reliable source for clearances and layouts is the NKBA Planning Guide. The NKBA Planning Guidelines are available on the STAR Events Resources page on the National FCCLA website. To order the complete set of NKBA Kitchen and Bath Planning Guidelines call Customer Service at 1.800.The.NKBA (800.843.6522).

#### Design Research:

- Research information on spa and cosmedi-spa facilities for design requirements
- Research mid-century modern interior and exterior design to help determine the design style.
- All interior areas are to have a coordinated aesthetic through the use of materials and design elements.
- Daylighting is required to create a bright natural, healthy feel in the interior spaces.
- The useable space must be maximized by minimizing hallways.

## Design “Deliverables” (documents):

1. A maximum of three (3) 20”x30” boards should be prepared to meet the following design requirements.
  - a. **Spa Name, logo and design concept** – Create a spa name, logo, and develop a collage of interior design imagery including color schemes that will be used as inspiration for design and as a means of conveying design direction to the client.
  - b. **Project Objectives** – List the top three objectives for the project and include how they are being addressed (in bullet form, minimum 18-point font)
  - c. **Floor Plan (with Furniture)**- Develop a floor plan that is drawn to a consistent ¼” = 1’ scale with rooms labeled correctly, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated. Using correct scale is very important in order to understand measurements of areas where dimensions aren’t given, (i.e. furniture sizes).
  - d. **Rendered Elevation** - A full color, rendered interior elevation showing the area that includes the fireplace should be created. The drawing should include the architectural details, all furnishings, fixtures and accessories. (1/2” =1’0” for elevation). A 3D perspective drawing, with no scale, may be included, but is not required.
  - e. **Images of Furnishings, Accessories and Lighting** – Select images furnishings, accessories and lighting to indicate the interior style being recommended to the clients.
  - f. **Finishes** - Samples should represent the actual products, materials and selected for interior space and are to appear on the sample boards. Actual samples are not required, but may be included. Don’t include heavy or breakable samples.
  - g. **Organization, labeling and craftsmanship** - Clients need to be able to look at your design boards and easily understand the concept and application of your design. Boards should be organized by areas and all plans, finishes and images should be labeled.
2. **Client Invoice** - The clients have not established a budget at this time but would like the student designer to make reasonable recommendations. Create a budget for five different furnishings and/or accessories products that have been specified for the **waiting/reception area** that are shown on the sample board. Also include the time involved for selecting the furnishings/accessories. As a student designer your billable rate is \$50 per hour. Labor costs, installation, or shipping and handling fees will be billed at a rate of 10%. Calculate tax based on the state of Virginia’s current sales tax percentage. Taxes will be calculated on furnishings and lighting. Billable hours are a service and are not taxed. A sample invoice template can be found on the [STAR Events Resources Page](#).

## INDUSTRY RESOURCES:

Industry resources available to designers may provide the opportunity to obtain materials not available to the average consumer. Below are a few resources; there are many more to be discovered online.

### Spa Design Resources

- [http://www.ibbe.net/files/salonPlanningTips\\_newest.pdf](http://www.ibbe.net/files/salonPlanningTips_newest.pdf)
- <https://www.beautydesign.com>
- <http://www.spathery.com/education/>
- <https://www.entrepreneur.com/article/75152>
- <https://www.salonfurniture.com/>
- <https://www.dayspamagazine.com/>
- <https://www.absalonequipment.com/s-1-salon-design-and-space-planning.aspx>
- <https://www.dayspamagazine.com/spa-design-maximizing-small-space/>
- <https://www.dayspamagazine.com/spa-design-trends-for-2018/>

### Mid-Century Modern Design Style

- <http://blog.plushrugs.com/blog/2016/03/16/9-elements-of-mid-century-style/>
- <https://www.thespruce.com/things-you-should-know-about-mid-century-1391827>
- <https://dengarden.com/interior-design/A-Pocket-Guide-to-Mid-Century-Modern-Style>
- <https://blog.buildllc.com/2011/09/10-forgotten-lessons-of-mid-century-modern-design/>
- <https://www.curbed.com/2017/11/22/16690454/midcentury-modern-design-mad-men-eames>

### Universal Design Resource

- <http://www.nyc.gov/html/ddc/downloads/pdf/udny/udny2.pdf>
- <http://www.universaldesignresource.com/>

### Plumbing Fixtures and tile

- <https://www.us.kohler.com>
- <https://www.annsacks.com>

### Millwork and Reception Desks

- <https://www.spasalon.us/nail-equipment/receptionist-desks.html>
- <https://www.sohomod.com/reception-desks.html>

### Window Treatments

- <https://www.smithandnoble.com>

### Paint

- <https://www.benjaminmoore.com>
- <https://www.sherwin-williams.com>

### Wallcovering

- <https://wallsrepublic.com/collections/salon-spa-commercial>
- <https://www.wallsauce.com/us/commercial-work/salons-spas>

### Office Furniture

- <https://www.hermanmiller.com/>
- <https://www.steelcase.com/>
- <https://www.knoll.com/>

### Contract Fabrics

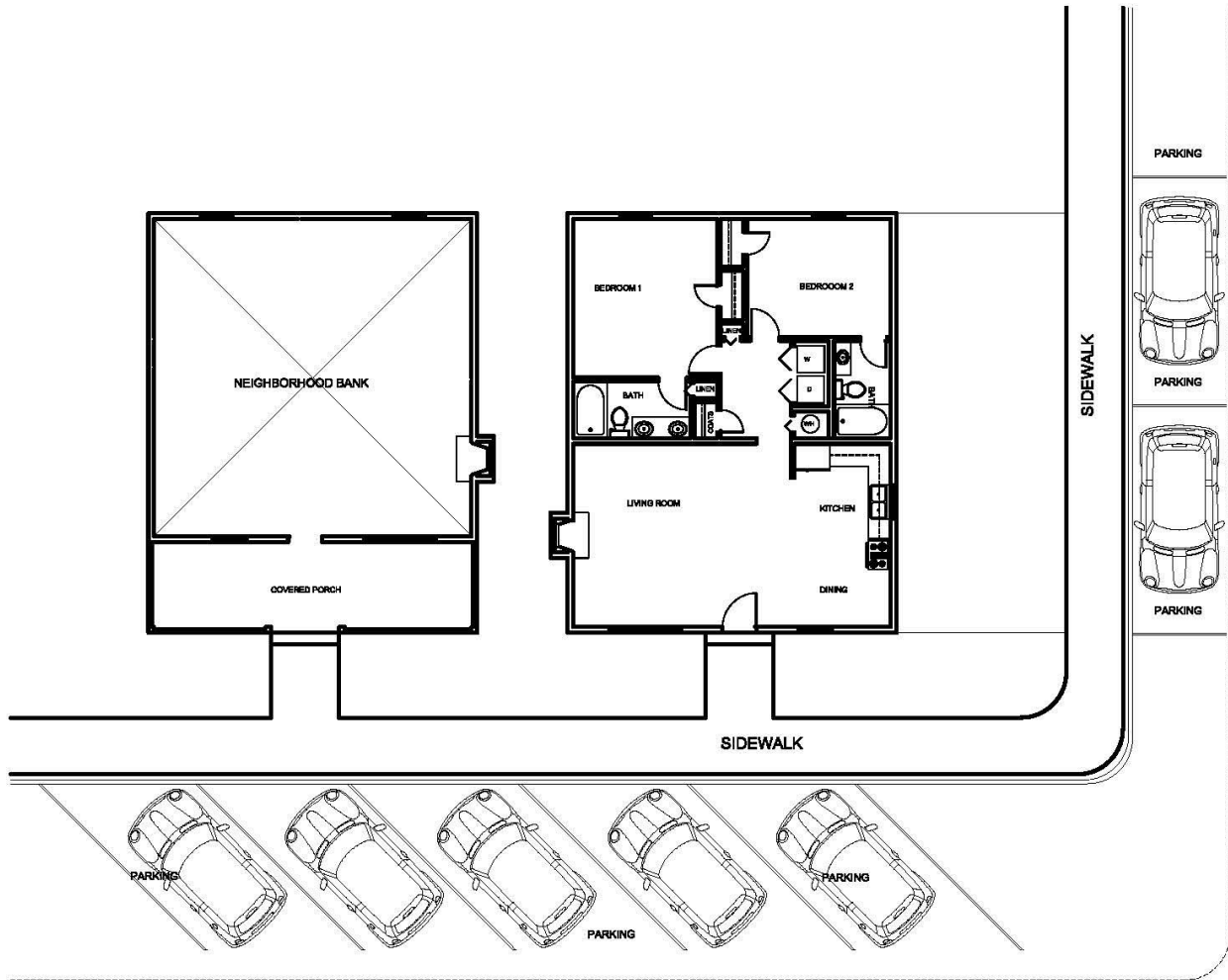
- <http://www.millikenspecialtyinteriors.com>
- <https://www.crypton.com>
- <https://www.knoll.com/shop/knolltextiles/hospitality>
- <https://fabricutcontract.com/fabric>
- <http://www.standardtextile.com/hospitality/products>

### Flooring

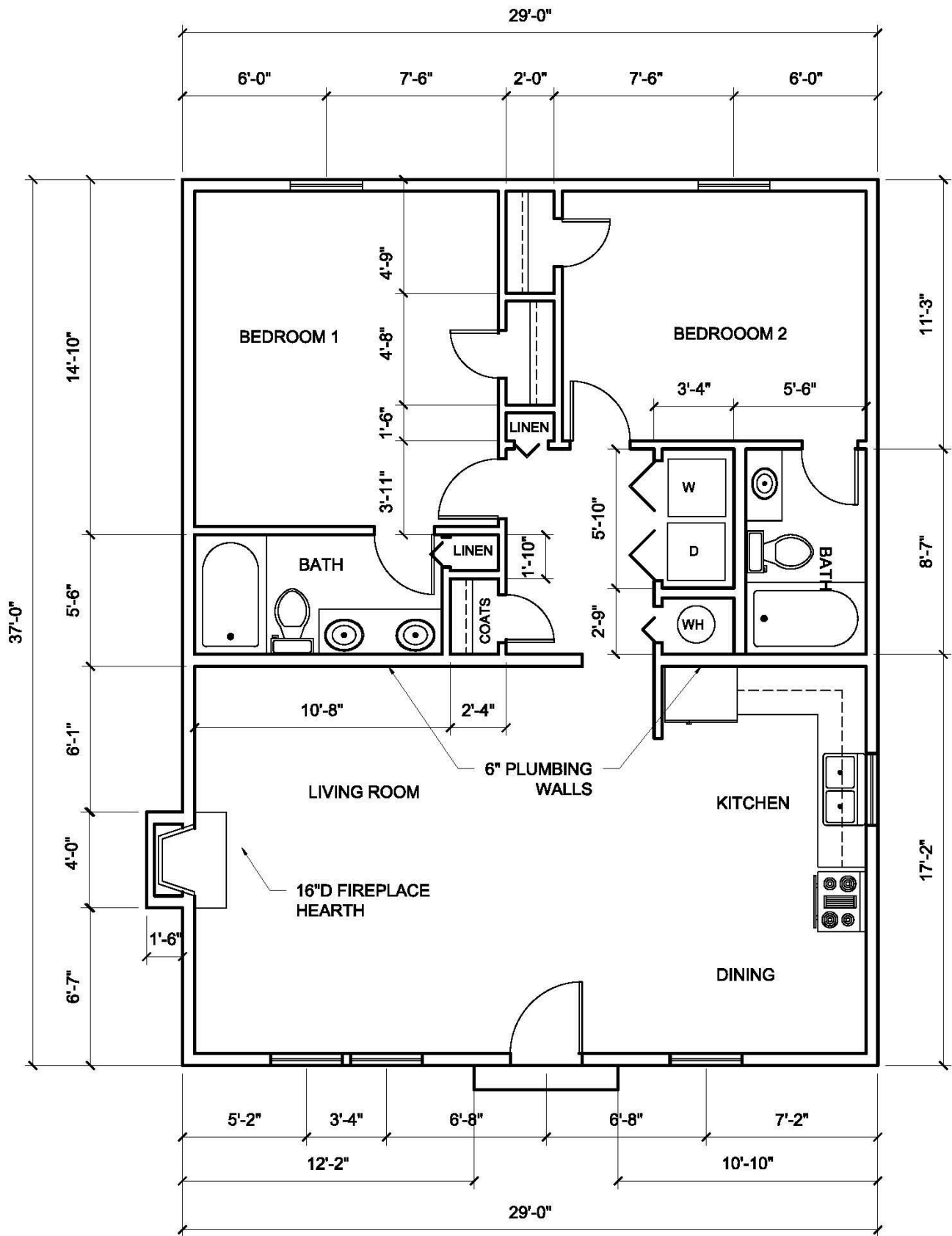
- <https://www.daltile.com>
- <https://www.armstrongflooring.com>
- [www.mohawkflooring.com/](http://www.mohawkflooring.com/)
- <https://floors.milliken.com › floors › en-us>

### Kitchen Cabinetry

- <http://www.kraftmaid.com>
- <https://www.willowlanecabinetry.com>



NEIGHBORHOOD PLAN  
NTS



**DIMENSIONED FLOOR PLAN**  
 3/16"=1'-0"