

# NCIDQ Examination



## Canadian Education Review Form

### CONTACT INFORMATION:

Applicant Name:

Address:

City:

State/Province:

ZIP/Postal Code:

Phone:

Email:

### EDUCATION INFORMATION:

Institution Name:

City:

State/Province:

ZIP/Postal Code:

Phone:

Email:

**TYPE OF DEGREE:**

- 4-Year Bachelor’s Degree   
  Master’s Degree   
  Associate’s Degree   
  Certificate Program  
 Architecture Degree   
  No Post-Secondary   
  Other:

Degree Title:

Year of Completion:

- 4-Year Bachelor’s Degree   
  Master’s Degree   
  Associate’s Degree   
  Certificate Program  
 Architecture Degree   
  No Post-Secondary   
  Other:

Degree Title:

Year of Completion:

*\*Additional Institutions should be included on a separate sheet of paper*

<b>Control Number:</b>			
<b>Knowledge &amp; Skill Requirements</b>	<b>Course Title, Number, &amp; Institution</b>	<b>Class Type</b> LE = lecture LA = lab ST = studio OT = other*	<b>Narrative</b>
<b>Health, Safety, and Welfare (Tab 1)</b> <i>Responsible qualified interior designers design interior environments with the goal of increasing positive experiences, adding value to people’s quality of life and thereby improving the human condition</i>			
1) Identify where in your academic program you acquired knowledge and ability to apply sustainability concepts and practices, principles and theories of sustainable site selection, water efficiency, energy efficiency, material selection, waste diversion and indoor air quality; building codes, standards and regulations:			
a) <b>sustainability guidelines</b> including LEED™, CHPS, Energy Policy Act 2005, California 01350, REGREEN™, etc. (Ex. include: LEED™ checklist and forms, material documentation complying with sustainability requirements, etc.)			
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## Health, Safety, and Welfare (Tab 1) *continued from previous page*

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
<p>b) <b>building codes</b> including health codes, federal, state/provincial, and local codes such as the International Building Code (IBC) and the National Building Code of Canada, etc. (Ex. include: building code review, etc.)</p>			
<p>c) <b>profession's regulations and standards</b> including regulations for government projects, education projects such as daycare, governing work in historic districts or on historic properties, American National Standards Institute (ANSI), accessibility guidelines, Americans with Disabilities Act (ADA), etc. (Ex. include: drawings, compliance review, memos, etc.)</p>			
<p>2) Identify where in your academic program you acquired knowledge which illustrates your ability to achieve compliance with laws, codes, standards, and guidelines that impact fire and life safety:</p>			
<p>a) <b>Compartmentalization:</b> fire separation and smoke containment.</p>			
<p>b) <b>Movement:</b> access to the means of egress including stairwells, corridors, exit ways.</p>			
<p>c) <b>Detection:</b> active devices that alert occupants including smoke/heat detectors and alarm systems.</p>			
<p>d) <b>Suppression:</b> devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.</p>			

## Human Behavior (Tab 2)

*The work of interior designers is informed by knowledge of behavioral science and human factors. Designers understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.*

1) Identify where in your academic program you acquired knowledge of theories of human behavior (refers broadly to how interior design impacts occupant wellbeing and performance) which allows you to:

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
a) Select, interpret, and apply <b>human factors</b> including ergonomics, anthropometrics and proxemics, etc.			
b) Apply <b>universal design and accessibility concepts</b> including Americans with Disabilities Act (ADA).			
c) Address the <b>needs of various populations</b> including ages, abilities and socio-economic levels.			
d) Apply <b>wayfinding systems</b> including graphic identification, such as signage. Applicant must include a narrative to explain wayfinding strategy.			
e) Analyze and synthesize <b>human perceptions and behavior patterns</b> to inform design solutions			

2) Identify where in your academic program you acquired knowledge of interiors, architecture, art and the decorative arts within a historical and cultural context, including:

a) Movements and traditions in architecture, stylistic movements and periods of art, application of historical precedent to inform design solutions, selection and application of art and accessories.			
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## Design Process (Tab 3)

*Interior Designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.*

1) Identify where in your academic program you acquired knowledge of **programming** which allows you to:

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
a) Compile and define relevant aspects of a design problem including goals, objectives, performance criteria, space allocations, client interviews, budget, etc.			

2) Identify where in your academic program you acquired knowledge of **site analysis** which allows you to:

a) Document, measure and record, and evaluate existing site conditions. (Ex. include: as-built, furniture inventory, etc.)			
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3) Identify where in your academic program you acquired knowledge of **synthesis** which allows you to:

a) Generate program document. (Ex. include: adjacencies/ matrices, bubble and/or block diagrams, etc.)			
b) Generate multiple design responses to programmatic requirements. (Ex. include: sketches, plans, etc.)			

4) Identify where in your academic program you acquired knowledge of **design concepts** which allows you to:

a) Justify design solutions relative to the goals and objectives of the project program. (Ex. include: client budget, use, occupants' needs, code review, etc.)			
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## Design Process (Tab 3) *continued from previous page*

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
b) Demonstrate creative thinking and originality through the ability to rapidly visualize concepts. (Ex. include: sketching, ideation drawings, preliminary 3-D sketches, renderings, etc.)			

## Space and Form (Tab 4)

*Interior Designers apply knowledge of design theories, elements and principles; two and three dimensional design; color principles, theories, and systems to create design solutions (schematic design and design development).*

1) Identify where in your academic program you demonstrate competence in:

a) <b>2-dimensional design</b> elements and principles in interior design projects. (Ex. include: space plans, elevations, sketches, renderings, etc.)			
b) <b>3-dimensional design</b> elements and principles in the development of the spatial envelope including volumes of space, visual continuity and balance, visual passages, interconnecting elements. (Ex. include: study models, sketches, perspectives, paralines, models, renderings, etc.)			
c) Interaction of <b>color and light</b> and their impact on one another and interior environments. (Ex. include: sample boards, collages, mock-ups, digital representations, study models, sketches, renderings, etc.)			
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**Space and Form (Tab 4)** *continued from previous page*

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
<p>d) Select and apply <b>color</b> with regard to its multiple purposes including functional, behavioral, aesthetic, perceptual, cultural and economic. (Examples include: sample boards, collages, mock-ups, digital representations, study models, sketches, renderings, etc.) <i>Applicant must include a narrative to explain your color selection.</i></p>			

**Construction Documentation; Furniture, Fixtures & Equipment; Bidding; and Construction Administration (Tab 5)**

*Interior Designers produce contract documents, FF&E documents, bid documents and construction administration services including coordinated working drawings, details, schedules, and specifications.*

<p>1) Identify where in your academic program you acquired knowledge of construction documentation which allows you to create:</p>			
<p>a) <b>Working drawings</b> in both imperial and metric scales. (Examples include: floor plans, demolition plans, reflected ceiling plans, power and data plans, furniture plans, sections, elevations, constructions details, etc.)</p>			
<p>b) <b>Custom interior elements.</b> (Examples include: architectural woodwork/millwork, furniture, case goods, floor patterning, textiles, etc.)</p>			
<p>c) <b>Finish and door schedules.</b></p>			
<p><i>Continued on next page</i></p>			

**Construction Documentation; Furniture, Fixtures & Equipment; Bidding; and Construction Administration (Tab 5)** *continued from previous page*

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
d) <b>Specifications.</b> (selection and application of materials and products on the basis of their properties, performance and maintenance criteria, including sustainability attributes and life cycle costs)			
2) Identify where in your academic program you acquired knowledge of selection of FF&E on the basis of their properties and performance criteria which allows you to create:			
a) Detailed <b>specification</b> of FF&E including durability, flammability, maintenance, VOC emissions, sustainability attributes and life cycle costs, etc.			
b) Detailed and developed <b>floor plan</b> of FF&E.			
c) Installation observation and <b>deficiency /punch list.</b>			
3) Identify where in your academic program you acquired knowledge of <b>bidding</b> which allows you to perform:			
a) Bid review, analysis and contract award.			
4) Identify where in your academic program you acquired knowledge of construction administration services which allows you to perform:			
a) <b>Contract administration</b> and site review services. (Examples include: review of shop drawings, on-site observation reports, punch/deficiency lists, etc.)			
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**Construction Documentation; Furniture, Fixtures & Equipment; Bidding; and Construction Administration (Tab 5)** *continued from previous page*

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
b) Post-occupancy <b>assessment processes</b> . (Examples include: post-occupancy evaluation, qualitative analysis tools, user satisfaction surveys, life cycle assessment, etc.)			

**Environmental Systems and Comforts (Tab 6)**

*Interior Designers apply knowledge of the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of the building occupants.*

1) Identify where in your academic program you acquired knowledge of:

a) Natural and artificial <b>lighting design</b> . (Examples include: daylighting and photometric studies, lighting plans and schedules, etc.)			
b) <b>Acoustical design</b> including noise control, sound distribution, speech privacy and sound masking. (Examples include: material specification, floor and ceiling plans, details, etc.)			
c) <b>Thermal design</b> . (Examples include: shading systems, space planning, etc.)			
d) <b>Indoor air quality</b> . (Examples include: pollutant source controls, VOC emissions, space planning, etc.)			

## Interior Construction and Building Systems (Tab 7)

*Interior Designers utilize their understanding of interior construction and the integration of building systems to design interiors.*

1) Identify where in your academic program you acquired knowledge of:

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
a) <b>Structural</b> systems and methods including wood-frame, steel-frame, masonry, concrete, etc.			
b) <b>Non-structural</b> systems including <b>ceilings</b> , flooring, and interior walls.			
c) <b>Distribution</b> systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.			
d) Energy, security, and building <b>controls</b> systems.			
e) The <b>interface</b> of furniture and construction systems.			
f) <b>Vertical circulation</b> systems.			
g) <b>Environmental impact</b> of construction			

## Professionalism and Business Practice (Tab 8)

*Interior Design is a business enterprise which uses ethical and standard business practices, including project and financial management. Interior Designers collaborate with other professionals and are committed to professional development and the value of their contribution to the built environment.*

1) Identify learning experiences that addressed:

Knowledge & Skill Requirement	Course Title, #, Inst.	Class Type	Narrative
a) An understanding of design firm management <b>business practices</b> .			
b) An understanding of <b>project management</b> .			
c) An understanding of project team <b>collaboration</b> .			
d) An understanding of legal recognition for the profession and professional <b>ethics</b> .			
e) Impact of a <b>global market</b> on design			
f) Breadth and depth of interior design's <b>impact and value</b>			
g) Types of professional <b>business formations</b>			

### ATTESTATION:

I hereby verify that the information I have provided above is correct. I release this information to CIDQ for review of education credentials.

By signing below I attest to the accuracy and truthfulness of the information given in this application and authorize CIDQ to investigate statements made herein.

Signature:

Date: