



TO: Professional Practice Committee

FROM: David H. Hamilton *David H. Hamilton*

SUBJECT: Overview of the Design Professions of Engineering, Land Surveying, Geology, and Interior Design

DATE: August 29, 2024

AUTHORIZATION(S): *Bellotti*

SUMMARY

Issue for Discussion

The Education Law authorizes the Board of Regents to license six design professions: engineering, land surveying, geology, interior design, architecture, and landscape architecture. Department staff and members of the State Board for Engineering, Land Surveying and Geology and the State Board for Interior Design implement the laws, rules and regulations that establish the requirements for licensure and practice of these four professions. Oversight of the architecture and landscape architecture profession are under two separate State Boards. Department staff will provide an overview of these professions including, among other things, a discussion of their respective licensure requirements, scopes of practice, advisory boards, licensee pipeline, access and outreach, and stakeholder education and awareness.

Reason for Consideration

For informational purposes.

Proposed Handling

This item will be presented to the Professional Practice Committee for discussion at the September 2024 meeting of the Board of Regents.

Procedural History

Not applicable.

Background Information

While common statutory and regulatory threads exist for each of the design professions, subtle and not-so-subtle differences contribute to distinct licensure and professional practice requirements. Significant contrasts and challenges exist in regulating the 100-plus years old professions of engineering and land surveying compared to the relatively young professions of geology and interior design. These professions contain the complexities of overlapping scopes of practice, practice exemptions, various licensure pathways, and distinct rubrics for measuring competency.

As with all Department regulated professions, changing professional and educational trends, demographics, and technological advancements require awareness and, when necessary, reaction. In the past few years, the design professions have experienced statutory and regulatory changes related to their education, examination, experience, and continuing education requirements. Effective stakeholder education on these changes has been critical for the successful transition from past to present standards. Following the presentation, Department staff will answer any questions from the Professional Practice Committee.

Related Regent's Items

Not applicable.

Recommendation

Not applicable.

Timetable for Implementation

Not applicable.