

HB20-1165
RELATING TO THE INTERIOR DESIGN PRACTICE
House Committee on Business Affairs and Labor
Public Hearing - February 18, 2020
State Capitol, House Committee Room 0107
Testimony of
Katherine S. Setser, NCIDQ, ASID, IIDA, IDEC
Department of Architecture + Interior Design, Miami University, Oxford, OH
Chair, Council for Interior Design Accreditation

Thank you Chairwoman Kraft-Tharp, Ranking Member McKean, and Committee Members for this opportunity to provide information in support of HB20-1165.

HB20-1165 modifies the interior design exemption set forth in the laws governing the practice of architecture in order to provide the right of interior design professionals to practice legally to the fullest extent of their training and ability in the protection of the health, safety, and welfare of the public.

As an NCIDQ certified interior design for 29 years, an interior design educator for 14 years, and as a current Board Director for the Council for Interior Design Accreditation (CIDA), I have extensive experience and expertise related to health, safety, and welfare issues and the study of the educational, credentialing, and regulatory systems designed to mitigate harm to the public.

Today I wish to address the CIDA accreditation requirements for post-secondary professional level interior design programs and the exceptionally rigorous standards of interior design training that prepare interior design professionals to protect public health, safety, and welfare. CIDA is the primary body for accrediting interior design programs and is recognized as a reliable authority on interior design education by the Council of Higher Education Accreditation (CHEA). CIDA has rigorous and comprehensive protocols that: 1) establish educational quality standards of student and institutional performance, and 2) accredit more than 170 interior design programs in the United States and internationally. The CIDA Professional Standards is composed of 16 components:

CIDA 2020 Professional Standards

Section I. Program Identity and Context

1. Program Identity and Curriculum
2. Faculty and Administration
3. Learning Environments and Resources

Section II. Knowledge Acquisition and Application

4. Global Context
5. Collaboration
6. Business Practices and Professionalism
7. Human-Centered Design
8. Design Process
9. Communication
10. History
11. Design Elements and Principles
12. Light and Color
13. Products and Materials
14. Environmental Systems and Human Wellbeing
15. Construction
16. Regulations and Guidelines

All CIDA-accredited interior design programs must comply with the health, safety, and welfare requirements in each component. In particular, Sections II.7, II.13, II.14, II.15, and II.16 above address specific health, safety, and welfare content in-depth. For example, the intent of Standard 16, Regulations and Guidelines, is to, "ensure graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply codes, standards, and guidelines impacting the development of solutions throughout the design process." (p. II-31)

Similarly, the intent of Standard 15, Construction, reads, "This standard ensures that graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction into interior construction." (p.II-29)

Student learning outcomes are evaluated by thorough examination of the program and student work as well as interviews and interaction with students during the accreditation site visit to the program. The quality of student work is evaluated by a team of highly trained CIDA site visitors composed of both interior design educators and practitioners. Site visitors consider the preponderance of evidence presented by the program, its educators and student body.

To be accredited by CIDA, a program must comply, or substantially comply with all 16 standards. Strict protocols exist that require programs to address any standard in partial compliance to maintain accreditation. All these accreditation standards and practices are comparable to those required for accreditation of post-secondary professional level education programs in architecture and are typical of accreditation reviews of most licensed professions.

I call on the Colorado General Assembly to recognize the significant training and expertise of interior design professionals in the safeguarding of public health, safety, and welfare in the built environment and ask for your support of HB20-1165.

Thank you for the opportunity to comment on this bill. I would be happy to provide additional information to the Committee.

Respectfully,



Katherine S. Setser
Department of Architecture + Interior Design
Miami University
101 Alumni Hall, 350 E Spring Street
Oxford, OH 45056

cc: Rep. James Coleman, Rep. Jeni James Arndt, Rep. Shannon Bird, Rep. Monica Duran, Rep. Hugh McKean, Rep. Shane Sandridge, Rep. Marc Snyder, Rep. Rom Sullivan, Rep. Kevin Van Winkle, Rep. Dave Williams.