

## SOUTHERN ZONE SUBSTITUTE RESOLUTION (AS AMENDED)

Concerning the Bachelor of Engineering degree plus thirty credit hours (B+30) as a requirement for engineering licensure – August 2008

**WHEREAS**, some have expressed support of the concept of additional engineering education for all engineers (not just those who choose the path to professional licensure), and

**WHEREAS**, some believe that the educational community will adapt to teaching students the fundamental body of knowledge needed to be entry-level engineers into the profession, and

**WHEREAS**, some believe that technology allows for greater efficiency in analyzing and solving technical problems, using less classroom and study time than at previous times, and

**WHEREAS**, the B+30 concept, as currently constructed, only impacts the engineers who become licensed, and

**WHEREAS**, some contend that the engineering licensure process should not be compared to other professions, and

**WHEREAS**, some question the strength of the correlation between credit hours required for the Bachelor's degree and the competency of entry-level engineers via items such as lower FE/PE pass rates, the production of less competent practicing engineers, or other measures, and

**WHEREAS**, some are concerned that placing additional curriculum requirements would adversely affect meeting a perceived shortage of licensed professional engineers in this country, and

**WHEREAS**, the B+30 concept has been opposed by some professional engineering organizations, and

**WHEREAS**, the B+30 concept may not be easily adopted into individual state statutes and, where adopted, some are concerned that comity between states will be put into jeopardy, and

**WHEREAS**, the 2007 NCEES resolution regarding a greater effort to include ABET in the goal of additional education has led to discussions between these organizations' leadership, therefore

**BE IT RESOLVED**, that the NCEES president charge a committee/task force (and it is recommended that this committee/task force be the current B+30 Task Force) with the development of a written analysis of 1) the above listed points as appropriate; 2) the potential educational, professional, regulatory, and economic impact of B+30; and 3) any alternative solutions to the concept of additional education that have been or might be identified (including items such as additional experience before licensure in lieu of additional education, etc.). The purpose of these reports would be to allow NCEES jurisdictions to make better informed decisions regarding B+30. It would be expected that this analysis could be completed by the time of the 2009 Interim Zone Meetings.