

AN OFFICIAL NCEES PUBLICATION FOR THE EXCHANGE OF INFORMATION, OPINIONS, AND IDEAS REGARDING THE LICENSURE OF ENGINEERS AND SURVEYORS

FEATURE STORY

ASSESSING DEFICIENCIES IN CREDENTIALS EVALUATIONS IS NOT BLACK AND WHITE

KATHY HART
MEMBER BOARD
ADMINISTRATORS
TASK FORCE MEMBER



As member boards of NCEES, we are not newcomers to the idea of uniformity in licensure. Today, with so many challenges nationally and internationally regarding licensure, it would seem that we have identified all the obstacles to uniformity in licensure by now. I wonder if maybe we are making this more complicated than necessary. Should engineering licensure, in particular, be more complicated than engineering itself? Or as a body made up of mostly engineers and surveyors, do we identify issues

as obstacles that should not be considered as such?

This year, President Dale Jans, P.E., charged the Member Board Administrators Task Force to find out how member

boards handle deficiencies in the humanities/social sciences on applicants' credentials evaluations and to make recommendations for uniformity among the jurisdictions. This seemed to be a black-and-white issue, so the MBA Task Force went to work to knock this charge out quickly. Little did we know. ...

The survey

Forty-two member boards responded to the following question posed by the task force:

When your board receives a credentials evaluation that includes deficiencies in the humanities/social sciences, does the board:

- 1) Accept the degree without this requirement being met?
- 2) Require credits to be made up if deficiency is over a certain number?
- 3) Require that all deficient credits be made up?
- 4) Other (example: a combination of education and additional experience)

If your board requires these deficiencies to be made up, describe how applicants are expected to do so.

The results

The results of the survey are summarized below:

- Sixteen jurisdictions do not require that these deficiencies be made up.
- Twelve jurisdictions require that all deficiencies be made up with coursework.
- Two jurisdictions require that credits be made up if over a certain number of hours.
- Twelve jurisdictions have other ways of dealing with the deficiencies.

That means that for the 42 jurisdictions responding, the task force identified 15 different ways of handling this one academic requirement (with those 15 ways each having its own twist). After 22 years of working for the Oklahoma board, participating on NCEES committees, and attending zone and annual meetings, I didn't think that anything could surprise me. I was wrong. How could this issue have become another example of nonuniformity among member boards?

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For a complete copy of the task force survey results, email Kathy Hart at khart@pels.ok.gov.

Recent webinars put CBT in the spotlight

NCEES preparing educators, professionals for computer-based exam format in 2014

NCEES recently held two webinars to spread the word about the transition of the FE and FS exams to computer-based testing (CBT), a transition that is scheduled to be complete in early 2014.

The first was held on April 26 for members of the American Society for Engineering Education.

Moderated by Executive Director Jerry Carter, the webinar featured several members of the NCEES staff who are closely involved with the transition efforts. Associate Executive Director Davy McDowell, P.E., explained the reasons for the move to CBT and how the exams will change. He also discussed the Pearson VUE testing centers, where candidates will take the exams. Exam Development Engineer Lehmon Dekle, P.E., who oversees the development of the FE exam, discussed the recent content review to develop the exam specifications that will be used beginning in 2014. He also explained how the institution reports that each academic program receives after exam administrations will change—and what decisions have yet to be made. Director of Public Affairs Nina Norris explained how to stay up-to-date with the transition efforts, including future webinars and NCEES social media outlets.

NCEES presented a second webinar on May 8 in collaboration with *Point of Beginning*, or *POB*, magazine to educate the professional surveying community about the move to CBT.

Director of Exam Services Tim Miller, P.E., joined Carter, McDowell, and Norris for this presentation, which followed a similar format to the ASEE webinar, but with a focus on the FS exam.

Both of the webinars—along with answers to questions from the audience—are posted online at ncees.org/CBT. This is a new section of the NCEES website devoted to the CBT transition.

Continuing committee work

NCEES standing committees and task forces are also continuing to prepare for the move to CBT. The Computer-Based Testing Implementation Task Force has been working closely with the FE and FS exam transition teams and investigating the possibility of offering the PE and PS exams via CBT in the future. Several other groups, including the Examinations for Professional Engineers, Examinations for Professional Surveyors, and the Examination Policy and Procedures committees, have addressed charges this year to prepare the organization and its member licensing boards for CBT.

Representatives of these committees and task forces attended each of the recent zone interim meetings to discuss their work on the transition this year. Their full reports will be included in the 2012 *Action Items and Conference Reports*, which will be sent to everyone who registers for the annual

meeting and will be posted on the My NCEES section of the NCEES website by July 13.

Annual meeting communications

NCEES will hold a workshop on August 22 at its annual meeting to discuss CBT. Members of the CBT Implementation Task Force will report on the latest developments in moving the FE and FS exams to CBT, and members of the Committee on Examination Policy and Procedures will give an update on the policy changes required for the transition. Representatives from testing vendor Pearson VUE also will be on hand to answer questions about the examinee experience, from registration to results.

Staying in the loop

To find out about ongoing developments in the transition to CBT, visit ncees.org/CBT. Also, find NCEES on Facebook (facebook.com/NCEES) and follow it on Twitter (@NCEES) to get all the latest NCEES-related news.



DALE JANS, P.E, NCEES PRESIDENT
JERRY CARTER, NCEES EXECUTIVE DIRECTOR (ABOVE, L TO R)

New developments in aftermath of Deepwater Horizon disaster emphasize role of licensure in ethical engineering practice

With the arrest of former BP engineer Kurt Mix putting the Deepwater Horizon disaster back in the headlines, it is important to remember the vital role that the licensing of engineers plays in protecting the American public, not just from technical incompetence but also from unethical practices.

Mix was arrested on April 24 on charges of obstruction of justice. He is accused of intentionally destroying electronic records related to the response to the April 2010 Deepwater Horizon disaster, which killed 11 and led to the largest oil spill in U.S. history. The first individual to face criminal charges following the disaster, Mix is accused of deleting hundreds of text messages, including some concerning the amount of oil potentially flowing into the Gulf of Mexico following the Macondo well explosions. While Mix should be afforded the presumption of innocence that any accused person is entitled to under our legal system, the allegations surrounding his arrest present an opportunity for sober judgment about the public's interest in the practice of engineering.

Most of the media reports about Mix are referring to him as an engineer. Individuals such as Mix practice engineering in the private sector every day without a license under licensure exemptions. While state laws may not always require a license,

NCEES is committed to advancing licensure for engineers to better protect the public from incompetent or unethical practice.

Professional engineers are licensed at the state level; they must meet education and experience requirements in addition to passing a standardized examination program. To maintain a license, a P.E. must adhere to a strict code of conduct, with the primary charge being to practice the profession in a manner that protects the health, safety, and welfare of the public. A professional engineer who violates this obligation is subject to losing his or her license.

In a statement released in June 2010 during efforts to stop the flow of oil into the Gulf of Mexico, NCEES leadership highlighted the role of engineering licensure in protecting the public from incompetent or unethical practice. The latest developments in the Deepwater Horizon disaster call attention to the importance of ensuring that business activities do not sacrifice the well-being of our nation's citizens. It is a mission to which NCEES and its member licensing boards remain firmly committed.

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Honesty is the essential element of public trust

The public has the right to believe that professional engineers and surveyors will provide their services with integrity, fairness, and most of all, honesty.

Our society has placed professional engineers and surveyors in a position of special trust because their practice directly affects the public’s health, safety, property, and welfare. The public has the right to believe that professional engineers and surveyors will provide their services with integrity, fairness, and most of all, *honesty*.

The absolute necessity of honesty in the practice of engineering and surveying in maintaining the public trust is reflected in the enforcement sections of the NCEES *Model Law*. In fact, most of the violations listed in that act are directly related to honesty and specifically contain words such as *dishonesty*, *fraud*, and *false testimony*. For example,

Section 150.10 A

The board shall have the power to suspend, revoke, place on probation, fine, recover costs, and/or reprimand, or to refuse to issue, restore, or renew a license or intern certification to any licensee or intern that is found guilty of:

1. Any fraud or deceit in obtaining or attempting to obtain or renew a certificate of licensure
7. Knowingly making false statements or signing false statements, certifications, or affidavits in connection with the practice of engineering or surveying
12. Providing false testimony or information to the board

Other violations outlined in the *Model Law* do not actually contain the word *honesty* but consist in large part of deliberate dishonest practice:

Section 150.10 A

10. Signing, affixing, or permitting the licensee’s seal or signature to be affixed to any specifications, reports, drawings, plans, plats, design information, construction documents or calculations, surveys, or revisions thereof, which have not been prepared by the licensee or under the licensee’s responsible charge
14. Providing engineering or surveying services outside any of the licensee’s areas of competence

Honesty is an essential element of ethical conduct that must be upheld even by enforcement action. Deliberately lying or making false statements in a report; omitting crucial information on a survey, inspection report, or set of plans; or misleading a governmental reviewing agency are clearly the extreme examples of dishonest conduct that must be vigorously investigated followed by appropriate disciplinary action. The same is true for signing and sealing documents not prepared under the licensee’s direct control and personal supervision or for practicing outside the licensee’s area of expertise. Not only are these practices potentially harmful to the public, but they are also demeaning to the professions and serve to lower the standing of the professional in the eyes of the public.

$$\Pi_1 : M^0 L^0 T^0 = (LT^{-2})^a (ML^{-3})^b (L^2)^c T$$

$$M^0 L^0 T^0 = M^b L^{a-3b+2c} T^{-2a+1}$$

$$b=0 \quad -2a+1=0 \quad a-3b+2c=0$$

$$\quad \quad \quad 2a=1 \quad \frac{1}{2}-3(0)+2c=0$$

The ethical character of licensees can also be demonstrated in their communications with their licensing boards. Providing false information to a licensing board and signing an application or renewal that contains false statements are common dishonest practices that are unjustifiable and can lead to serious disciplinary action. A specific example of this kind of activity is falsely answering the questions on the application or renewal forms about whether or not disciplinary action has been taken against the licensee by another board or whether the licensee has been convicted of a crime. It is much better to report honestly to the board than to give a dishonest answer that is likely to result in disciplinary action.

Reporting continuing professional competency (CPC) credits earned also requires honesty and a high degree of personal ethics. CPC requirements are intended to improve skills, expand knowledge, and keep licensees up-to-date with the current practices in their fields. Unfortunately, it has also become a revenue source for questionable providers offering overstated hours of substandard classwork. Online providers may be especially enticing to licensees who have waited until the last minute to get their CPC credits, often offering inflated hours of elementary and outdated material for a relatively small fee. Licensees are expected to report CPC credits



Professional engineers and surveyors are obligated to practice their professions in an ethical manner. Those who do not are subject to disciplinary action, which could include licensure revocation.

honestly and not claim undeserved credit for professional development activities that are not up to the expected rigor.

surveyors must continue to be ethical leaders and diligently strive to be public examples of honest behavior.

The public trusts that professional engineers and surveyors are going to perform to the highest degree of honest, ethical conduct. Our laws and rules have been written to assist those aspiring to meet that goal and to enable enforcement actions against those who choose not to comply. To maintain the elevated position of trust the public has placed on them, professional engineers and



New technology, communication outlets help NCEES advance licensure

NCEES staff members are constantly evaluating our methods for communicating with students and young professionals to make sure that the message points are on target and are reaching the intended audience.

To meet the opportunities that come with change, NCEES reviews its processes and looks at how technology can help make us better.

Some recent examples of this evolution include

- NCEES has Facebook and Twitter accounts and a YouTube channel.
- NCEES has moved many collaborative efforts to web-based project management software.
- The Committee on Finances has recommended that NCEES provide electronic tablets to the board of directors, which will allow us to hold paperless meetings.
- NCEES has partnered with the American Society for Engineering Education and *Point of Beginning* magazine to conduct webinars to provide an overview on the transition to computer-based testing.

These are just a few examples of recent changes at NCEES to ensure that the licensure process remains relevant, that NCEES continues to promote the benefits of licensure for the engineering and surveying professions, and that the public is ultimately better served.

Additional changes will be needed to keep up with the times. NCEES staff members are constantly evaluating our methods for communicating with students and young professionals to make sure that the message points are on target and are reaching the intended audience. Various task forces have

recognized the need for NCEES to take a more progressive role in furthering the general public's understanding and appreciation of licensure, and baseline studies are being conducted to help define a plan of action. Several member boards are considering a shift in the normal exam application paradigm to allow candidates for the FE exam to apply directly to NCEES for seating without first applying to the member board.

The NCEES board of directors has authorized staff to investigate the potential of expanding the work space at headquarters by enclosing a portion of the covered parking area. The additional space is needed to better facilitate the meetings of the numerous exam committees that meet onsite to develop and maintain our exams. The area that is being considered will provide for approximately 2,500 square feet of additional meeting space. We are currently working with our architect to develop potential layouts that will best utilize the available space and a contractor to provide pricing information for the anticipated build-out. We expect to have final information available by the annual meeting.

It's an exciting time for our organization—using new outlets, such as social media, to help fulfill our mission of advancing licensure for engineers and surveyors. We live in a fast-paced world, and these tools will help us meet the challenges we are facing.

$$1000 \frac{\pi 15^2}{4} 7.9^2 - 1000 \frac{\pi 3^2}{4} 1.98^2$$

$$110,288 - 27,712$$

$$\frac{kg}{m^3} m^2 \left(\frac{m}{s} \right)$$

NCEES introducing new PE exam in software engineering

NCEES is preparing to launch its latest Principles and Practice of Engineering exam, which will be used by engineering licensing boards across the United States. NCEES will begin offering a PE exam in software engineering in April 2013. After that, the exam will be administered yearly.

Partnering with NCEES as co-sponsor of the exam is IEEE-USA, assisted by the IEEE Computer Society, the National Society of Professional Engineers, and the Texas Board of Professional Engineers.

The NCEES board of directors approved the development of the new PE exam in 2009. In accordance with existing exam development policies, 10 member licensing boards of NCEES presented letters supporting the proposed exam.

Groups representing software engineers have long maintained that software engineering should be licensed because it is increasingly practiced in areas that reach into the everyday lives of the general public, such as

traffic control systems and the electrical grid. An IEEE Computer Society survey of software engineers indicated that two-thirds of those employed in the industry support a licensure exam for their profession.

“With software engineering crucial to so many engineering projects, it’s important to regulate its practice in order to protect the public,” said NCEES President, Dale Jans, P.E.

For more information on the PE Software exam, visit ncees.org/exams. Registration for the April 2013 exam administration is scheduled to open mid-December 2012. The exam specifications—the exam blueprint of knowledge areas to be tested and their relative weights of emphasis—are available online at ncees.org/exams. IEEE is planning to publish study materials for the exam later this year.

NCEES moving administration date, updating specifications for PE Industrial exam

Following the October 2012 administration of its PE Industrial exam, NCEES is moving the exam to an April administration. The first offering of the exam with this new schedule will be in April 2013.

When the exam is offered in April 2013, it will also have new specifications, which indicate the knowledge areas to be tested and their relative weights of emphasis. As the developer of the exams used for engineering licensure in the United States, NCEES—in partnership with the Institute of Industrial Engineers—conducted a survey of licensed engineers working in industry, government, private practice, and academia to gather information about the knowledge and skills required of professionals

in industrial engineering. With support from IIE, NCEES used the results to update the exam specifications.

“The exam will not change for the October 2012 administration,” explained Tim Miller, P.E., director of exam services at NCEES. “We’ll offer the exam at the same time we have been, and we’ll use the current exam specifications. But in April 2013, we’ll begin holding the exam at a new time and using the updated specifications.”

The new specifications are available online at ncees.org/exams. Updated study materials will be published in October 2012.

EVALUATING DEFICIENCIES

continued from cover

Digging deeper

From an executive director's perspective, a black-and-white answer is always preferable, whether discussing an issue with an applicant, an educator, or a legislator. Black and white are definitely my favorite colors. Unfortunately, many shades of gray are evident in this issue.

A key question is, "What benchmark is the NCEES Credentials Evaluations service using to determine these deficiencies?"

In other words, is a deficiency as specified on an NCEES credentials evaluation really a deficiency in the applicant's educational qualifications compared with all U.S.-educated applicants who have engineering degrees from ABET-accredited programs?

NCEES Executive Director Jerry Carter explained to me the lengths to which the advisory group went to develop the NCEES Engineering Education Standard—by which foreign education is evaluated—and they were impressive. The bottom line is that the standard was developed as a benchmark that the majority of the member boards supported, not as a standard that would mimic the ABET standard. In reality, the NCEES standard exceeds the ABET standard in many instances.

However, with some boards requiring EAC/ABET-accredited or substantially equivalent degrees for licensure, the fact that there is a deficiency listed on an NCEES credentials evaluation could cause a degree to be considered less than equivalent. In truth, NCEES never intended for these evaluations to be anything but advisory in nature. But with a "deficiency" listed on an evaluation, it could be a challenge for a board to accept this degree as substantially equivalent without understanding what the NCEES standard represents. How is that for creating another dozen shades of gray?

Directors live in the real world, not in the board room, so let's look at an example.

- Board ABC approves Applicant 1, who holds an EAC/ABET engineering degree from the United States, to sit for the FE and PE exams with X number of hours in humanities and social sciences.
- Board ABC reviews Applicant 2, a foreign-educated engineering graduate who has a credentials evaluation performed by NCEES. The evaluation shows a 3- to 6-hour deficiency in humanities and social sciences compared with an EAC/ABET degree using the NCEES standard. Applicant 2 is required to make up the deficiencies in humanities and social sciences before being admitted to the FE and PE exams.
- In reality, Applicant 1 (who is approved) could have completed fewer hours in humanities and social sciences than Applicant 2 (who is rejected for deficiencies).

This example is in no way a criticism of the NCEES standard or the NCEES Credentials Evaluations service. Benchmarks have to be set for comparisons to be made. However, since the inception of ABET 2000, it is extraordinarily difficult to determine exactly how many hours in each subject area are required to be considered substantially equivalent to an ABET degree. Nothing is specific and set in stone. Again, I'm looking for the assurance a black-and-white answer provides, and it is eluding me.

Due diligence

Member boards are responsible for using due diligence in reviewing applicants' qualifications according to board statutory requirements, rules, and policies. This includes making licensure decisions based on the breadth of applicants' education and experience. However, it is just as much the boards' responsibility to use due diligence in ensuring that our reasons for having those statutes, rules, and policies are based on all the facts available to us.

It's important to ask ourselves whether "deficiencies" in humanities and social sciences as identified on credentials evaluations for applicants educated outside

the United States are important enough to the health, safety, and welfare of the public to stop or delay the licensure process and cause an additional comity issue between jurisdictions when, in reality, the deficiencies may not actually exist.

This may not provide the black-and-white answer we'd hoped for, but it gets us closer to a more uniform solution for all boards.

In conclusion

Some of the most educational activities I have been fortunate enough to participate in with the Oklahoma board have been attending meetings to hear "how everyone else does it." I have left meetings feeling that we should consider a change in some policy or procedure as often as I have left thinking that we had the right answers all along. We are all talking about the same issues, only with slightly different accents. We should look at whether the obstacles we face really are insurmountable or if slightly shifting our philosophy and educating ourselves further could facilitate licensure without endangering the public.

And maybe as a start, we can whittle down those 15 different ways we handle deficiencies in humanities and social sciences in foreign education.

NCEES Engineering Education Standard (excerpt)

Applicants having engineering degrees from programs that are not accredited by EAC/ABET must demonstrate the following:

A. 32 college semester credit hours of higher mathematics and basic science

B. 16 college semester credit hours in a general education component that complements the technical content of the curriculums

Examples of traditional courses in this area are philosophy, religion, history, literature, fine arts, sociology, psychology, political science, anthropology, economics, professional ethics, and social responsibility. No more than 6 credit hours of languages other than English or other than the applicant's native language are acceptable for credit. English and foreign language courses in literature and civilization may be considered in this area. Courses that instill cultural values are acceptable, while routine exercises of personal craft are not.

C. 48 college semester credit hours of engineering science and engineering design

In conducting the evaluation, NCEES will consider the breadth of the applicant's education, to include bachelor's degree coursework, master's degree coursework, and doctorate coursework in determining satisfaction of the NCEES standard.

NCEES will provide credit for any advanced coursework earned prior to college enrollment that is deemed appropriate for college-level academic credit (such as Advanced Placement, A-levels, Abitur, French Baccalaureate, International Baccalaureate, Lebanese Baccalaureate, etc.).

For applicants whose educational record indicates satisfaction of the NCEES standard, NCEES will report that the applicant possesses the education required in order to be considered by a member board for entry into the professional practice of engineering.

For applicants whose education record indicates deficiencies relative to the NCEES standard, those deficiencies will be noted for any action deemed appropriate by a member board. NCEES will also provide any relevant information concerning the educational requirements and/or any prerequisites for entry into engineering programs in the applicant's country for consideration and overall qualification by a member board.

The full NCEES Engineering Education Standard is available online at ncees.org/credentials_evaluations.php.

NCEES emeritus member voted 2012-13 ABET president-elect

"I am excited and will work tirelessly in advancing ABET as the gold standard in the accreditation of applied science, computing, engineering, and engineering technology programs."

The ABET board of directors elected Monte Phillips, Ph.D., P.E., as its 2012-13 president-elect. He will be installed during the fall 2012 ABET board of directors meeting in October.



Phillips has been involved with accreditation for more than 30 years as a faculty member in civil engineering programs and as an ABET volunteer. Currently, he is completing his seventh year as the NCEES

representative director on the ABET board of directors. He is a member of the Strategic Planning Task Force and the Global Council and previously served on the ABET Finance Committee, Ad Hoc Outreach Task Group, and Nominating Committee. In addition, he chaired the ABET Admissions Committee that considers societies for ABET membership.

Phillips is an emeritus professor of civil engineering at the University of North Dakota as well as a design consultant and forensic engineer. He has been a member of numerous NCEES task forces and committees involved with enhancing the educational standards for the professional practice of engineering and, in 2005, received the NCEES Distinguished Service Award. Phillips is an active member of the National Society of Professional Engineers, serving as its national president in 1994-95. He is an emeritus member and former chair of the North Dakota Board of Registration for Professional Engineers and Land Surveyors. Also, he is a fellow of the American Society of Civil Engineers and a fellow and past

president of the National Academy of Forensic Engineers. He has chaired and serves on the national board of governors of the Order of the Engineer.

"I am excited and will work tirelessly in advancing ABET as the gold standard in the accreditation of applied science, computing, engineering, and engineering technology programs," Phillips remarked at the recent board of directors meeting.

Musselman selected ABET treasurer

The ABET board of directors also elected Craig Musselman, P.E., as its next treasurer. He will begin a two-year term in the fall of 2012.

Musselman has served as the representative director from the National Society of Professional Engineers on the ABET board of directors for nearly four years and has been a member of the ABET Finance Committee for two years. He has 37 years of experience in planning, design, and construction administration of public works projects and is the founder, president, and general manager of CMA Engineers, Inc., a 25-person consulting civil and environmental engineering firm based in Portsmouth, New Hampshire.

Musselman is a former member of the New Hampshire Board of Professional Engineers. He has served on a number of NCEES committees and task forces and currently represents NSPE on the NCEES Participating Organizations Liaison Council.

From ABET news release, March 27, 2012

$$F = Q_B \rho V_B - Q_C \rho V_C = \rho \frac{\pi D_B^2}{4} V_B^2$$

MEMBER BOARD NEWS

ALABAMA Charles Philip Willis is a new appointee. William Ulrich is no longer a member.

FLORIDA PE Anthony Fiorillo, Michelle Rambo Roddenberry, Kenneth Todd Jr., and Richard Wohlfarth are new appointees. Bijay Panigrahi is no longer a member.

MARYLAND PE Member Steven Arndt was named NSPE's 2012 Federal Engineer of the Year. A senior technical advisor with the Nuclear Regulatory Commission, Arndt helped lead the U.S. response to the Fukushima Daiichi disaster in Japan.

NORTH CAROLINA Carl Ellington Jr. is a new appointee. John Tunstall is no longer a member.

NORTH DAKOTA Candie Robinson is the new board administrator, replacing Clifford Keller, who retired in April.

TEXAS PS Marcelino (Tony) Estrada is the new board administrator.

WISCONSIN Berni Mattsson is the new board administrator.

NCEES outreach

June 4 National Civil Engineering Department Heads Conference NCEES Past President John Steadman, Ph.D., P.E., will attend this conference in White Plains, New York, to give a presentation on using the FE exam as an outcomes assessment tool.

June 10-14 ACE12/AWWA NCEES staff will attend the annual conference and exposition of the American Water Works Association in Dallas, Texas, to promote the Records program and licensure and to educate attendees on the transition of the FE and FS exams to CBT.

June 11-12 ASEE Annual Conference and Expo NCEES past presidents David Whitman, Ph.D., P.E., and John Steadman, Ph.D., P.E.; Texas PE board executive director Lance Kinney, P.E.; and NCEES exam development volunteer Steven Barrett, Ph.D., P.E., will attend the annual conference and exposition of the American Society for Engineering Education to give presentations on the transition of the FE exam to CBT and using the FE exam as an outcomes assessment tool. NCEES staff will also attend the San Antonio, Texas, event to answer attendees' questions on these initiatives and promote the NCEES Engineering Award.

July 11-15 NSPE Leader Conference and Annual Meeting NCEES President Dale Jans, P.E., and Executive Director Jerry Carter will attend this meeting of the National Society of Professional Engineers in San Diego, California, to network with representatives of other professional societies and promote licensure, the NCEES Engineering Award, and the Records program.

July 19-24 Survey Summit NCEES President-Elect Gene Dinkins, P.E., P.L.S., and NCEES staff will travel to San Diego, California, to attend the Survey Summit to educate attendees on the transition of the FS exam to CBT and promote NCEES exam study materials, licensure, and the Records program.

Upcoming Events

June 7-9

SE Exam Scoring Workshop
Clemson, South Carolina

June 14-15

PE Architectural Exam Meeting
Kansas City, Missouri

June 22-23

Surveying Exam Meeting
Clemson, South Carolina

June 22-25

PE Nuclear Exam Meeting
Chicago, Illinois

July 20-21

PE Civil Exam Meeting
Clemson, South Carolina

July 27-28

FS Exam Standard Setting Study
Atlanta, Georgia

July 28-29

PE Agricultural Exam Meeting
Dallas, Texas



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Register for the NCEES annual meeting by July 13



*A tour of the new
Mississippi River Bridge
is one of the workshops
scheduled for the 2012
annual meeting. Details of
all workshops are online
on My NCEES. (photo
courtesy of Missouri
Dept. of Transportation)*

NCEES will hold its 2012 annual meeting August 22–25 in St. Louis, Missouri. Registration will remain open online on My NCEES until July 13. Late registration fees will apply after this date.

In addition to funding a voting delegate from each member board to attend the meeting, NCEES will again pay the meeting registration and travel expenses of one first-time attendee from each board. To qualify, the attendee must have been appointed to the board no more than 18 months before the start of the meeting (no earlier than February 21, 2011). NCEES introduced this funding in 2011 to help new licensing board members get involved in the work of NCEES.

To further engage the newest members of NCEES, Associate Executive Director Davy McDowell, P.E., will lead a new member orientation at the annual meeting to explain the structure of NCEES, its services, and volunteer opportunities within the organization. Details of all this year's workshops, business sessions, and social events are available online on My NCEES.