Licensure
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CREDENTIALS EVALUATIONS UPDATE

COMITY WITHOUT CONCESSIONS: A LOOK AT FOREIGN CREDENTIAL EVALUATIONS

Director explains system upgrades, new report features

EVA ANGELA-ADÁN
DIRECTOR, NCEES CREDENTIALS EVALUATIONS

The NCEES Credentials Evaluations department has been busy in recent months with changes to its online application and reporting system.

The changes result from recommendations made after a recent audit of the department's processes by an advisory council of NCEES members. They should result in a faster and more efficient evaluation process that maintains a high level of accuracy and thoroughness. The new system will allow for better communication between applicants and evaluation staff throughout the application and evaluation process.

In many cases, deficiencies are in the humanities/social sciences or mathematics/basic sciences categories. It is worthwhile to remember that these types of deficiencies are often the result of differences in education philosophies in different countries.

Changes to evaluation reports

The evaluation reports submitted to Member Boards will have some changes. Any deficiencies as they compare to the ABET criteria will be detailed on the front page for quick reference.

Another section of the report, Criteria Analysis, will break down the applicant's coursework by area of study: mathematics/basic sciences, humanities/social sciences, engineering sciences and design, and elective/other. With this breakdown, the decision-makers at Member Boards receiving evaluation reports will be able to see in detail the types of courses an applicant has taken.

In many cases, deficiencies are in the humanities/social sciences or mathematics/basic sciences categories. It is worthwhile to remember that these types of deficiencies are often the result of differences in education philosophies in different countries. Many countries do not emphasize a liberal arts and sciences curriculum at the college level, concentrating this type of coursework in secondary education.

For these deficiencies, some boards deny the application and require the candidate to complete additional coursework, while other boards allow the candidate to sit for an exam based on the amount of engineering and design coursework completed.

The ultimate decision rests with the licensing boards. The evaluation report is designed to provide the information needed to make that decision.

Several other changes are being made to the evaluation process. The evaluation report now has separate templates for engineer applicants and surveyor applicants. Reports are transmitted electronically to Member Boards, who are notified immediately when a report is released. Also, the new system allows Member Boards to review all reports released in the previous 60 days; they can review all reports submitted to their board going back to 2006, when the Credentials Evaluations department began operations.

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CREDENTIALS EVALUATIONS

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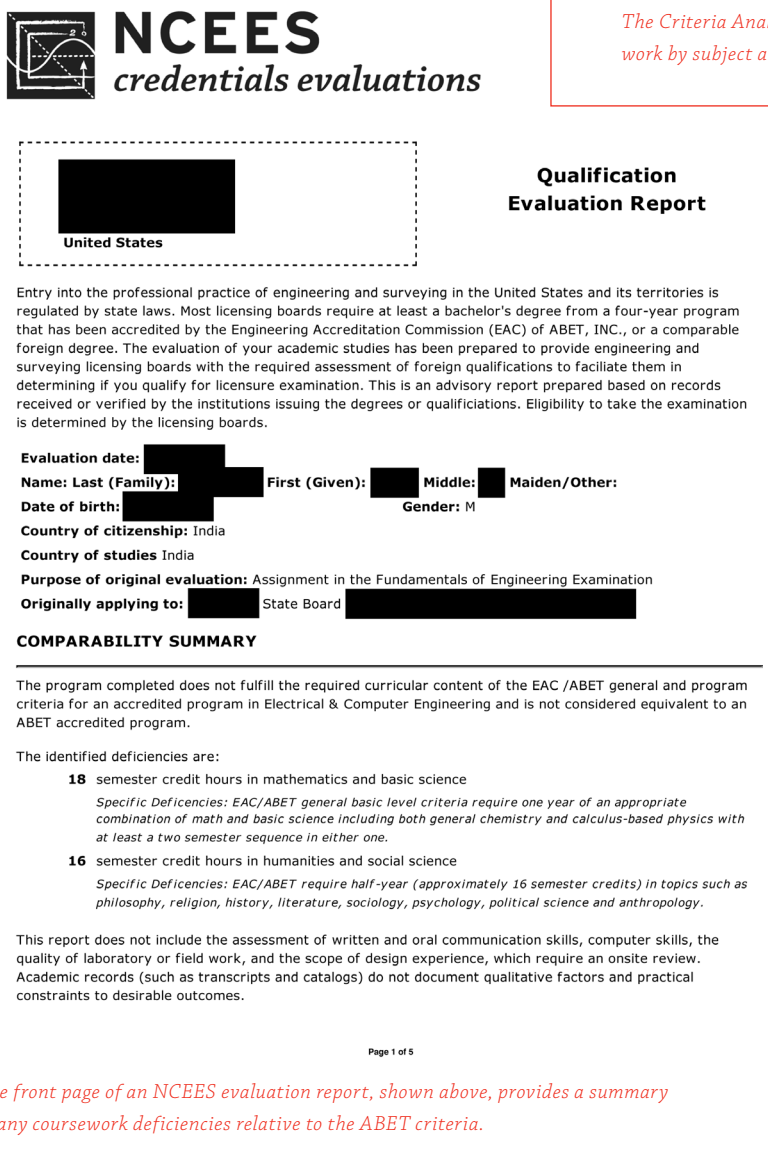
Planned initiatives for 2010

Over the next year, the Credentials Evaluations department will work with the advisory council on a new criteria analysis methodology that will further assist boards with making decisions on whether applicants meet their educational criteria for licensure. We are considering possibilities with regard to this methodology, and it is possible that it will incorporate aspects of the former ABET criteria that were in place before the outcomes-based criteria went into effect.

We are also working with the advisory council to implement criteria for master's degree programs. Many boards have voiced a need for evaluations of candidates who hold master's degrees in engineering, particularly in cases where these candidates completed bachelor's degrees in majors other than engineering. Currently, we evaluate courses required as prerequisites for entry into a master's degree program for this type of candidate.

Finally, our department is developing a document that would guide boards as they make decisions. This document would explain the evaluation process in detail while answering some commonly asked questions about the ABET criteria, such as why some of the outcomes defined under the new criteria cannot be quantified through the evaluation process and why certain aspects of the criteria carry more weight than others. This document will better prepare boards to explain their decisions to applicants, particularly in cases when an applicant's credentials are deemed deficient.



NCEES credentials evaluations

[redacted]
United States

Qualification Evaluation Report

Entry into the professional practice of engineering and surveying in the United States and its territories is regulated by state laws. Most licensing boards require at least a bachelor's degree from a four-year program that has been accredited by the Engineering Accreditation Commission (EAC) of ABET, INC., or a comparable foreign degree. The evaluation of your academic studies has been prepared to provide engineering and surveying licensing boards with the required assessment of foreign qualifications to faciliate them in determining if you qualify for licensure examination. This is an advisory report prepared based on records received or verified by the institutions issuing the degrees or qualificiations. Eligibility to take the examination is determined by the licensing boards.

Evaluation date: [redacted]
Name: Last (Family): [redacted] **First (Given):** [redacted] **Middle:** [redacted] **Maiden/Other:**
Date of birth: [redacted] **Gender:** M
Country of citizenship: India
Country of studies India
Purpose of original evaluation: Assignment in the Fundamentals of Engineering Examination
Originally applying to: [redacted] State Board [redacted]

COMPARABILITY SUMMARY

The program completed does not fulfill the required curricular content of the EAC /ABET general and program criteria for an accredited program in Electrical & Computer Engineering and is not considered equivalent to an ABET accredited program.

The identified deficiencies are:

18 semester credit hours in mathematics and basic science

Specific Deficencies: EAC/ABET general basic level criteria require one year of an appropriate combination of math and basic science including both general chemistry and calculus-based physics with at least a two semester sequence in either one.

16 semester credit hours in humanities and social science

Specific Deficencies: EAC/ABET require half-year (approximately 16 semester credits) in topics such as philosophy, religion, history, literature, sociology, psychology, political science and anthropology.

This report does not include the assessment of written and oral communication skills, computer skills, the quality of laboratory or field work, and the scope of design experience, which require an onsite review. Academic records (such as transcripts and catalogs) do not document qualitative factors and practical constraints to desirable outcomes.

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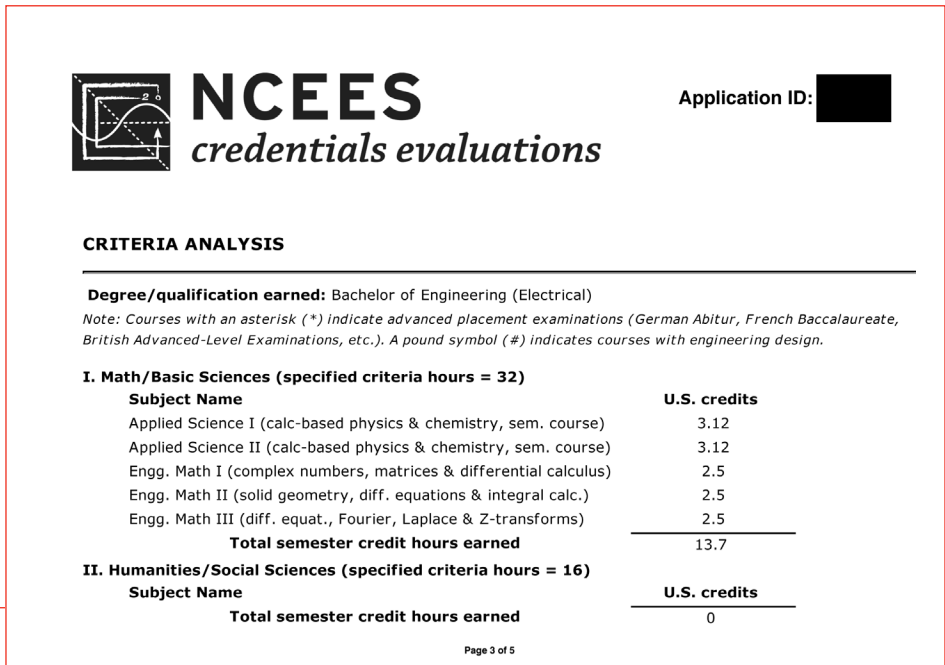
The front page of an NCEES evaluation report, shown above, provides a summary of any coursework deficiencies relative to the ABET criteria.



NCEES credentials evaluations

Application ID: [redacted]

CRITERIA ANALYSIS

Degree/qualification earned: Bachelor of Engineering (Electrical)

Note: Courses with an asterisk (*) indicate advanced placement examinations (German Abitur, French Baccalaureate, British Advanced-Level Examinations, etc.). A pound symbol (#) indicates courses with engineering design.

I. Math/Basic Sciences (specified criteria hours = 32)

Subject Name	U.S. credits
Applied Science I (calc-based physics & chemistry, sem. course)	3.12
Applied Science II (calc-based physics & chemistry, sem. course)	3.12
Engg. Math I (complex numbers, matrices & differential calculus)	2.5
Engg. Math II (solid geometry, diff. equations & integral calc.)	2.5
Engg. Math III (diff. equat., Fourier, Laplace & Z-transforms)	2.5
Total semester credit hours earned	13.7

II. Humanities/Social Sciences (specified criteria hours = 16)

Subject Name	U.S. credits
Total semester credit hours earned	0

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The Criteria Analysis section of an evaluation report provides detailed descriptions of course-work by subject area.

FROM THE PRESIDENT

DAVID L. WHITMAN, PH.D., P.E.
2009-10 NCEES PRESIDENT

Member Board administrators prove invaluable to fulfilling NCEES mission

This article might be stating the obvious, but sometimes we forget to express our appreciation to the people who do their day-to-day work in the offices of the licensing boards.

A variety of staff positions exist in the licensing boards, and each person does outstanding work. In this column, I would like to focus on a group of people who go by several names—executive director, executive administrator, executive officer, etc. At NCEES, we know them as Member Board administrators.

A source of institutional memory

Most MBAs have the unenviable task of balancing the competing interests of engineers, surveyors, architects, geologists, landscape architects, and others. In the end, the MBAs provide continuity for the licensing boards. As I like to say, they are where the rubber hits the road.

Chris Turk has been a source of wise guidance since I was appointed to the Wyoming Board in 2001 and especially since I was elected board president in 2007. She keeps the board grounded, focused, and consistent in its decisions, and I am thankful for that. I'm sure all of you can point to your MBA and say similar things.

This past summer, I represented NCEES at the annual meeting of NCARB (the National Council of Architectural Registration Boards). Arriving fairly late in the day, I made a dash to the hotel to dress for the opening reception and jumped on the bus to the event. I walked into the event with the intent of finding at least one familiar face. Almost immediately, I heard, "Dave, over here." It was Jean Boline from the Kansas Board. Over the next three days, she, Mark Humphreys, Doreen Frost, and other MBAs in attendance took time to introduce me to many of the meeting participants and to the NCARB leadership.

The driving force behind new task force

Recently, the MBAs requested that I create a task force to look at the myriad processes that the Member Boards use to evaluate licensure applications, both for licensure by exam and licensure by comity.

The goal for the task force is not to create a universal set of guidelines for everyone, but to open the lines of dialogue between the boards as they relate to the application process. I expect this process will reveal a variety of topics to examine, and it wouldn't surprise me if the task force develops some motions for the Council to consider next August. Thanks to everyone who is active on this task force, and special thanks to Donna Sentell from the Louisiana Board for chairing it.

Finally, I want to thank the MBAs who have been attending the Board of Directors' meetings for the past three years. I have found their input invaluable on a number of topics. The MBAs are able to present views that are unique compared to those of the Board members, and the outstanding reports they have provided to the MBA network have helped maintain transparency of NCEES leadership. If you haven't done so recently, give some kudos to your MBA.

The goal for the task force is not to create a universal set of guidelines for everyone, but to open the lines of dialogue between the boards as they relate to the application process.

JERRY T. CARTER, NCEES EXECUTIVE DIRECTOR

The next big project always seems bigger than the last

When I became the Member Board administrator for the North Carolina Board and got that first big project, in the beginning I wondered if it could ever be achieved and then if there could ever be another project as huge and as important. Of course, I quickly learned that each project is bigger, costlier, and more important than the last. But I also learned that the effort was worthwhile. Each project improved our processes and enhanced the level of service we could provide as a board.

At NCEES, we are completing a two-year process to provide a new look to the organization and a clearer message about our mission. It seemed a daunting task when we began searching for a creative agency. We had to make sure the agency understood what licensure is really about and that it could decypher our often-times cryptic acronyms. The most obvious results from this effort are our new logo and tag line. We have also tied each of our services back to the NCEES brand so that we no longer have multiple identities with competing logos.

With the new examinee management system, candidates will continue to apply to Member Boards for approval, but they will then visit the NCEES Web site to complete the registration process.

Another large part of this effort has been to revamp our Web site, which launched in November. The site is a more useful tool for our visitors, boards, committee members, and volunteers. We appreciate the feedback provided by Council members in helping update the NCEES image and message.

Attention shifts to examinee registration

And now, the next great project: an examinee management system. The Council mandated us to develop a system that will require Member Board-approved examinees to register with NCEES in order to sit for an exam. We will begin using this online registration system for the October 2010 exam administration.

With the new examinee management system, candidates will continue to apply to Member Boards for approval, but they will then visit the NCEES Web site to complete the registration process. Candidates will create a username and password and supply NCEES with basic data currently collected on the answer sheet. We will no longer have to collect this information on exam day, and we will have a system that offers improved security and a more efficient means of tracking candidates.

Exam modules to be printed separately

Another upcoming change results from the Council's decision to print the FE, Civil PE, and Mechanical PE exam modules in separate books. Currently, the various modules are included in the same exam book. Beginning with the October 2010 exam administration, candidates will be required to declare their exam modules during the online registration process. The new exam management system will be designed to allow candidates to do this. Since NCEES will collect this information directly from candidates, boards will not need to modify their application process. Also, since exam book orders will be based on this information from the candidates, the process of boards submitting exam orders before each administration will be virtually eliminated.

ANSI approves surveyor standard

Model Law Surveyor becomes second NCEES standard to gain approval

The American National Standards Institute recently approved the Model Law Surveyor (MLS) standard developed by NCEES.

This standard outlines the requirements for attaining licensure as a professional surveyor. Its criteria are divided into education, professional experience, and examinations. The standard is used by NCEES as a guideline for its member licensing boards, which grant licensure to engineers and surveyors in all 50 states, the District of Columbia, and several U.S. territories.

Prior to being approved by the ANSI Board of Standards Review, the MLS standard was published on the NCEES Web site and in ANSI's Standards Review and was open to public comment.

"We're looking forward to promoting this standard to encourage uniform licensing standards and, ultimately, better protect the public," said Jerry Carter, NCEES executive director.

NCEES has been a standards development organization of ANSI, the U.S. representative to the International Organization for Standardization (ISO), since 2007. Its standard for Model Law Engineer was approved by ANSI earlier this year. Its standard for Model Law Structural Engineer is currently under public review.

The full text of the MLS standard can be downloaded at ncees.org/About_NCEES/ANSI.php.

HEADQUARTERS UPDATE

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In the coming months, NCEES staff will work with boards and testing vendors to resolve issues related to the new examinee management system. We strongly encourage boards to start communicating with applicants about the upcoming change to the registration process and to emphasize that candidates will have to apply to their board and register with NCEES to sit for an exam.

The improvements to NCEES services won't end with these projects. With changes to the engineering education requirements and the ongoing study of computer-based testing, I know the next "can't get any bigger than this" project is just around the corner.

2009–10 committees, task forces set agenda for Council action on licensure policies

During the months between the previous year's Annual Meeting and the zone meetings in the spring, the NCEES committees and task forces perform much of the work that ultimately takes the form of committee reports with motions and recommendations.

Several special task forces have joined the roster of standing NCEES committees, ensuring that the Council will have a full plate of issues to evaluate in 2010.

While the standing committees, which address recurring tasks, are designated by the NCEES *Bylaws*, the special task forces are created by the president to address more topical issues.

The membership of each committee and task force is selected by the NCEES president, who also determines charges for each group. Some charges for standing committees are recurring, but even these standing committees can be asked to address additional charges drafted by the president.

During the months between the previous year's Annual Meeting and the zone meetings in the spring, the NCEES committees and task forces perform much of the work that ultimately takes the form of committee reports with motions and recommendations. They meet face-to-face and over the phone, and correspond via e-mail to address their charges.

Typically, a member of each group will attend the zone meetings to present their preliminary findings and to gather feedback from NCEES delegates. The following pages provide an overview of what many of these committees and task forces will address this year. A full listing of each group's charges and membership is available on the My NCEES section of the NCEES Web site.

ADVISORY COMMITTEE ON COUNCIL ACTIVITIES

Chair: John Steadman, Ph.D., P.E. (Wyoming Board emeritus member)
Board of Directors liaison: David Whitman, Ph.D., P.E. (president)
Charges: 10
Members: 9 (plus 1 consultant)

ACCA makes recommendations on policy issues that do not fall under those assigned to one of the standing committees. It reviews the *Manual of Policy and Position Statements* and makes revision recommendations to the Board of Directors.

This year, ACCA is charged with reviewing and considering revisions to Council policies related to NCEES awards, continuing professional competency requirements, and the nominating process for officers. It is also charged with reviewing the NCEES Strategic Plan and with drafting a position statement on the role of professional engineers in the use of construction cranes.

COMMITTEE ON EXAMINATION AUDIT

Chair: Bill Dickerson, P.E. (Oklahoma Board emeritus member)
Board of Directors liaison: Govind Nadkarni, P.E. (Southern Zone vice president)
Members: 5 (plus 3 consultants)
Charges: 4

The Committee on Examination Audit is a standing committee that conducts regular audits of NCEES exams and the exam development

process. The specific exams to be audited by the committee this year include the Chemical, Electrical and Computer (all three subdisciplines), Mining and Mineral Processing, and Structural I and II PE exams, along with the FS and PS exams.

COMMITTEE ON EXAMINATION POLICY AND PROCEDURES

Chair: Larry Smith, P.E. (Rhode Island Engineering Board member)
Board of Directors liaison: Govind Nadkarni, P.E. (Southern Zone vice president)
Members: 9 (plus 2 consultants)
Charges: 9

The EPP Committee is a standing committee that reviews the NCEES exam process and recommends revisions to the published exam policies when needed. It exists to ensure that the overall NCEES exam process is efficient and effective.

This year, the EPP Committee's charges call for it to review the exam development policy (EDP) that describes the process for discontinuing an exam or exam module that experiences low demand. Currently, EDP 7A calls for the committee to consider discontinuing an exam with fewer than 50 first-time examinees.

The committee will also look at the selection process for FE afternoon modules and consider whether to require candidates to select the module that corresponds to their undergraduate discipline, when applicable. It will consider adding a requirement for there to be a society sponsor before a discipline or module can be added to the PE exam offerings. It will also work with the EPE Committee on a new policy describing the PAKS process in detail.

COMMITTEE ON EXAMINATIONS FOR PROFESSIONAL ENGINEERS

Chair: George Roman, P.E., P.L.S. (Pennsylvania Board emeritus member)
Board of Directors liaison: Joe Timms, P.E. (president-elect)
Members: 13
Charges: 9

The EPE Committee oversees the development and scoring of the FE exam and all PE exam disciplines. Its recurring charges include conducting scheduled PAKS, implementing recommendations from the Committee on Examination Audit that are approved by the Board of Directors, overseeing the training of exam development volunteers, and making recommendations for updating exam policies as needed.

This year, the EPE Committee has several additional charges. "The most challenging charge is to recommend a transition plan to move from open-book to closed-book exams," said George Roman, P.E., P.L.S., the committee's chair. "We also have the option of recommending a plan to reduce the amount of reference material brought into open-book exams if we decide not to make them closed-book. This charge addresses security concerns and potential issues related to computer-based testing."

The EPE Committee is also charged with studying the potential for opening the qualification process for the FE exam to candidates who might not qualify for the Engineer Intern designation. The committee will also work with the EPP Committee to address several of its charges.

COMMITTEE ON EXAMINATIONS FOR PROFESSIONAL SURVEYORS

Chair: Gary Thompson, P.L.S. (North Carolina Board member)
Board of Directors liaison: David Widmer, P.L.S. (Northeast Zone vice president)
Members: 13 (plus 2 consultants)
Charges: 8

The EPS Committee oversees the development and scoring of the FS and PS exams. It reviews item performance, trains exam development volunteers, and implements recommendations from the Committee on Examination Audit that are approved by the Board of Directors.

Like the EPE Committee, the EPS Committee will recommend a plan for either moving away from an open-book PS exam or limiting the amount of reference material permitted for the exam. The committee will also revisit the section of the *Model Rules* that describes in detail practices that fall under "surveying" and suggest changes if necessary. Another charge asks the committee to consider recommending a single professional title for use in all NCEES jurisdictions. Currently, there is no uniform title corresponding to the P.E. for engineers. Some states use P.L.S., while others use P.S. or L.S.

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COMMITTEE FOCUS

COMMITTEE ON LAW ENFORCEMENT

Chair: John Greenhalge (Ohio Board administrator)
Board of Directors liaison: Henn Rebane, P.E. (past president)
Members: 10 (plus 2 consultants)
Charges: 9

The Committee on Law Enforcement is a standing committee that promotes greater uniformity in the enforcement of licensure regulations. Because each state has its own licensure laws, communication and cooperation are essential to achieving consistency. This committee maintains the NCEES *Investigation and Enforcement Guidelines*, a best practices model for enforcement activities, and conducts a workshop held during every Annual Meeting.

This year, the committee has nine charges. Committee Chair John Greenhalge said the committee will look closely at a charge that asks the group to address the issue of disciplinary actions that occur outside the United States, making recommendations for how boards should handle such actions as they relate to applications for licensure.

"This is an emerging issue with more engineers from outside the country applying for U.S. licensure and with NCEES offering exams in foreign countries," said Greenhalge.

Another charge asks the committee to decide whether boards should be required to enter disciplinary actions into an NCEES database that would catalogue such actions for other boards to reference.

"This will be a challenge, and we will survey the Member Boards to determine whether they're in favor of this," said Greenhalge. "A shared database of disciplinary actions could be helpful for enforcement staff, but some boards may not have the staff or resources to report all their actions," he added.

COMMITTEE ON UNIFORM PROCEDURES AND LEGISLATIVE GUIDELINES

Chair: Henry Liles, P.E. (North Carolina Board member)
Board of Directors liaison: Dale Jans, P.E. (Central Zone vice president)
Members: 13 (plus 1 consultant)
Charges: 8

The UPLG Committee is a standing committee that works to maintain an effective licensure process. It proposes amendments to the *Model Law* and *Model Rules* when needed, taking into account the feedback it gets from the Member Boards and other leaders in the engineering and surveying professions.

In 2008 and 2009, the committee presented a large number of motions resulting from its five-year review of the *Model Law* and *Model Rules*, respectively. While the Council is not likely to see as many motions as in the last two years, the UPLG Committee will continue to be one of the more active NCEES committees, with eight charges to address. Among its charges are directives to incorporate the new 16-hour Structural PE exam into the *Model Law* and *Model Rules*, integrate ABET-accredited master's degree programs into the Model Law Engineer definition, consider requiring branch offices of firms to have a licensee in responsible charge, and consider granting CPC credit for participating in professional outreach activities.

Also, with additional education requirements set to go into effect in the *Model Law* in 2020, the UPLG Committee is charged with considering language that awards experience credit for master's and doctoral degrees in engineering.

COMPUTER-BASED TESTING TASK FORCE

Chair: David Curtis, P.E. (Idaho Board administrator)
Board of Directors liaison: Patrick Tami, P.L.S. (Western Zone vice president)
Members: 5 (plus 3 consultants)
Charges: 3

The Computer-Based Testing Task Force, which was convened two years ago, will continue to study the potential for moving NCEES exams to a computer delivery format.

Last year, the task force submitted a request for information and reviewed responses from potential vendors. This year, it will continue its work of studying and reporting on the potential impacts of a switch to computer-based testing.

The task force will also provide estimates for the cost of expanding the NCEES exam item banks to meet the requirements for computer-based testing. The task force's

report will be eagerly anticipated, as it is likely the Council will be asked to vote on whether to proceed with transitioning to computer-based tests.

ENGINEERING EDUCATION TASK FORCE

Chair: Mike Conzett, P.E. (Nebraska Engineering Board member)
Board of Directors liaison: Dale Jans, P.E. (Central Zone vice president)
Members: 11 (plus 1 consultant and 8 society resources)
Charges: 3

This task force continues into its third year with charges related to the additional education requirement for engineering licensure. The task force is charged with considering alternatives to the additional education requirement, which specifies that candidates for the P.E. obtain a master's degree or its equivalent.

The task force will also continue to communicate the Council's position on requiring additional education beyond the bachelor's degree, including the history of the deliberation on the requirement and a schedule for implementing the requirement.

EVALUATION OF APPLICATIONS TASK FORCE

Chair: Donna Sentell (Louisiana Board administrator)
Board of Directors liaison: Gene Dinkins, P.E., P.L.S. (Treasurer)
Members: 12
Charges: 2

The Evaluation of Applications Task Force was created by President Whitman to address the application process for both initial and comity licensure.

The task force is charged with developing a set of best practices for evaluating applications. In its charges, it is asked to consider several clauses of the *Model Law* and *Model Rules* that are subject to interpretation at the Member Board level. Their charges include the following questions:

Experience

- When does the clock start for counting the four years of experience?
- If experience cannot be gained under the direct supervision of a P.E., are references from supervisors (non-P.E.s) and/or from colleagues (P.E.s) acceptable?

Equivalent EAC/ABET education

- How do we define "equivalent"?
- What EAC/ABET guidelines do we use? Current guidelines or those in place at initial licensure?
- Can engineering technology degrees be "equivalent"?
- How are the evaluations from the NCEES credentials evaluations service being used? (Coordinate with the Credentials Evaluations Advisory Council.)
- Is the lack of humanities/social science courses from international candidates a problem?
- How do we handle degrees from Washington Accord signatories?

Examinations

- Should taking the PE exam before gaining four years of experience be allowed?
- Should the FE and/or PE exams be waived for particular candidates?

FACULTY LICENSURE TASK FORCE

Chair: Monte Phillips, Ph.D., P.E. (North Dakota Board emeritus member)
Board of Directors liaison: Pat Tami, P.L.S. (Western Zone vice president)
Members: 13 (plus 3 consultants)
Charges: 2

The Faculty Licensure Task Force was created this year by President Whitman to consider the relation between the teaching of engineering and the practice of engineering, specifically addressing the issue of faculty licensure. It will consider making recommendations—including possible revisions to the *Model Law* and *Model Rules*—for increasing the percentage of engineering faculty who hold a P.E. license.

Task force chair Monte Phillips, Ph.D., P.E., said the group will benefit from the fact that many of its members come from academia.

"We want to identify ways to promote faculty licensure," said Phillips. "The *Model Law* includes teaching within its definition of engineering practice, and many states have incorporated this into their laws. But is it enforced? The task force will work to provide some best practice solutions."

BY WILLIAM R. (RICK) HUETT
ASSISTANT EXECUTIVE DIRECTOR, INVESTIGATOR
ALABAMA STATE BOARD OF LICENSURE FOR
PROFESSIONAL ENGINEERS AND SURVEYORS

NCEES encourages uniformity in CPC guidelines

NCEES endorses establishing uniform CPC requirements for licensees and encourages boards to follow the NCEES *Model Rules*.

As an increasing number of licensing boards implement Continuing Professional Competency (CPC) requirements, the importance of uniformity among the jurisdictions becomes more urgent.

If each jurisdiction has a variation of the rule, then licensees who practice in multiple states must keep track of the details for each jurisdiction in order to renew their licenses. Add to this the fact that renewal periods vary across jurisdictions—some are annual, others biennial, with some states rotating renewal periods according to last name, etc.—and CPC requirements become a burdensome chore for multistate licensees.

NCEES endorses establishing uniform CPC requirements for licensees and encourages boards to follow the NCEES *Model Rules* and *Continuing Professional Competency Guidelines*. Doing so would protect the public while making the renewal process less complicated.

NCEES also encourages boards to audit a percentage of CPC reporting forms to verify that the law and rules are being met and to establish disciplinary procedures for dealing with incomplete or inaccurate reporting forms.

Recently, members of the Alabama Board were asked to review a number of questionable CPC reports submitted by licensees during its 2009 CPC audit. Some of these questionable activities included the following:

- A P.E. who fell 1.5 hours short of the required 15 professional development hours because he failed to realize his Alabama license renewed annually (His license in his home state renewed biennially.)
- A P.E. who counted preparation and expert witness testimony as professional development hours
- A P.E. who incorrectly counted a course taken two years earlier as hours for the current year
- A P.E. who claimed the teaching of intermediate algebra as continuing professional competency
- Multiple licensees who failed to respond to the audit notification and request for documents

To assist with the CPC issue, NCEES and ACEC have created the Registered Continuing Education Program (www.rcep.net), a comprehensive registry of quality continuing education providers for engineers and surveyors. The purpose of the program is to promote quality and consistency in engineering and surveying continuing education and training. It measures and monitors providers against established criteria and provides a single source for licensees to track their progress in meeting CPC requirements.

Ultimately, each member jurisdiction must determine its specific CPC needs. But using the NCEES *Continuing Professional Competency Guidelines* in establishing the requirements strengthens the profession by making the process less confusing for multistate licensees.

MEMBER BOARD NEWS

COLORADO Jill Tietjen, P.E., has been named a 2010 inductee into the Colorado Women's Hall of Fame. Tietjen is an emeritus member of the Colorado Board and served as Western Zone vice president from 2004–06.

FLORIDA PS Leon Biegalski is the new administrator. The board's new contact information is as follows: *Address:* Florida Board of Professional Surveyors and Mappers, Dept. of Agriculture and Consumer Services, Terry Lee Rhodes Building, 2005 Apalachee Parkway Tallahassee, FL 32399-6500; *Phone:* (800) 435-7352 (within Florida), (850) 488-2221 (outside Florida); *Fax:* (850) 410-3797; *Web:* www.800helpfla.com/psm/psm.html; *E-mail:* psm@doacs.state.fl.us

ILLINOIS PS Benjamin Fisher and Lee Koehler are new appointees to the board. David Phillippe and Duane Weiss are no longer on the board.

IOWA Robert Lampe is the new administrator.

MAINE PE Kenneth Sweeney, P.E., and Mandy Holway Olver, P.E., are new appointees to the board. John Dority, P.E., and Steven Cole, P.E., are no longer on the board.

MONTANA Ruhul Amin, P.E., is a new appointee to the board. Tom Tanner is no longer on the board.

NEW HAMPSHIRE PS Tracey Sweeney II, L.S., is a new appointee to the board. He replaces Kevin McEneaney, L.S.

PUERTO RICO Maria Casse Ballesteros, P.E., Eusebio Recci Dominguez, L.S., Miriam Pabon Gonzalez, P.E., and Jose L. Vargas Nunez are no longer on the board.

TENNESSEE PS Tim Lingerfelt, P.S., is a new appointee to the board. David L. Mathews, P.S., is no longer on the board.

In memoriam: Walter LeFevre, Ph.D., P.E.

Walter LeFevre, Ph.D., P.E., of Springdale, Arkansas, passed away November 23 at the age of 77. An emeritus member of the Arkansas Board, LeFevre had a long history of service to his profession and to several engineering societies, including NCEES.

LeFevre's involvement with NCEES included serving as Southern Zone vice president, as chair of the Committee on Examination Policy and Procedures and the Special Committee on Constitution and Bylaws, and as a member of the Committee on Examinations for Professional Engineers and the Advisory Committee on Council Activities. LeFevre also volunteered for many years as a exam subject-matter expert on the FE and PE Civil exam development committees.

LeFevre was a past president of NSPE, a former vice president of ASCE, and founder of the Arkansas Academy of Civil Engineering. As a civil engineering professor at the University of Arkansas, where he was also dean of the college of engineering and chair of the civil engineering department, he educated thousands of future engineers for more than four decades. He is survived by his wife, Joyce, two daughters, two sons, nine grandchildren, and a great-grandson.

December 11–12
Engineering Education Task Force Meeting, Dallas, Texas

January 8–9
Computer-Based Testing Task Force Meeting, New Orleans, Louisiana

January 14–16
EPS Committee Meeting, Clemson, South Carolina

January 22–23
UPLG Committee Meeting, San Antonio, Texas

January 25–26
Evaluation of Applications Task Force Meeting, New Orleans, Louisiana

January 30
Law Enforcement Committee Meeting, Nashville, Tennessee

EPP Committee Meeting, Memphis, Tennessee

January 31–February 1
Engineering Education Task Force Meeting, Scottsdale, Arizona

February 5-6
EPE Committee Meeting, Clemson, South Carolina

Faculty Licensure Task Force Meeting, Atlanta, Georgia

Licensure
EXCHANGE

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Jerry T. Carter, Executive Director and Publisher

Keri B. Anderson, Manager of Corporate Communications

Doug E. McGuirt, Editor

Jennifer W. Minchin, Associate Editor

Ragenia P. Thompson, Graphics and Print Coordinator

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Board of Directors approves exam item costs

The NCEES Board of Directors has approved the following amounts as reasonable valuations of each exam item for 2009–10:

FE Exam Item Cost	$2,068
PE Exam Item Cost—Group I	$2,820
PE Exam Item Cost—Group II	$2,234
FS/PS Exam Item Cost	$2,022
Structural II Exam Item Cost	$34,656

Each year, NCEES assesses the financial damages associated with an exam breach to protect the organization from losses associated with a potential theft of intellectual property. NCEES considers travel expenses, subject-matter experts' time, psychometric costs, and office and personnel costs when establishing the dollar value for each exam item. Item costs for Group II exams do not include travel expenses borne by the sponsoring technical societies for their volunteers, who write items and assemble these exams.

The updated exam item costs are in effect for fiscal year 2009–10, which began October 1. At the 2009 Annual Meeting, the practice of annually reviewing item costs was formalized by the Council when it voted to adopt Financial Policy 13, which states, "The Board of Directors shall at least annually review and approve costs for exam item replacement in the event of an exam breach."

Each year, NCEES assesses the financial damages associated with an exam breach to protect the organization from losses associated with a potential theft of intellectual property.