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

## Licensure EXCHANGE

**APRIL 2015** Volume 19, Issue 2



#### BRUCE PITTS, P.L.S.

OKLAHOMA STATE BOARD OF LICENSURE FOR PROFESSIONAL ENGINEERS AND LAND SURVEYORS EMERITUS MEMBER AND DIRECTOR OF ENFORCEMENT



#### ENFORCEMENT BEAT

## WHICH DIRECTION DOES YOUR MORAL COMPASS POINT?

IT HAS TAKEN GENERATIONS OF DEDICATED professional engineers and surveyors to create the level of public trust afforded to present-day licensees. This hard-earned trust must be renewed by each generation of licensees because, as we have seen, years of competent and ethical conduct can be destroyed very quickly by one unethical decision.

One such serious breach of the public trust happened in Oklahoma just a few years ago. A city's public works department was racked with a bribery scandal involving one of its own professional engineers and other professional engineers and contractors in the private sector. After pleading guilty to the charges, the professional engineers were sentenced to jail time and assessed large fines. Following disciplinary investigations and hearings, the Oklahoma board revoked their P.E. licenses. As a way of explanation for this unethical and illegal behavior, the attorney for one of the engineers told the court that his client had "lost his moral compass." We all bring our own sense of right and wrong, our "moral compasses," to the workplace, where we are often confronted with difficult ethical decisions. Many times, those decisions are complex and contain conflicting ethical choices that offer no clear pathway. In an ideal workplace, the principal engineer or surveyor understands the difficulty of making these types of decisions and encourages and models correct ethical behavior for employees to follow. It is imperative that this behavior is clearly communicated to young engineers and surveyors, who may not be familiar with professional ethical conduct. That effective leader is familiar with the codes of ethics produced by national engineering and surveying societies and knows the rules of professional conduct promulgated by their state's licensing board.

The NCEES Rules of Professional Conduct can be found in section 240.15 of the *Model Rules*. The primary purpose for these rules is to guide the licensee through the myriad of ethical decisions that arise in the workplace, including those related to a licensee's obligations to the public, employers and clients, and other licensees. They also provide support to those licensees who want to make ethical decisions regardless of the pressures placed on them. Conversely, these rules are effective tools in the disciplining of unethical professional practice. This is a regrettable but necessary part of the board's responsibility to protect the public.

The Rules of Professional Conduct include many ethical responsibilities, but the ones that are most often violated involve licensees affixing their signature and seal to surveying or engineering documents dealing with subject matter in which they lack competence or to documents not prepared under their direct control or personal supervision.

## COMMITTEE FOCUS



SALLYE PERRIN, P.E. COMMITTEE ON UNIFORM PROCEDURES AND LEGISLATIVE GUIDELINES CHAIR

# *Model Law* and *Model Rules* provide boards with a gold standard to follow

EACH AUGUST AT THE ANNUAL MEETING, COUNCIL

delegates vote on revisions to the NCEES *Model Law* and *Model Rules*. The two publications are intended to be just what their names indicate: models that licensing boards can use as a guide when updating their licensure laws and rules. By vote, the majority of licensing boards have agreed that the language in them represents the NCEES gold standard for licensure requirements—everything from examinations to initial licensure to rules of professional conduct.

These model governance documents are an important part of how NCEES fulfills its vision to "provide leadership in professional licensure of engineers and surveyors through excellence in uniform laws, licensing standards, and professional ethics in order to safeguard the health, safety, and welfare of the public."

## History

One of the principal purposes of the Council when it was formed in 1920 was to help with licensure mobility in the United States. Member boards soon began discussing the need for a model law because licensure requirements varied greatly from state to state. By 1926, annual meeting delegates debated "establishing the basic nature of a proposed model law" that "would help bring some uniformity to the current state of chaos," according to the *History of NCEES*.

At the 1932 meeting, the Council adopted its first *Model Law for the Registration of Professional Engineers and Land Surveyors.* The committee putting forth the motion stated in its report, "In addition to its value as a model for engineering registration laws, this law has set up definite requirements of qualifications for admissions into the engineering profession" and "has provided the most satisfactory definition of 'Professional Engineering' yet compiled." Model Rules of Professional Conduct followed much later, in the 1970s; they were eventually incorporated into the *Model Rules*, which the Council first adopted in 1984.

## 2014-15 review of the documents

Today, the Committee on Uniform Procedures and Legislative Guidelines is the primary caretaker of these documents. The NCEES *Bylaws* states that UPLG "shall study the methods for facilitating the licensure and temporary practice of engineers and surveyors previously qualified and licensed in other states, and promote effective procedures for uniform comity."

UPLG is also responsible for conducting a comprehensive review of the *Model Law* and *Model Rules* at least once every five years. This year, our committee was charged with doing such a review and, specifically, with proposing revisions to reconcile conflicts and inconsistencies between the two documents.

When we held our face-to-face meeting in January, our committee felt that we needed to go back to the basics and discuss the purpose of these two documents, how they are meant to work with one another, and how boards can best use them. This discussion guided the changes the committee decided to propose at the the annual meeting this August.

In essence, the NCEES *Model Law* sets forth broad ideas about the regulation of engineering and surveying licensure. It is an enabling document that defines the board's power and duties. Licensing boards are meant to use it as a reference work when preparing amendments to existing legislation or in preparing new proposed laws. In its introduction, the *Model Law* says that the "intent of NCEES in preparing this document is to present to the jurisdictions a sound and realistic guide that will provide greater uniformity of qualifications for licensure, to raise these qualifications to a higher level of accomplishment, and to simplify interstate licensure of engineers and surveyors." The *Model Rules* complements the *Model Law* by providing the rules and regulations for how boards can actually carry out the concepts introduced in the law. It expounds on the law by offering the details but does not introduce new concepts. The *Model Rules* should never go beyond the authority established in the *Model Law*.

In its review, UPLG paid close attention to whether any of the current language in the *Model Rules* exceeds the enabling language in the *Model Law* or if the law has language that is more appropriate in the rules.

The committee also kept in mind that revisions to licensure laws are typically approved by a state's legislature, while updates to the rules and regulations are approved at a board level. This is another reason to ensure that the *Model Law* is broad and has overarching concepts and definitions that don't have to be altered when technology changes. If some process that affects how a law is carried out changes, a board would be able to adjust it in the rules rather than having to make legislative changes in the law. A recent example of this is the transition of the NCEES fundamentals exams to computer-based testing. A number of states had to update their laws so that it wouldn't be in conflict with the new method of administering exams. The *Model Law* was updated to make the language broader than it had previously been so that boards wouldn't have to revise the law in the future when other exams begin transitioning to computer-based testing.

#### Proposed changes

The committee did find some inconsistencies and redundancy between the two documents and will propose amendments at the August meeting to eliminate these. Most of the changes are "housekeeping" ones that clean up the language and make the two documents easier for member boards to use. Others are larger—or may seem so at first glance. A couple of examples are as follows:

The *Model Law* currently has an introduction explaining how boards should use it. The *Model Rules* does not. Because these publications are not intended to be used as standalone documents, UPLG believes that a preface needs to be incorporated into the *Model Rules* to explain the publication's purpose and to reference the *Model Law*. The *Model Law* introduction also needs to be amended to become a preface and to mention the *Model Rules*. While the MLE, MLSE, and MLS designations are extremely effective tools in making it easier to become licensed in other jurisdictions, UPLG believes they are out of place in the *Model Rules*. They are NCEES terms that are not intended to be adopted into each jurisdiction's laws and rules.

The NCEES examinations are defined in great detail in the law but just listed in the rules. UPLG will make a motion to move the details of the exams from the law to the rules.

#### MLE, MLS, and MLSE designations

Finally, in its discussions, committee members noted that the definitions of Model Law Engineer, Model Law Surveyor, and Model Law Structural Engineer, which are currently located in *Model Rules* 210.20 B, are actually internal designations given to licensees by the NCEES Records Program after a thorough review of their credentials to see if they meet the requirements. Licensing boards expedite comity licensure when someone holds an NCEES Record and is designated to be an MLE, MLS, or MLSE.

The *Model Law* does not contain the three designations but instead has a broader section listing the general requirements for licensure. The *Model Rules* also has separate sections detailing education, experience, and examination requirements for licensure. While the MLE, MLSE, and MLS designations are extremely effective tools in making it easier to become licensed in other jurisdictions, UPLG believes they are out of place in the *Model Rules*. They are NCEES terms that are not intended to be adopted into each jurisdiction's laws and rules. Therefore, the committee feels that they would be more appropriate in the Professional Policy section of the NCEES *Manual of Policy and Position Statements*, which already includes policies on expedited comity licensure and the NCEES Records Program. It will make a motion for the appropriate committee to be charged with doing this.

A UPLG member will discuss these and other highlights of the committee's work at the spring zone meetings. I also encourage you to closely read the UPLG conference report when it is published this July as part of the NCEES *Action Items and Conference Reports.* It will include all of the UPLG motions in detail, along with rationales for the amendments.



ERIC JOHNSON, P.E. CALIFORNIA BOARD FOR PROFESSIONAL ENGINEERS, LAND SURVEYORS, AND GEOLOGISTS MEMBER

## Focus on learning from others at NCEES annual meeting

California board member gives his advice for navigating first annual meeting

IN 2014, NCEES EXPANDED ITS FUNDING TO INCLUDE ALL member board members and administrators appointed or hired within the 24 months before the annual meeting to attend it for the first time. As a new California board member appointed in December 2013, that meant I had the opportunity to take part and find out what it's all about.

#### **Finding mentors**

As I prepared for the meeting, fellow board member Pat Tami, P.L.S., became my unofficial mentor. I had many questions: What am I getting into? What's going to happen? Pat and Ric Moore, P.L.S., our board administrator, offered a wealth of information.

The information about the meeting that NCEES sent me agendas and committee reports—was overwhelming because I didn't know exactly what to expect. I was warned that everybody speaks in acronyms. Would I be able to follow the discussion? I think that the most useful preparation for me was drilling Pat and Ric about what to expect.

There were logistics to consider, like how does voting work? Who gets to push the magic voting button? It was also fascinating to hear the stories of past conferences, the background to the issues that we would be discussing, and introductions to some of the people who would be there.

#### Focusing on relationships

It became apparent that it is very important to recognize the relationships—the one-on-one conversations with people—and to take time to network and talk with people from other states. It helped me to sit back and see who has relationships with each other, why they have these relationships, and how people build trust with one another.

The annual meeting gives you the opportunity to take what you've learned at the state level and share that with other states,

and vice versa. It's valuable—and rare—to have access to all of the different boards. Talk with them about what's working and what isn't. We share a lot of challenges and experiences; we just need to communicate and understand that we are all going through the same thing. Each state seems to have its challenges with funding or legislative support, for example. There are many instances in which we could agree that, yes, we all have the same battle; perhaps we should share notes instead of each coming up with our own solutions.

Attending the annual meeting showed me the big picture of how important licensure really is and how we can make a big impact on our future engineers and surveyors. It also gave me the chance to really get to know my fellow board members. It was great to be able to tell the rest of the California board about the lessons learned and the interesting people I met.

#### Advice for first-time attendees

I encourage new members and staff to use the NCEES first-time attendee funding if you can. It is a great opportunity to learn a lot in a short time.

Find mentors on your board—members or staff who have been to previous meetings. Drill down to what is important at the meeting, where you will spend your time, and what you can take away from it.

I believe that learning from those who have been there before is very important to get the most out of this meeting. Reading the preparatory materials that you are sent is helpful, but it's ultimately the relationship with your senior mentors on the board that will make the biggest difference. Learn from their stories. They have a lot to share.

Visit ncees.org/annualreport to hear more about Eric Johnson's experience with attending his first NCEES annual meeting.

## FROM THE PRESIDENT



DAVID WIDMER, P.L.S. NCEES PRESIDENT

## Zone meetings lay the groundwork for actions in August

IT IS CLEAR TO ME THAT THE 2014–15 STANDING committees and task force have put in a lot of work in preparation for the upcoming zone interim meetings and the annual meeting this August. I heard many of the preliminary reports at the February board of directors meeting, and I look forward to the Council debating and voting on these issues at our upcoming meetings.

Our first opportunity to hear from the committees and task force will be at the spring zone interim meetings. A representative from each will report on the group's progress so far and explain any motions that they plan to present at the annual meeting. This is our opportunity to hear where these groups are right now and give our feedback. The committees and task force will consider the feedback from these zone meetings before releasing their final reports, which will be published in the *Action Items and Conference Reports* this summer. The full Council will then vote on any resulting motions at the annual meeting in August. The zone meetings are an integral part of preparing for the annual meeting, so it's important to listen to the reports, ask questions, and give your feedback.

The zone meeting is also an important opportunity to address zone business, including electing new leadership. This year, the Northeast and Southern zones will elect vice presidents and assistant vice presidents, and the Central and Western zones will elect secretary-treasurers. The Southern Zone will also select a nominee for president-elect, and all zones have the option to put forward nominees for treasurer. The Council will hold elections for both of these positions at the annual meeting.

## New and familiar faces

Zone interim meetings allow us to meet up with familiar faces from other boards, but they are also a great venue for meeting the newest members and staff of the member boards. I look forward to meeting these new faces at the zone meetings, and if it's your first zone interim meeting, I encourage you to attend the first-time attendee reception.

Please make our first-time attendees feel welcome. They should be easy to spot: they'll have aqua "First-Time Attendee" ribbons on their nametags. I encourage you to talk with them—not only to share what you know but also to get their fresh perspectives on Council issues. Likewise, I encourage new members to speak with people from other boards—other first-time attendees like yourselves as well as veterans (they'll be the ones without aqua ribbons on their nametags). There's so much to learn from our fellow member boards; don't miss the opportunity to do so at the zone meeting.

I encourage all of you to attend the upcoming zone interim meetings, and I personally look forward to speaking with each of you at this year's venues. Remember, we can get the work of the Council done, but let's all have a little fun while we do it. See you at the zone meetings!



## HEADQUARTERS UPDATE



JERRY CARTER NCEES CHIEF EXECUTIVE OFFICER

# AAES nears completion of engineering competency model

As one of the 16 member organizations that constitute the American Association of Engineering Societies (AAES), NCEES has been participating in an exciting project undertaken by one of AAES' working groups: the development of a competency model for the engineering profession.

AAES formed the Lifelong Learning Working Group in 2013 to "serve as a forum to share best practices and data and discuss issues and opportunities related to the activities of the member societies to enhance the quality of lifelong learning programs in the United States." The group identified developing a competency model as a key priority to help many understand the knowledge and skills needed to thrive in the workplace.

The working group partnered with the Department of Labor's Employment and Training Administration (ETA) to build the engineering competency model. The aim was to provide a template for the knowledge, skills, and abilities necessary not only for entering the engineering profession but also for maintaining competency and proficiency during one's career. The collaboration is part of the Industry Competency Model Initiative, in which ETA and industry partners work together to develop and maintain dynamic models of the foundation and technical competencies that are necessary in economically vital industries and sectors of the U.S. economy.

## Framework for engineering profession

For the engineering profession, the competency model will establish a more consistent employment guideline for employers and provide employees, prospective employees, workforce training providers, educators, and others a clear understanding of how best to enter, advance, and succeed in the industry.

The engineering competency model uses a pyramid to depict the required key competencies. It is comprised of six tiers (see graphic, opposite page). Tiers 1 to 4 include personal, academic, workplace,

and technical competencies that are common to the engineering profession. Tier 5 includes discipline-specific competencies, which can be customized for a particular engineering discipline. Tier 6 is divided into two areas: competencies needed for management and occupation-specific requirements for a particular position within the engineering profession. The graphic shown lists the different competencies within each tier, but the full model has more-detailed explanations of each of those competencies.

## Extended development process

To begin development, ETA assigned a dedicated research team to oversee the project, and members of the working group provided the team with a vast amount of background information, including ABET accreditation criteria, bodies of knowledge from various engineering societies, the Project Lead the Way outline, and curricula and related resources from academic institutions around the country. The working group also identified subject matter experts (SMEs) from AAES member societies, which represent industry and academia, to assist the research team in critiquing the draft model.

Over a period of months, the ETA research team developed a draft competency model, which was then critiqued by the SMEs, and adjusted it as necessary. This process was repeated as the model was refined, and in January 2015, the fourth iteration was issued.

## Feedback from stakeholders

Getting input from stakeholders is an important part of the development process. As part of these efforts, the working group held a webinar in February for AAES member societies and other stakeholders to explain the development process, discuss how the competency model could be a useful tool for engineering-related societies in the future, and get feedback on the model. The group also issued a survey to the AAES member societies to solicit feedback. The ETA research team is currently evaluating the survey responses and will make refinements as appropriate. The working group will present the draft engineering competency model to the AAES General Assembly at its April 21 meeting for preliminary adoption.

AAES will also hold a meeting on April 22 with members of the Lifelong Learning Working Group, representatives from the SMEs, representatives from AAES member organizations, and potential users of the engineering competency model. The purpose of this meeting is to gather additional information and comments and to validate the completed engineering competency model. From that point, the working group will ask AAES to provide final endorsement of the model, which will then be published on the Department of Labor website and available for all engineering societies to use. The model will cover engineering in a broad sense and serve as a template that can be adapted by engineering societies and others groups to incorporate competencies that are unique to a specific discipline of engineering.

The current draft model is below. It is subject to modification based on the results of the pending survey, comments received during the AAES General Assembly meeting, and the proposed validators meeting.

I encourage everyone to visit the Department of Labor's Competency Model Clearinghouse website (careeronestop.org/ competencymodel). There, you can view competency models for other industries and learn more about the development process. You can find more information about the work of the AAES Lifelong Learning Work Group, including its February webinar, and the full draft engineering competency model, at aaes.org/committees/engrcompetencymodel.cfm.

Management Competencies	Occupation-Specific Requirements	
Staffing Informing Delegating Networking Monitoring Work Entrepreneurship Supporting Others Motivating & Inspiring Developing & Mentoring Strategic Planning/Action Preparing & Evaluating Budgets Clarifying Roles and Objectives Managing Conflict & Team Building Developing an Organizational Vision Monitoring & Controlling Resources		AAES and the Department of Labor's Employment and Training Administration are working together to finalize a competency model for the engineering profession. The full draft model is posted online at aaes.org/committees/engrcompetencymodel.cfm.
Tier 5 - Industry-Sector Functional Areas		
Competencies to be specified by industry representatives		
Tier 4 - Industry-Wide Technical Competencies		
Foundations of Engineering Design Manufacturing & Operations & Ethics Busin Construction Maintenance Ethics Poli Poli	ess, Sustainability II & & Societal III & & Environmental Cy Impact	
Tier 3 - Workplace Compatencies		
Teamwork Client/ Teamwork Stakeholder Organizing Creative Solving & Develo Focus Organizing Thinking Decision Solution Making Opportu	ing & Working ping With Tools & Scheduling & Checking, With Tools & Coordinating Recording nities	Is
Tier 2 - Academic (	Competencies	
Reading Writing Mathematics Science & Technolog	x Critical & Basic Communication Analytical Comput IV Thinking Skills	ler
Tier 1 - Personal Effectiveness Competencies		
Interpersonal Integrity Professionalism Initiative	, Dependability Adaptability Lifelo & Reliability & Flexibility Learn	ng îng

## ENFORCEMENT BEAT

Professional engineers are required to practice only within disciplines where they have competence based on their education, verifiable experience, and examination. Professional surveyors, likewise, may not practice within areas of surveying in which they lack competence. For example, if a professional surveyor with competence only in photogrammetry is asked to perform an ALTA/ACSM Land Title Survey on a large commercial complex, the proper ethical decision would be to decline the project.

Another common violation is signing and sealing work not done under the licensee's direct control and personal supervision ("plan stamping"), which occurs when the licensee surrenders the responsible charge of the project to an unlicensed individual or firm. Often, this individual or firm is the client, contractor, or other designer who has performed the calculations and made the engineering or surveying decisions for the project. The licensed engineer or surveyor then steps in after the design process is complete and reviews, signs, and seals the work. This is contrary to public protection and clearly a violation of board laws and rules.

An ethical violation involving dishonesty that member boards frequently report on the NCEES Enforcement Exchange database occurs during the initial licensing or license renewal process. Licensees and applicants are typically asked if they have been found guilty of a crime or been disciplined by another licensing board. Honesty and ethical behavior are essential for licensees to be worthy of the public trust and are recognized as fundamental virtues of professional standing.

NCEES asks a similar question when a licensee applies for Model Law Engineer, Model Law Surveyor, or Model Law Structural Engineering status. It is surprising how often "no" is selected when, in fact, the honest answer is "yes." Applicants and licensees can make honest mistakes, but often it appears that they are not aware that member boards do communicate with each other through Enforcement Exchange and that many boards perform background checks. Those individuals risk facing a charge of fraud and deceit in the licensing or application process when an honest answer and explanation would generally have resolved the matter.

Honesty and ethical behavior are essential for licensees to be worthy of the public trust and are recognized as fundamental virtues of professional standing. Professional engineers and surveyors are trusted by the public and must hold paramount the safeguarding of the life, health, property and welfare of the public.

## New Face of Engineering-College Edition nominees announced

NCEES CONGRATULATES THE 2015 NOMINEES OF THE New Faces of Engineering—College Edition recognition program. NCEES Past President Dale Jans, P.E., announced the 36 nominees during the New Faces of Engineering webinar, Volunteerism Is Professional Development. They were chosen from 3rd-, 4th-, and 5th-year engineering students from across the country for their academic successes and engineering experiences.

NCEES is the signature sponsor of College Edition, which is a DiscoverE initiative. Director of Public Affairs Nina Norris stated, "NCEES has been sponsoring College Edition since its first awards in 2012. It's a great opportunity to celebrate and support the next generation of engineers, but it also allows us to promote the value of licensure, advertise exam registration information, and communicate directly with current engineering students and the society partners that sponsor them."

College Edition also maintains a year-round community on Facebook (facebook.com/CollegeEdition). This online resource is available for students to find out about academic and professional development opportunities, licensure exams, internships, jobs, events, and competitions.

The 2015 winners, who will receive scholarships from the participating engineering societies, will be announced April 2. For profiles of the 2015 nominees, visit discovere.org.

## MEMBER BOARD BRIEF



DAVID JACKSON

MAINE STATE BOARD OF LICENSURE FOR PROFESSIONAL ENGINEERS EXECUTIVE DIRECTOR

## Are we clear?

When someone doesn't understand something we have written, such as a statute or rule, application instructions, a Web post, or a newsletter column, we can easily think, "Why don't they get it? It's so obvious!" We know what we meant, and since what we intended to convey was plain to us as we wrote, we assume that what we have written is clear to everyone. Of course, the problem may not lie entirely with them.

Once, I encountered a true-false question that I knew from class the instructor would expect us to answer "true." However, I also knew that the statement of a true-false question must be true 100 percent of the time or it is false. Since I knew at least one instance when the statement could be false, I marked the answer accordingly and gave up those points. Later in discussion, the professor acknowledged that in designing exam questions his prejudice for the correct answer could sometimes blind him to other possibilities.

We're the same; when we are writing, our predispositions can also cause us to ignore any other possible interpretation. Marchette Chute, noted biographer of Shakespeare and Chaucer, once warned, "You will never succeed in getting at the truth if you think you know, ahead of time, what the truth ought to be."

Effective writing is like herding animals down a path bordered by broken fences. At any open gate or breach in the fence, readers will wander off the path. Any time we write, we need to go ahead of the herd and close off as many side paths as we can. What follows are a few suggestions to help us get a better finished product:

Recognize that writing takes time, and the more concise it needs to be, the longer it will take. People who claim they wrote their brilliant novel in 14 days may or may not be brilliant writers, but they are almost certainly brilliant liars. Effective writing is like herding animals down a path bordered by broken fences. At any open gate or breach in the fence, readers will wander off the path.

- Writing is rewriting. No first draft is good. Of anything. If F. Scott Fitzgerald can rewrite one paragraph 47 times, we can make a couple of passes before calling it good.
- Get someone else's input. There's a reason books are dedicated to spouses—they had to slog through it before it was readable.
- Don't simply skim over it again and again. Read it out loud. Words flow differently when spoken, and we can hear problems where we couldn't see them.
- Put it away for a while, and read it again with fresh eyes. It's amazing what you can see after you've forgotten what you wrote.
- Be kind to yourself and others. People make mistakes. Every time you see a sign that's misspelled, remember that someone ordered it, someone created it, and someone approved it, so you're not alone.

Despite our best efforts, there may be people who will misunderstand. As Douglas Adams wrote, "A common mistake that people make when trying to design something completely foolproof is to underestimate the ingenuity of complete fools." But taking a fresh look at our writing to ask, "Are we clear?" can help minimize confusion.

## **NCEES revises Engineering Education Standard**

THE NCEES ENGINEERING EDUCATION STANDARD HAS recently been revised. The standard was originally developed by an NCEES advisory group of member board members and administrators and NCEES staff; it was first implemented on January 1, 2011. Since then, it has been used to evaluate thousands of non-ABET-accredited engineering degree programs from all over the world.

The 2014–15 Committee on Education was charged with reviewing the standard and recommended making several revisions. The most significant change is the addition of up to 6 credits of courses in management, accounting, written and oral communication, and business and law; these can now be included in the General Education category. At its February 2015 meeting, the NCEES board of directors voted to approve the revisions to the standard as recommended by the Education Committee. The revised Engineering Education Standard went into effect on April 1, 2015.

"The Credentials Evaluations Department will still use set criteria for the types of education it can evaluate," explained Stef Goodenow, director of member services for NCEES. "However, the department can evaluate any combination of education if a member board provides permission. Traditionally, engineering technology degrees, by themselves, do not meet the NCEES standard."

The revised Engineering Education Standard is available online at ncees.org/credentials-evaluations.

## Past President Krebs named Vermont Engineer of the Year

NCEES Past President Robert Krebs, P.E., L.S., was honored as Vermont's 2015 Engineer of the Year at the Vermont Engineers Week banquet in February.

Krebs founded Krebs and Lansing Consulting Engineers in 1978 and served as its president until his retirement in 2002. He continues to consult with and assist the general public, other individuals, and organizations regarding engineering issues. He currently holds a seat in the Vermont House of Representatives, where he was appointed to the Citizen's Advisory Committee on Lake Champlain as well as the Fish, Wildlife, and Water Resources Committee, in part because of his technical engineering expertise.

He served as NCEES president in 2002–03, was Northeast Zone vice president in 1999–2001, and is an emeritus member of the Vermont Board of Land Surveyors.

Since 1993, he has served on many NCEES committees. He is currently a member of the Advisory Committee on Council

Activities and a volunteer with the Surveying Exam Development Committee. In 2004, he received the NCEES Distinguished Service Award.

Krebs is also a past president of the American Council of Engineering Companies of Vermont and the Vermont Society of Land Surveyors, as well as a Fellow and life member of the American Society of Civil Engineers.

He received his bachelor of science degree in civil engineering from the University of Vermont and pursued graduate studies in sanitary engineering and small business management at UVM. Krebs is the author of several publications on land surveying and a member of Chi Epsilon, the national civil engineering honor society.

Adapted from Vermont Society of Professional Engineers news release

# EVENTS

**April 10-11** SE Exam Meeting Clemson, South Carolina

April 17-18 NCEES Exam Administration

PE Civil Exam Meeting Clemson, South Carolina

**April 30-May 2** Central/Northeast Zone Meeting Hershey, Pennsylvania

**May 1-2** FE Exam Meeting Clemson, South Carolina

May 7-9 PE Chemical Exam Meeting Clemson, South Carolina

## May 12-15

PE Agricultural Exam and PE Software Engineering Exam Standard Setting Studies Atlanta, Georgia

#### May 14-16

Southern/Western Zone Meeting Scottsdale, Arizona

**May 15-16** PE Civil Exam Standard Setting Study Clemson, South Carolina

**May 17-18** Board of Directors Meeting Scottsdale, Arizona

May 22-23 PE Petroleum Exam Meeting Clemson, South Carolina

May 28-30 PE Electrical and Computer Exam Meeting Clemson, South Carolina

**May 30-31** PE Industrial Exam Meeting Nashville, Tennessee

## MEMBER BOARD NEWS

## NEVADA

Michael Kidd is a new appointee. Alan Riekki is no longer a member.

## **NEW HAMPSHIRE PS**

Gregory Brown is no longer a member.

## SOUTH CAROLINA

John (Baker) Cleveland is a new appointee. Nancy Cottingham is no longer a member.

## VIRGINIA

Patrick Leary is no longer a member.

## WYOMING

Paul Blough is a new appointee.

## NCEES OUTREACH

APRIL 12-15 Engineering Deans Institute, Kiawah Island, South Carolina

APRIL 23-24 ABET Symposium, Atlanta, Georgia

## MAY 19-21

Society of Military Engineers Joint Engineer Training Conference and Expo, Houston, Texas

#### 2014-15 NCEES BOARD OF DIRECTORS/OFFICERS

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## Save the date for 2015 NCEES annual meeting

Registration will soon open online for member board members and staff attending the 2015 NCEES annual meeting. This year's meeting will be held August 19–22 in Colonial Williamsburg.

The NCEES annual meeting is the culmination of the Council's work for the year. Delegates will meet to decide key licensure issues and take some time to explore the attractions of the Revolutionary City. The agenda offers opportunities to

- Vote on the issues at the business sessions, including the election of a new president-elect and treasurer and motions presented by the 2014–15 NCEES committees and task force
- Take part in the technical workshops for professional engineers and surveyors, member board administrators, and law enforcement staff, including those offering continuing education credits
- Discuss professional issues at the forums for engineers, surveyors, MBAs, and enforcement staff
- Learn about NCEES and how to navigate the annual meeting at the first-time attendee luncheon
- Network and share ideas with delegates and guests at social events

Invitations to register online will be sent the first of May.