

CONFIDENTIAL

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Council to act on education accreditation and exam security

Two issues required much of our attention at the 2003 Board Presidents Assembly: engineering education and exam security. For those of you who were unable to attend the meeting, I hope the following summary of these two important concerns encourages you to join the discussion.

Does Education Matter?

It matters immensely. Without quality education, the licensure system has a fatal weakness, threatening public safety and the integrity of the licensure process. The objective of accreditation is to verify that engineering and surveying programs meet a minimum standard of excellence. Is the current accreditation process achieving that goal? NCEES relies on ABET to accredit suitable engineering and surveying programs across the United States. The education of international engineering and surveying licensure applicants is also measured against ABET accreditation criteria. Under current Model Law, the minimum evidence for qualification as an engineer intern is graduation from an engineering program of four years or more accredited by the Education Accreditation Commission (EAC) of ABET (or the equivalent). If an applicant has graduated from an EAC/ABET-accredited program, boards assume that no further questions regarding education need be asked. Therefore, it is essential that the Council stay abreast of ABET and its accreditation requirements.



Without quality education, the licensure system has a fatal weakness, threatening public safety and the integrity of the licensure process. The objective of accreditation is to verify that engineering and surveying programs meet a minimum standard of excellence.

*Robert C. Krebs, P.E., L.S.
NCEES President*

David Gibson, Ph.D., P.S., NCEES member representative to ABET, gave an update regarding the ABET strategic plan and a description of Engineering Criteria (EC) 2000, ABET's latest accreditation criteria. Gibson explained that EC 2000 has been cited as contributing to the progressive erosion of the basic, core curriculum requirements for engineering students. Given the minimal representation of NCEES in the ABET decision-making process, Gibson indicated a growing divergence between the goals of ABET accreditation and the licensure requirements of NCEES.

Many Member Boards have indicated that they are concerned about performance on the Fundamentals of Engineering (FE) exam by students coming out of some EAC/ABET-accredited engineering programs. This expressed concern led the NCEES Board of Directors to request an independent, third-party research project to evaluate the correlation between accreditation and performance on the FE Exam.

F. Jay Breyer, Ph.D., of the Chauncey Group, presented a report on the project's findings. The report included data from six FE administrations for years 1999, 2000, and 2001 with 309 institutions and over 22,000 candidates from EAC/ABET-accredited institutions. Breyer indicated that an 80% pass rate is considered the industry standard for basic skills testing, to which the FE can be compared.

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information, opinions, and
ideas regarding the
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surveyors.

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Council to act...*(continued from page 1)*

Approximately half of the EAC/ABET-accredited schools repeatedly demonstrate a pass rate on the FE substantially lower than 80%—some with a pass rate as low as 20%. While first-time takers coming from EAC/ABET-accredited programs appear to perform better, as a whole, than examinees from non-EAC/ABET-accredited programs, there is considerable overlap of examinee score distributions between the two groups. The



Dave Gibson (FL), ABET Representative, spoke about education accreditation.

lack of uniformity of performance by accredited schools reinforces the concerns of the validity of the current accreditation process as it pertains to licensure.

A question and answer session followed Breyer's presentation. BPA attendees discussed the impact of this data on state boards; their concern with the relationship between ABET and

NCEES; and the Council's dependence upon the current accreditation system. They asked questions about the conclusions to be drawn, including whether the Council has shared this data with ABET. Indeed, the NCEES Board of Directors discussed the report with ABET in a face-to-face meeting. I'd like to reiterate, the intent of the study is definitely NOT to draw attention to the poor performance of some schools—all of whom remain anonymous—but rather to focus on the disparity of the data, signaling concern over the standard of ABET accreditation as a basis for licensure.

NCEES Member Boards have the responsibility to declare candidates eligible for licensure as a result of educational criteria that represent a measure of candidates' knowledge and skills at the level of minimum competence. To clarify the NCEES position and responsibility for education and accreditation, the Board of Directors has developed a position statement on education. This position statement (found on page 4) is designed to provide guidance and direction on this issue. If adopted by the Council at the 2003 Annual Meeting, it may trigger the appointment of a special committee or task force to study the issues further and to evaluate potential changes to NCEES Model Law or Council policy.

In order to keep all members of Member Boards informed on this issue, the statistical report will be presented at the upcoming zone and annual meetings. Because of the importance of this issue, please make a point to carefully consider the issues at hand and discuss the impact of accreditation and education with your state board members.

Examination Security—What's Next?

We all know that examination items are the Council's most valuable asset. Beyond the cost of development, consulting fees, volunteer time, and countless hours of staff and committee work, examinations are tangible evidence of the Council's mission: protection of the public health, safety, and welfare. Protection of NCEES examinations from theft or other inappropriate use must be a principal activity of the Council.

As testimony to the seriousness of exam security, the Board of Directors has taken several actions outlined at the BPA. It formed the Examination Security Task Force to evaluate security issues and make recommendations on how best to proceed. It developed the examination security position statement (found on page 4) to clarify the Council's position on examination security and to set the bar for security and administrative standards. And the Board has researched and evaluated options for providing a comprehensive solution to the security issue.

The Committee on Examination Policy and Procedures has also addressed portions of the exam security issue. Chair Bill Dickerson, P.E., gave a report on "random guessers" software, which is designed to distinguish between random guessers and honest-effort takers for the purpose of evaluating repeaters for potential subversion. Because of the large number of repeaters, this avenue for exam subversion is considered a prime method of obtaining test questions; therefore, recommendations for limiting repeat takers will be presented at the upcoming zone and annual meetings.

In addition, attendees at the BPA heard a report from Mel Anderson, Ph.D., P.E., Chair of the Examination Security Task Force (ESTF). As part of their work, members of the task force investigated and familiarized themselves with a variety of incidents that had the potential of compromising the security of NCEES examinations. Anderson shared some of those occurrences with attendees.

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Gibson explained that EC 2000 has been cited as contributing to the progressive erosion of the basic, core curriculum requirements for engineering students.

Council to act...(continued from page 2)

With the goal of improving security, the task force will make a number of recommendations to the Council at the 2003 Annual Meeting. Specific motions include (1) charging the Committee on Uniform Procedures and Legislative Guidelines with amending the Model Law to require examinees with three unsuccessful attempts on an exam to earn 12 college credit hours appropriate to the exam taken in order to be retested for the exam; (2) developing a system for producing and storing a unique national identification number for all examination applicants and require use of the system by all Member Boards; (3) developing a training video for exam proctors; and (4) requiring that Member Boards choose between using a centralized, Council-approved source for exam administration or becoming a Council-approved test administration provider and posting a \$1 million irrevocable bond.

We, as the Council, must address the current status of exam security and all the essential components that ensure a secure administration. It is important that examination sites are standardized so that all examinees are treated fairly and all have the same chance of passing the examination. Standardization will also ensure that ADA compliance is consistent from one board to another. Exam administration procedures must be uniform in order to reduce the potential for examination breaches of any kind and to prevent examinee challenges to the administration process. Proctors and other administrative personnel must undergo similar training to minimize the opportunity for mistakes, for security breaches, and to prevent inconsistent treatment of examinees and secure materials. If exam security is maintained, there will be no need to reconstruct item banks and the exams themselves from scratch, involving duplicate costs in psychometrics, volunteer recruitment, travel and housing of volunteers, time of volunteers, meeting costs, shipping, printing, and the like. Maintaining security would decrease the Council's liability in the event of loss or damages, including lawsuits that may occur as a result of a breach. Secure examinations and smooth, uniform administrations minimize damage to the public's perception and acceptance of engineering and surveying licensing examinations. And lastly, addressing exam security issues will provide the answer to the question of



Bill Dickerson (OK), Chair of EPP, spoke about his committee's work on exam security.

who "suffers" if one Member Board fails to adhere to the standards adopted by the Council.

With these issues in mind, the Board of Directors has evaluated multiple options to enhance exam security and minimize any damages that may result. The three most viable are the following.

1. Member Boards continue administering exams under the status quo of safeguards and procedures. If a security breach occurs, the Council will expect payment for damages from the appropriate Member Board in accordance with the terms of the Member Board Agreement.
2. Member Boards post a \$1 million irrevocable bond and become a Council-approved exam administration provider.
3. Member Boards use Council-approved, centralized exam administration services.

The third option reflects the independent recommendation of the ESTF and is the *only* one which relieves the Member Boards of liability. It alone addresses the majority of the secure and uniform administration issues. The third option has precedence in many other professions which require a single, centralized test vendor to provide consistency and security.

BPA participants discussed exam security issues in workshops and reached consensus on some of the areas presented. Groups suggested that other options be evaluated to enhance exam security,

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We, as the Council, must address the current status of exam security and all the essential components that ensure a secure administration. It is important that examination sites are standardized so that all examinees are treated fairly and all have the same chance of passing the examination.
- President Krebs

Concerns lead to position statements

The Board of Directors developed the following position statements in response to concerns about education/accreditation and examination security. The position statements will be presented at the 2003 Annual Meeting for action by the Council body.

Education

The primary goal of NCEES is advancing and facilitating professional licensure for engineers and surveyors. The Council's role is to advocate protection of the public health, safety, and welfare and to advance quality education for that purpose. To this end, it is the responsibility of the Council to promulgate and maintain model educational standards required for licensure and to expeditiously disseminate those standards to its Member Boards.

The educational objectives of NCEES are listed below.

- I. Advance quality education that adequately prepares candidates for licensed professional practice. Licensed professional practice includes, but is not limited to, all aspects of engineering and surveying regulated by state and territorial licensing boards or regulated by government agencies.
- II. Recognize institutional indicators of quality education, which may include:
 - A. Program educational objectives and outcomes that include a focus on preparing students for licensed professional practice as described in Section I

- B. Program educational objectives and outcomes that are assessed in part by nationally validated content examinations
 - C. Curriculum requirements that equate to the standards for licensure eligibility
- III. Establish program indicators of quality education for licensure eligibility, which include:
 - A. Nationally validated assessment methods
 - B. Program educational objectives that specifically direct the educational standards towards licensed professional practice
 - C. Compliance with prescribed pass rates on nationally validated content examinations
- IV. Assist Member Boards in evaluating the indicators and metrics as established for quality education for licensure eligibility.

Examination Security

The primary goal of NCEES is advancing and facilitating professional licensure for engineers and surveyors. The Council's role is to advocate protection of the public health, safety, and welfare and to advance examination security for that purpose. To this end, it is the responsibility of the

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What's next...*(continued from page 3)*

including computerized exams, adding a surtax to exams for self-insurance, and including the cost of the exam and administration in one bundled fee. While representatives from the workshop groups indicated that more study was needed and more information required before a final decision, in their discussion of the options presented, the groups overwhelmingly chose option three as stated above.

I urge BPA attendees to discuss these issues and share security and education materials with the members of their board. If you did not have the opportunity to attend the BPA, ask questions of your board president and Member Board Administrator, and prepare to attend your spring zone meeting. Presentations made at the BPA will be condensed for the zone and annual meetings. Education/accreditation and exam security will be significant issues board delegates must act on at the 2003 Annual Meeting. Get informed. Get involved. The Council and our communities are depending on you.

*Robert C. Krebs, P.E., L.S.
NCEES President*

Concerns...*(continued from page 4)*

Council to promulgate and maintain standards and appropriate policies for examination security and administration, resulting in fair and uniform administration and to expeditiously disseminate those standards and policies to its Member Boards.

The examination security objectives of NCEES are listed below.

- I. Develop and publish examination administration policies, procedures, and services which support the licensure process by the following:
 - A. Mandating fair and uniform testing conditions and ensuring fairness for all candidates, including but not limited to, ADA candidates
 - B. Following industry standards regarding examination administration
 - C. Preventing or limiting inappropriate exposure of examination items through:
 1. Loss or theft
 2. Misuse or inappropriate distribution
 3. Violation of copyright of test items
- II. Define procedures that accomplish the following:
 - A. Evaluate potential breaches and risk factors
 - B. Establish appropriate response(s) to breaches
 - C. Provide clear guidelines to investigate and/or litigate violations
 - D. Mitigate the risk and/or confine loss
 - E. Provide means for Member Board and/or appropriate committee oversight
 - F. Restrict access to examination items and enhance prevention of loss or theft
 - G. Protect examination confidentiality in the exam development process
- III. Offer examination administration services that complete the following:
 - A. Define and operate under appropriate standard-of-care guidelines
 - B. Audit services to meet standard-of-care guidelines
 - C. Develop and maintain a training and quality-assurance program
 - D. Evaluate all external service providers for security measures including, but not limited to, shipping, printing, and facilities leasing
 - E. Evaluate new technology, methods, and processes for improvement and enhancement of security
 - F. Provide additional services to Member Boards for secure test administration including, but not limited to, registration, database management, records management, and score reporting
- IV. Provide information to Member Boards on security violations, potential risks of security issues, financial impact, and regularly updated policies and procedures.



Members, like Regina Dinger (AL) and David Cox (KY), listened and took notes during exam security presentations.



Betsy Browne
NCEES Executive Director

Headquarters UPDATE

BPA laid firm foundation for spring zone meetings

Perhaps the biggest surprise at the Board Presidents Assembly was the weather. We experienced 40-degree temperatures and rain. One attendee was overheard commenting, "I was ready to shed my coat on the first day!" The next surprise was that many of us couldn't get home because of the cold and snow in the Northeast. (Some said there was more snow in Washington, D.C., than in Alaska!) Unfortunately I've heard of at least one attendee who was stranded in Salt Lake City until late Tuesday. The good news is that we enjoyed a very productive assembly. We laid a firm foundation for the spring zone meetings and the August Annual Meeting. The information we shared and discussed is significant enough to warrant a special edition of *Licensure Exchange* so all NCEES membership is aware and up-to-date on the issues facing the Council.

Included in this edition is a comprehensive article by President Bob Krebs on actions taken and items discussed at the assembly. He details concerns of Member Boards and the Board of Directors regarding examination security and education accreditation, the two most pressing issues at the assembly. He includes input from the chairs of the Examination Security Task Force and the Committee on Examination Policy and Procedures and a special report prepared by NCEES psychometric consultant, the Chauncey Group.

Member Board Administrators met on February 13 as the MBA Networking Group. They developed specific goals that they will work toward in the coming year. Refer to Dave Curtis' article for more information on their activities. Important presentations were made by representatives of the Engineering Licensure Qualifications Task Force, the Structural Engineering Examination/Recognition Task Force, the Exam Splintering Hit Team, and the Special Committee on PAKS—Land Surveying. There are many issues that members must digest and form an opinion about in preparation of the Annual Meeting. I encourage as many of you as possible to attend the spring zone meetings so you will be fully prepared to vote in August. Annual Meeting materials designed to aid in preparation will be distributed in July.

On the last day of the assembly we shared in the first public viewing of the NCEES speaker's kit—an excellent tool for licensure advancement that will be provided to all Member Boards. It contains a variety of media including a video, PowerPoint presentation, and a color brochure. The Council has also developed a new Web site to accompany the kit. Check it out at www.engineeringlicense.com.

I look forward to seeing you at the spring zone meetings. Stay warm until then!

Betsy Browne
NCEES Executive Director

Highlights from the Board Presidents Assembly

- ◆ Education/Accreditation and Examination Security
Most of the assembly was devoted to the above two issues. The Board of Directors presented position statements on education and examination security found on pages 4 and 5. See article by President Krebs for more information.
- ◆ Licensure Advancement
Attendees viewed the Council's new speaker's kit and Web site (www.engineeringlicense.com). Member Boards may refer engineering students to the Web site and use the video, PowerPoint presentation, and handouts provided with the kit to promote licensure to engineering groups in their local areas. See article on licensure advancement for more information.
- ◆ President-Elect Don Hiatte spoke about the Council's upcoming year and what he plans to encourage and accomplish. President Krebs will pass the NCEES "gavel" to President-Elect Hiatte at the 2003 Annual Meeting.
- ◆ Treasurer Martin Pedersen reported on the Council's financial performance for the first quarter of this fiscal year. Net performance is ahead of budget by more than \$300,000 through December 31, 2002. Pedersen also updated the assembly on debt service for the building expansion and reviewed the actual exam usage for October 2002 against budget projections.
- ◆ The MBA Networking Group met on February 13. Dave Curtis, MBANG spokesperson, gave a report of the group's discussion and consensus. See the MBANG article for more information.
- ◆ Members of the following committees and task forces made presentations on activities, recommendations, and motions, if any, their committee/task forces plan to present at the 2003 Annual Meeting.
 - Engineering Licensure Qualifications Task Force will make recommendations to the Council regarding the engineering licensure model.
 - Advisory Committee on Council Activities will present the strategic plan for vote.

- Committee on Examinations for Professional Engineers provided an update on the status of examinations and the cut- score procedure and discussed developing a uniform examinee identification number.
- Committee on Examinations for Professional Surveyors and the Special Committee on PAKS—Land Surveying reported that the land surveying PAKS will go out in late spring and needs the full support of Member Boards. Please encourage surveyors in your jurisdictions who receive the survey to complete and return it as soon as possible.
- Committee on Examinations for Policy and Procedures will present recommendations to the Council body regarding use of writing instruments and calculators, the transition to the new Structural II format, and a process and schedule for the annual audit of exams and administrative procedures, among other items.
- Structural Engineering Examination/ Recognition Task Force will propose a definition of a Model Law Structural Engineer.
- Exam Splintering Hit Team explained the requirements for introducing a new exam and the conditions exams must meet to stay viable and valid. The spokesperson identified some exams that have had a low number of takers over the past administrations.



Al DiOrio (RI) and Terry Harris (VT) dined on moose and elk while at the assembly (just kidding).



We captured Praven Patel (NJ) in a thoughtful moment during an exam security session.



James Rusch (WI) joined other members taking advantage of skiing opportunities near the conference area.

MBANG sets goals for its membership



Dave Curtis, P.E.
MBANG Spokesperson

Member Board Administrators (MBAs) from nearly every NCEES jurisdiction gathered on February 13, 2003, in Girdwood, Alaska, in conjunction with the NCEES Board Presidents Assembly. The MBAs—who together form the MBA Networking Group, also called the MBANG—discussed a variety of topics and developed three top goals for the coming year.

Open Forum

A few of the topics discussed during the open forum are included below:

- ◆ Continuing Education (CE): How do boards handle the approval of sponsors or courses to meet CE requirements? Attendees shared various state board methods for approval, including approval of sponsors, no approval, and de-facto approval of universities and other accredited providers. Attendees also discussed whether outcomes measures are required of CE courses, whether video courses are acceptable, the merits of the International Association for Continuing Education and Training (IACET) model for approval of CE, and the potential of NCEES supplying a review service of CE providers for Member Boards.
- ◆ Angie Kinnaird of Colorado gave an explanation of the NCEES electronic verification process. Begun as a pilot project among several Member Boards from the Western Zone, it is now available to all Member Boards through the NCEES Web site. It allows for a secure exchange of examination information and license verification between the original licensing board and the board to which the licensee is applying for comity. The MBAs indicated a high level of interest in the program and suggested that the information form include a space for the applicant to provide his or her e-mail address so that boards may notify the applicant of any verification fees.

- ◆ Andrew Ritter of North Carolina presented the results of an informal survey he conducted on whether questions and answers posted on the MBA Listserv should be included in the annual Member Board Survey. The general consensus was to provide access to the archived questions and answers but not to print them with the annual survey.

MBA Opinion Survey

NCEES consultant Anne Browning presented the findings of the MBA Opinion Survey which was accessible on the MBA Listserv from November 12 through December 2002. It was designed to gather information regarding MBANG in order to improve its effectiveness. Browning reviewed each question and elaborated on the answers provided by MBAs.

The conclusions based on consensus of the respondents (60% of MBAs) were as follows:

- ◆ MBANG Governance
The biennial election of zone representatives, who then elect a spokesperson, is well accepted by the MBAs.
- ◆ MBANG Accomplishments
The MBAs are not satisfied with accomplishments to date.
- ◆ Principal Concerns
The MBAs are concerned about time availability to devote to MBANG projects and activities.
- ◆ Principal Areas of Interest
Areas of interest to MBAs coincide quite closely with those of members of Member Boards, with examinations and mobility ranking highest.
- ◆ How Best to Contribute to NCEES
MBAs believe that their best opportunity to contribute to the effectiveness of NCEES is by serving on committees and providing an MBA perspective on issues before those committees.

Based on the comments of the participants and the survey results, MBANG decided to revise its mission

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MBANG...*(continued from page 8)*

statement by work of a subcommittee consisting of zone representatives. MBANG also defined three goals for the group, supporting activities, responsible parties, and timelines for future MBANG projects.

Goals for the Coming Year

Goal #1: Promote licensure to engineering and surveying interns.

Supporting activities: Provide licensure information to engineering and surveying interns—those who passed the Fundamentals of Engineering (FE) or Fundamentals of Land Surveying (FLS) examination; add interns to boards' newsletter mailing lists; send professional examination application packets or information to interns in a time frame when they would likely qualify for assignment to the professional examination; enhance boards' Web sites to answer questions frequently asked by interns; coordinate materials for use in the licensure promotion effort; and distribute examples for use by fellow MBAs.

Goal Leader—Todd Boucher, Montana

Goal Participants—Jay Pitts, South Carolina; Noni Johnson, Nevada; Barbara Bolling, Tennessee; Chris Turk, Wyoming; Candie Robinson, North Dakota; and Sally Wingo, Maryland

Timeline—Make a presentation at the NCEES 2003 Annual Business Meeting in Baltimore.

Goal #2: Develop and update the Annual Member Board Survey.

Supporting activities: Be alert for new issues of interest to include; ensure questions are relevant; work with Council staff on implementation/database; beta test questions (include new MBAs); review format for report.

Goal Leader—Kathy Hart, Oklahoma

Goal Participants—David Cox, Kentucky; Natalie Lowe, Florida

Timeline: Begin finalizing the survey no later than mid-November; distribute survey in time to be completed by the end of February 2004.

Goal #3: Professional development of MBAs

Supporting activities: Mentor new MBAs and recruit them for participation in NCEES and MBANG activities; develop checklists, frequently asked questions, and other resources at NCEES for use by new MBAs; develop a system for noting when new MBAs are hired; recruit MBAs for NCEES committees; develop a checklist for MBAs on ways to effectively train and increase flow of information to board members.

Goal Leader—Lesley Rosier, West Virginia

Goal Participants—Candie Robinson, North Dakota; Jay Pitts, South Carolina; George Twiss, Washington; and Kathy Hart, Oklahoma

Timeline: On-going

Continuing the Momentum

Following the determination of the above goals, MBANG discussed how to continue the momentum generated at this meeting and how to accomplish these goals other than through reliance on a face-to-face meeting in conjunction with the Board Presidents Assembly. (The assembly is not in the budget for 2004.) The group determined that zone meetings and the Annual Business Meeting would be appropriate venues for maintaining progress and accomplishing these goals.

Natalie Lowe of Florida was elected Southern Zone Representative with her two-year term to begin upon conclusion of the NCEES 2003 Annual Meeting. Lesley Rosier of West Virginia was elected to be Co-Northeast Zone Representative with Peggy Abshagen of Delaware. Their co-term will coincide with that of Natalie Lowe.

After a productive meeting in February, MBAs look forward to accomplishing the goals we have set for ourselves. Working cooperatively, MBAs can enhance the effectiveness of the Council through our unique perspective on licensure issues.

*Dave Curtis, P.E.
MBANG Spokesperson
Executive Director*

*Idaho Board of Professional Engineers and
Professional Surveyors*

PURPOSE

The purpose of this Council shall be to provide an organization through which state boards may act and counsel together to better discharge their responsibilities in regulating the practice of engineering and land surveying as it relates to the welfare of the public in safeguarding life, health, and property. The Council also provides such services as may be required by the boards in their mandate to protect the public.

Constitution Article 2, Section 2.01



Many members enjoyed a three-hour tour in Resurrection Bay where they spotted sea lions, otters, and bald eagles.

What surprised you most about Alaska?

Terry Harris, L.S., Vermont: Thirty years ago I worked in Denali and I don't think things have changed much here since then—and that's refreshing. The culture is unique. It seems like those who live here are searching for something—so many people seem to be from somewhere else.

Al DiOrio, L.S., Rhode Island: The 40-degree temperatures.

Any unusual wildlife spottings?

Terry Harris, L.S., Vermont: Just the stuffed polar bear in the lobby. And a member of the ski patrol who is kind of a character. He actually helped build up the area.



The mountains surrounding Anchorage were a superb backdrop to the BPA.



Bob Krebs, his wife Sally, and Clyde Porter (ID), enjoyed the winter weather on Saturday—the only day it snowed.

What issue is most pertinent to you and your board?

Terry Harris, L.S., Vermont: ELSSES and exam security, but now that ELSSES is on board in our state, we're not as concerned. We think we're in good hands.

Al DiOrio, L.S., Rhode Island: It's been important to me to get a concept of the problems other boards have. The day-to-day tasks are so overwhelming that we sometimes forget about the broader issues that need to be dealt with. I would like to see more opportunity for LS-specific forums at these meetings.

Gloria Keene, Michigan: I have to say that I disagree with the 12-hour credit requirement for repeat-takers being recommended by one of the committees. That's just too many hours—maybe a course or two, but not an entire semester's worth of courses.

Candie Robinson, North Dakota: I don't think limiting the number of times someone can take the exam is fair. Some people just can't take tests well but are still technically competent. I don't think these people should be ruled out.

Nancy Hemenway, Alaska: I'd like to clarify what [Alaska's] direction is with exam administration. I like the idea of limiting the number of times someone can take the exam or requiring additional education for repeat takers.

Advancing licensure just got easier

Council launches licensure Web site and speaker's kit

At the Board Presidents Assembly, the Council introduced a two-pronged approach to advancing engineering licensure: a licensure-oriented Web site and a multimedia speaker's kit.

For the first time Member Boards may point engineering students and engineering interns to a one-stop, all-questions-answered, engineering licensure Web site: www.engineeringlicense.com. With a look designed to appeal to young adults, this Web site presents all pertinent information in an easy-access format. Viewers can choose to click on "FE Exam" or "PE Exam," along with links titled "What is the PE (FE)," "When and Where," "What to Expect," "Test Scoring," and "How do I Prepare?" There is also a "Career Profiles" section where surfers may read about an engineering intern and several professional engineers, their current jobs, and why they decided to pursue licensure.

In conjunction with the Engineering License Web site, the Council has developed a speaker's kit designed to aid representatives of Member Boards in sharing the licensure message. It is not uncommon for board members to request information from Council headquarters for use when making a presentation about licensure. Having accurate information at a speaker's fingertips is essential. User-friendly, easily accessible materials may encourage many board members to speak about licensure who otherwise would not. The kit is a multimedia package covering all modes of learning and presentation. BPA attendees viewed the kit's eye-catching licensure pamphlet, video, and PowerPoint presentation, and heard the script from which prospective speakers may springboard. This kit—used in part or in its entirety—is an excellent tool to implement when reaching out to university-level engineering students about the value of licensure.

The response from BPA attendees was very encouraging. The speaker's kit and Web site have great potential, and they are available for your use. Member Boards will be provided with a complete speaker's kit, and it is important that each board designate a staff contact person who will be responsible for recurring updates to the kit as well as scheduling its availability to staff or members of the board. In addition, the Council needs volunteers to use the speaker's kit at universities in their local areas. Contact the NCEES outreach coordinator at outreach@ncees.org if you would like to use the kit in explaining to engineering groups in your community why you chose licensure and why you think it is important for others to do so.

ULTIMATE ROAD TEST

The speaker's kit hit the road for the first time during Engineers Week 2003. Staff used the kit to make presentations at two universities. Over 130 students attended one of nine sessions on "Engineering Licensure: A Path to Opportunity." More than 98% of the student evaluations indicated they are now considering professional licensure as part of their career. Share your success stories by e-mailing NCEES at outreach@ncees.org.

This kit—used in part or in its entirety—is an excellent tool to implement when reaching out to university-level engineering students about the value of licensure.

Send letters to Licensure Exchange Editor, NCEES, P.O. Box 1686, Clemson, SC 29633 or e-mail to William@ncees.org.

Please include your name and state of residence on the letter. Letters may be edited for clarity, brevity, and readability.

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Web site advances licensure

Check out www.engineeringlicense.com, a Web site developed by the Council in conjunction with its speaker's kit. It answers the whys and hows of engineering licensure and provides career profiles of an intern and professionals. Member Boards may provide a link to this Web site on their home pages and refer to the address in their literature. The Web site is a great licensure advancement tool—feel free to use it!



Upcoming EVENTS

Date	Event	Location
March 20–23	Southern Zone Meeting	Charleston, SC
April 3–5	Central & Northeast Zone Meetings	Orlando, FL
April 11	PE and PLS Exam Administration	
April 12	FE and FLS Exam Administration	
May 15–17	Western Zone Meeting	Red Lodge, MT
August 13–16	Annual Meeting	Baltimore, MD

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 Managing Editor

Lessie Williams,
 Editor

Ragenia Thompson,
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