

**ASCE "Raise The Bar" Newsletter
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The ASCE Committee on Academic Prerequisites for Professional Practice (CAP³) has continued its efforts to raise the educational requirements for the future practice of civil engineering at the professional level (licensure). For more than a decade, ASCE has been presenting, talking, and listening to many stakeholders. As a result, we have been progressively refining our proposed program to “raise the bar” in engineering education. The National Society of Professional Engineers (NSPE) and the National Academy of Engineering (NAE) have joined in this advocacy.



Below is a summary from each of our committees.

Second Edition of the Body of Knowledge (BOK) Committee

The committee is hard at work via weekly conference calls and e-mail exchanges. The committee held its second face-to-face meeting at the end of May in Reston, VA. They have organized 14 subcommittees to review existing outcomes (technical breadth, communication, specialization, leadership, public policy, and multi-,inter-,cross disciplinary teams) in the BOK as well as some new topics (sustainability, globalization, emerging technologies, history/heritage, attitudes, discovery mode, and risk & uncertainty). They have expanded the draft list of outcomes beyond 15. Each outcome is being reviewed in detail. The next face-to-face meeting will be in August. A draft of the second edition is expected to be available for broad distribution and comment in February of 2007. It is anticipated that the Second Edition of the BOK will be released in conjunction with Engineers' Week on February 21, 2008, at the National Academy of Engineering (NAE). If you are interested in details about the committee, please contact Rich Anderson at Roape1@aol.com

Curricula Committee

The committee will fulfill its charge by the end of July. The committee is editing their final report.

Licensure Committee

Last year the National Council of Examiners for Engineering and Surveying (NCEES) voted that the Model Law be changed in the future to require additional

education. NCEES is now carefully considering a well-conceived modification to the Model Law to require additional engineering education in the future, with an effective date of 2015. A motion containing the specific language is to be voted upon at the NCEES Annual Meeting in Anchorage, Alaska, this September. An excellent article, entitled “Strengthening the Education Leg of Licensure,” on the specifics of the proposal was published in the April 2006 edition of the NCEES *Licensure Exchange*. The specific language being proposed by NCEES for the Model Law is on the last page of this article. You can access the article by going to www.ncees.org/licensure/licensure_exchange/le_2006_04.pdf

Accreditation Committee

The accreditation committee has prepared a new version of the civil engineering program criteria along with supporting commentary and advanced level general criteria. The draft criteria have been reviewed by all the appropriate committees within ASCE. The criteria have been forwarded to the Criteria Committee of ABET’s Engineering Accreditation Commission (EAC) for discussion at their July meeting. It is anticipated that the civil engineering program criteria, if approved by the various ABET committees, will be effective for evaluations during the 2008-2009 accreditation cycle. The criteria and draft commentary can be found on www.asce.org/raisethebar.

Key Interactions

The committee has just finished participating in 3 NCEES zone meetings, the National Department Heads’ Meeting, and the NAE Engineering Convocation.

In the next 4 months we have multiple opportunities to participate in engineering education meetings overseas. These forums provide us with the ability to share our Body of Knowledge concept and overall effort.

ASCE has committed significant resources to this issue. We believe that it is of critical importance to the future of the engineering profession. Our strongest partners have been NCEES and NSPE -- the organizations most closely identified with strengthening the authority and autonomy of the engineering profession through the licensure process.

This initiative is about the future of engineering, not the past. As one ASCE member recently said, “Shall we walk backwards into the future admiring the past, or shall we turn around and face the challenges the future brings?”

Progress is being made, but we must keep in mind that this effort will span multiple decades.

Questions, comments, or suggestions, please contact Jeffrey S. Russell at russell@engr.wisc.edu