

FINANCIAL COMPARISON FOR 1ST QUARTER  
 FY2016  
 JULY 2015 - SEPT 2015

	FY2016	FY2015	FY2014	FY2013	FY2012	FY 2011
BEGIN BALANCE	695,629.16	616,975.64	632,153.60	487,380.40	439,069.78	321,011.52
EXAMS					100.00	100.00
RENEWALS	46,460.00	48,420.00	41,570.00	36,740.00	36,870.00	39,790.00
APPLICATIONS	12,400.00	15,960.00	12,530.00	14,180.00	10,360.00	11,750.00
MISCELLANEOUS	4,530.00	65.00	1,005.00	55.00	40.00	1,080.00
LATE PENALTY	2,700.00	3,000.00	2,000.00	3,200.00	2,700.00	3,000.00
INTEREST	7,984.30	6,109.53	8,019.40	10,452.78	12,516.09	15,230.90
QUARTERLY REVENUE	74,074.30	73,554.53	65,124.40	64,627.78	62,586.09	70,950.90
TOTAL REVENUE	769,703.46	690,530.17	697,278.00	552,008.18	501,655.87	391,962.42
WAGES/STAFF	16,274.90	25,423.25	23,946.00	17,622.80	20,016.52	22,128.71
WAGES/COMM	2,400.00	3,720.00	3,960.00	4,200.00	4,440.00	3,780.00
BENEFITS	6,371.53	10,125.39	8,940.86	5,820.49	6,590.43	7,851.21
TRAVEL/COMM	4,033.35	3,200.05	4,929.95	5,693.36	4,467.43	3,059.44
DUES	1,200.00	7,700.00	7,700.00	7,200.00	7,200.00	7,200.00
LEGAL FEES	278.50	28,826.35	3,313.57	411.17	334.70	2,669.73
INVESTIGATOR	-		4,002.50			
REGISTRATION	300.00	450.00	1,800.00	1,565.00	665.00	500.00
COMPUTER (BIT & BPRO)	2,195.40	8,738.80	1,186.80	1,341.00	1,155.00	2,353.00
STATE SVCS	1,790.97	2,014.29	2,069.82	1,592.00	1,444.36	1,338.66
EQUIP SV/MAIN	336.71	518.51	46.99	70.16	141.32	118.83
JANITORIAL	385.00	360.50	360.50	350.00	300.00	300.00
NEWSPAPER ADS	-					
RENT - EQUIPMENT	276.33	732.66	456.33	456.33	318.00	
RENT/OFFICE	6,450.00	6,450.00	4,062.51	4,062.51	4,062.51	4,062.51
TELEPHONE	342.12	267.31	472.58	387.17	282.00	388.14
POSTAGE	-					5,000.00
SUPPLIES	195.81	935.39	132.27	779.71	80.10	773.23
BANK CHGS-Other Contractual	1,611.52	8,078.58	1,283.10	1,107.91	515.02	1,169.32
PRINTING	-				137.40	325.00
INSURANCE	-					
AUDITS	-					
MISC (Refund of Prev Yr Rev)	-	40.00	493.00	180.00	100.00	
CREDIT CARD PURCHASE	-			20.42	19.39	153.97
ASSETS (Office Furn. & Fixtures)	-	4,524.65				7,471.64
TELEPHONE EQUIP.	-					
DOL OPERATIONS	1,138.92	1,545.80	1,560.39	1,549.88	1,412.66	1,164.15
TOT EXPENSES	45,581.06	113,651.53	70,717.17	54,410.78	53,681.84	71,807.54
END BALANCE	724,122.40	576,878.64	626,560.83	497,597.40	447,974.03	320,154.88

**ACTIVITIES REPORT FOR THE YEAR 2015**

DATE	ASSESSOR			AR			AR/LA			LA			LS			PE			PE/A			PE/AR		
	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT
1/31	5	3	8	105	719	824	1	0	1	17	36	53	110	275	385	875	3011	3886	0	0	0	1	4	5
2/28	5	3	8	105	716	821	1	0	1	17	36	53	111	273	384	873	3006	3879	0	0	0	1	4	5
3/31	5	3	8	106	723	829	1	0	1	17	37	54	111	276	387	878	3036	3914	0	0	0	1	4	5
4/30	5	3	8	106	722	828	1	0	1	17	37	54	112	274	386	878	3029	3907	0	0	0	1	4	5
5/31	5	3	8	107	733	840	1	0	1	17	37	54	117	276	393	894	3073	3967	0	0	0	1	4	5
6/30	5	3	8	107	734	841	1	0	1	17	37	54	118	276	394	892	3068	3960	0	0	0	1	4	5
7/31	5	4	9	107	746	853	1	0	1	17	38	55	117	275	392	902	3105	4007	0	0	0	1	4	5
8/31	5	4	9	107	741	848	1	0	1	17	38	55	117	275	392	901	3100	4001	0	0	0	1	4	5
9/30	6	5	11	106	742	848	1	0	1	17	37	54	118	275	393	899	3116	4015	0	0	0	1	4	5
10/31	6	5	11	107	737	844	1	0	1	17	37	54	118	274	392	899	3117	4016	0	0	0	1	4	5
11/30		0			0			0			0			0			0			0			0	
12/31		0			0			0			0			0			0			0			0	

DATE	PE/LA			PE/LS			PE/LS/R			PE/R			REMIANIATOR			LICENSEES			BUSINESS				
	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOT	RES	NON	TOTAL	RES	NON	TOT		
1/31	0	1	1	65	15	80	1	1	2	14	8	22	24	21	45	1220	4092	5312	287	1897	2184		
2/28	0	1	1	65	15	80	1	1	2	14	7	21	24	21	45	1217	4083	5300	286	1896	2182		
3/31	0	1	1	66	14	80	1	1	2	14	8	22	24	21	45	1224	4124	5348	287	1910	2197		
4/30	0	1	1	66	14	80	1	1	2	14	8	22	24	21	45	1225	4114	5339	287	1903	2190		
5/31	0	1	1	66	14	80	1	1	2	14	8	22	23	22	45	1246	4172	5418	287	1922	2209		
6/30	0	1	1	65	14	79	1	1	2	14	8	22	23	22	45	1244	4168	5412	285	1917	2202		
7/31	0	1	1	65	14	79	1	1	2	14	8	22	23	21	44	1252	4218	5470	288	1936	2224		
8/31	0	1	1	65	14	79	1	1	2	14	8	22	23	20	43	1252	4206	5458	287	1931	2218		
9/30	0	1	1	65	15	80	1	1	2	14	8	22	24	20	44	1252	4224	5476	286	1935	2221		
10/31	0	1	1	65	15	80	1	1	2	14	8	22	24	20	44	1253	4219	5472	287	1939	2226		
11/30		0			0			0			0			0			0	0		0			
12/31		0			0			0			0			0			0	0		0			

		JAN	FEB	MAR	APR	MAY	JUNE
Business		2184	2182	2197	2190	2209	2202
Active		5312	5300	5348	5339	5418	5412
Inactive		229	232	235	236	236	238
Retired		167	166	167	169	168	168
<b>TOTAL</b>		<b>7892</b>	<b>7880</b>	<b>7947</b>	<b>7934</b>	<b>8031</b>	<b>8020</b>

		JULY	AUG	SEPT	OCT	NOV	DEC
Business		2224	2218	2221	2226		
Active		5470	5458	5476	5472		
Inactive		240	240	241	240		
Retired		169	169	169	170		
<b>TOTAL</b>		<b>8103</b>	<b>8085</b>	<b>8107</b>	<b>8108</b>	<b>0</b>	<b>0</b>

ACTION ITEMS

	Initial Date	Action	Decision	Responsible Person(s)	Status
1	05/31/2013	Building Officials Guide	Update information for posting to website	Board / Building Officials	Draft in Place - Ready to post to website?
2	07/26/2013	Rewrite Petroleum Release Exam - review experience required for Assessor & Remediator	Update with new references; new questions; and separate exam for Assessor/Remediator	Dennis/Mike/ Staff - Alan Bakeberg to work with from DENR	Request all SD resident R/A to assist in writing new exam?
3	01/14/2015	Use of Board reserve funds	Contact state auditor for how funds may be used	Mike / Drake / Staff	In Progress
4	03/20/2015	Outreach to assoc. of counties, co. commissioners, and/or rural permitting agents	Pursue outreach to benefit from Board knowledge	Board	In Progress

as of 10/28/15

# 2016 Calendar

Board Meeting Dates highlighted in **red**.

Holidays highlighted in **blue**.

January 2016							May 2016							September 2016							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
					1	2	1	2	3	4	5	6	7						1	2	3
3	4	5	6	7	8	9	8	9	10	11	12	13	14	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	29	30	31					25	26	27	28	29	30		
31																					
February 2016							June 2016							October 2016							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6				1	2	3	4							1	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
28	29						26	27	28	29	30			23	24	25	26	27	28	29	
														30	31						
March 2016							July 2016							November 2016							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5						1	2			1	2	3	4	5	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	6	7	8	9	10	11	12	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	20	21	22	23	24	25	26	
27	28	29	30	31			24	25	26	27	28	29	30	27	28	29	30				
							31														
April 2016							August 2016							December 2016							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
					1	2		1	2	3	4	5	6						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	31	

**2016 Legislative Action Issue Form for DLR 11**  
**Most recent version as of: 08/25/2015 4:03 PM**

Contact Person: **Kathryn Patterson**  
Phone Number: **605-394-2510**

Action Issue Number: **11**  
Agency: **DLR**

Bill Title: **An Act to revise signature and seal requirements for the Board of Technical Professions.**

Problem or Issue to be Resolved: **Update the requirements of signatures and seals on professional documents and to define digital signatures.**

Summary of What the Bill Does:

**Section 1: Updates the requirements of the seal that a licensee must use on documents, allowing for some leniency in the seal's size.**

**Section 2: Adds clarifying language as to when licensees must apply their seal to a document and removes language regarding digital signatures, which is added to Section 3.**

**Section 3: Moves some language from Section 2 into this law and sets some requirements as to the use of digital signatures.**

Other Options if the Bill is Not Introduced or if it Fails: **The Board of Technical Professions would continue to operate under outdated seal, signature, date certification, and digital signature definition.**

General Fund Fiscal Impact:

- |                                     |          |   |
|-------------------------------------|----------|---|
| <input type="checkbox"/>            | Positive | Increases General Fund Revenues .....Amount:    |
|                                     |          | Reduces General Fund Expenditures .....Amount:  |
| <hr/>                               |          |   |
| <input type="checkbox"/>            | Negative | Increases General Fund Expenditures.....Amount: |
|                                     |          | Reduces General Fund Revenues.....Amount:       |
| <hr/>                               |          |   |
| <input checked="" type="checkbox"/> | None     |   |

Funding Source(s) & Amounts:

Federal:	Local:
State:	Other:

Regulatory Impact on Private Sector:  Positive  Negative  None  
Explain: **Provides to the licensee more clear guidelines for signature, seal, dating, and digital signatures.**

Does This Issue Affect Any Other State Government Agency?  Yes  No  
Which One(s)?  
Does it (they) approve of this draft? Explain:

If approved, will this new law require the BIT to do any additional work?  Yes  No  
Have you discussed this with BIT? Explain:

Recommended As:

Governor's Bill  
 Executive Reorg. Order

Agency Bill  
 Legislator's Bill

Misc. Comments/Alerts: All of the Board of Technical Profession bills have been vetted and approved by the Board with motions made at meetings and with input from the collateral organizations. Copies were given to all collateral organizations for review and comment.

FOR AN ACT ENTITLED, An Act to revise signature and seal requirements for the Board of Technical Professions.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA:

Section 1. That § 36-18A-44 be amended to read as follows:

Any licensed professional engineer, architect, land surveyor, and landscape architect shall ~~procure and~~ use an appropriate seal. The seal shall contain the following information:

- (1) The name, South Dakota;
- (2) Licensee's name;
- (3) License number; and
- (4) The appropriate title or combination of titles: Professional Engineer, Architect, Land Surveyor, Landscape Architect.

The seal shall be legible and shall have an outer circle with a ~~two-inch~~ diameter measuring at least one inch and no greater than two inches and an inner circle with a ~~one and one-fourth inch~~ diameter measuring five-eighths of the diameter of the outer circle. Titles may be prefixed with the words, Licensed or Registered. The seal may be an embossed seal, a rubber stamp, a computer-generated seal, or other facsimile found acceptable to the board. The licensee's ~~original written~~ signature and the date shall be adjacent to or across the seal. Petroleum release assessors and remediators, or interns, may not ~~obtain or use any~~ use a seal.

Section 2. That § 36-18A-45 be amended to read as follows:

The application of the licensee's seal and signature and the date constitutes certification that the work on which it was applied was done by the licensee or under the licensee's responsible charge.



The seal, signature, and date shall be placed in such a manner that can be legibly reproduced on the following:

- (1) All originals, copies, tracings, electronic submittals, or other reproducibles of all final drawings, specifications, reports, plats, plans, land surveys, design information, and calculations prepared by the licensee or under the licensee's responsible charge when presented to a client or any public or governmental agency. A licensee may not review or check technical submissions of another licensed professional or unlicensed person and seal the documents as the licensee's own work;
- (2) Preliminary work shall contain a note that the submittal is Not for Construction, Preliminary, or other such explanation that it is not final; and
- (3) In the case of ~~multiple seals~~ documents for projects which involve multiple licensees of more than one technical profession, the title or index sheet ~~may~~ shall be sealed, signed, and dated by all ~~involved~~ the prime professional in responsible charge of coordinating the various technical professions involved in the project. In addition, each sheet shall be sealed, signed, and dated by the licensee or licensees who prepared or who are in responsible for charge of that sheet;
- ~~(4) Drawings that are transmitted electronically to a client or governmental agency shall have the computer-generated seal removed from the original file. The electronic media shall have the following inserted in lieu of the seal, signature, and date: This document originally issued and sealed by (name of licensee/sealer), (title), (license number), on (date of sealing). This media should not be considered a certified document;~~
- ~~(5) Drawings, reports, or documents that are signed and sealed using a digital method shall have an electronic authentication process attached to or logically associated with the electronic documents. The digital signature shall be:~~

- ~~(a) Unique to the person using it;~~
- ~~(b) Capable of verification;~~
- ~~(c) Under the sole control of the person using it; and~~
- (d) Linked to a document in such a manner that the digital signature is invalidated if any data in the document is changed.

Section 3. That § 36-18A-45.1 be amended to read as follows:

Drawings, reports, or documents that are signed and sealed using a digital signature shall have an electronic authentication process attached to or logically associated with the electronic documents.

The use of a digital signature shall be optional to the licensee and, if used, shall be:

- (1) Unique to the licensee using it;
- (2) Capable of verification;
- (3) Under the sole control of the licensee using it; and
- (4) Linked to a document in such a manner that the digital signature is invalidated if any data in the document is changed.

A digital signature that uses a process approved by the board is presumed to meet the criteria set forth in ~~subdivision 36-18A-45(5)~~ this section. Any hard copy printed from the transmitted electronic file shall bear the facsimile of the signature and seal and shall be a confirmation that the electronic file was not altered after the initial digital signing of the file. Any alterations to the file shall cause the facsimile of the signature to be voided.



**2016 Legislative Action Issue Form for DLR 9**  
**Most recent version as of: 09/15/2015 1:47 PM**

Contact Person: **Kathryn Patterson**  
Phone Number: **605-394-2510**

Action Issue Number: **9**  
Agency: **DLR**

Bill Title: **An Act to clarify provisions related to the Board of Technical Professions.**

Problem or Issue to be Resolved: **There are a number of outdated laws not clear as to the intent of the law. This housekeeping bill will clean up some outdated language and clarify the Board's intent on some older laws.**

**In addition, currently the law is unclear as to whether or not an architect can provide construction administration services for the engineering portion of a project and vice versa. This is an issue because an architect may not have the education and knowledge to oversee an engineering portion of a project and vice versa.**

Summary of What the Bill Does:

**Sections 1 and 2: Remove the requirement an expert witness coming into the State to testify must be licensed with the Board. Expert witnesses travel to different states often, and there is no reason why that person must be licensed in South Dakota to provide expert testimony. (This was previously missed in a clean-up from July 2009.)**

**Section 3: Clarifies "professional engineer" as "engineering." Adds "landscape architecture." Deletes outdated reference to "Class A member of the International Conference of Building Officials" and updates it to the "governmental member of the International Code Council or an ICC certified plans examiner."**

**Sections 4 and 6: Cleanup language.**

**Section 5: Clarifies that an architect can provide construction administration services only for an architecture portion of a project, and an engineer can provide construction administration services only for an engineering portion of a project.**

Other Options if the Bill is Not Introduced or if it Fails: **The Board would continue to operate under the current statutes as they stand, which are outdated, and continue to dispute with licensees who can provide construction administration services for different portions of a project.**

General Fund Fiscal Impact:

- |                          |          |   |
|--------------------------|----------|---|
| <input type="checkbox"/> | Positive | Increases General Fund Revenues .....Amount:    |
|                          |          | Reduces General Fund Expenditures .....Amount:  |
| <hr/>                    |          |   |
| <input type="checkbox"/> | Negative | Increases General Fund Expenditures.....Amount: |
|                          |          | Reduces General Fund Revenues.....Amount:       |

None

Funding Source(s) & Amounts:

Federal:  
State:

Local:  
Other:

Regulatory Impact on Private Sector:  Positive  Negative  None

Explain: **Provides a clear understanding to both the public and licensees as to who may provide architectural and engineering services on the different portions of a project. This bill is cleanup language and updates outdated laws to how the profession currently practices in South Dakota.**

Does This Issue Affect Any Other State Government Agency?  Yes  No

Which One(s)?

Does it (they) approve of this draft? Explain:

If approved, will this new law require the BIT to do any additional work?  Yes  No

Have you discussed this with BIT? Explain:

Recommended As:

Governor's Bill

Agency Bill

Executive Reorg. Order

Legislator's Bill

Misc. Comments/Alerts: All of the Board of Technical Profession bills have been vetted and approved by the Board with motions made at meetings and with input from the collateral organizations. Copies were given to all collateral organizations for review and comment.

FOR AN ACT ENTITLED, An Act to clarify provisions related to the Board of Technical Professions.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA:

Section 1. That § 36-18A-4 be amended to read as follows:

36-18A-4. For the purposes of this chapter, the term, practice of land surveying, means the practice or offering to practice professional services such as consultation, investigation, testimony evaluation, ~~expert technical testimony~~, land-use studies, planning, mapping, assembling, interpreting reliable scientific measurements and information relative to the location, size, shape, or physical features of the earth, improvements on the earth, the space above the earth, or any part of the earth, and utilization and development of these facts and interpretation into an orderly survey map, plan, report, description, or project.

The practice of land surveying includes any of the following:

- (1) Locates, relocates, establishes, reestablishes, lays out, or retraces any property line or boundary of any tract of land or any road, right-of-way, easement, alignment, or elevation of any of the fixed works embraced within the practice of land surveying;
- (2) Makes any survey for the subdivision of any tract of land;
- (3) Determines, by the use of principles of land surveying, the position for any survey monument or reference point; or sets, resets, or replaces any such monument or reference point;
- (4) Determines the configuration or contour of the earth's surface or the position of fixed objects on the earth's surface by measuring lines and angles and applying the principles of mathematics;

- (5) Geodetic surveying which includes surveying for determination of the size and shape of the earth utilizing angular and linear measurements through spatially oriented spherical geometry;
- (6) Creates, prepares, or modifies electronic or computerized data, including land formation systems and geographic information systems, relative to the performance of the activities in subdivisions (1) to (5), inclusive, of this section.

Section 2. That § 36-18A-5 be amended to read as follows:

36-18A-5. For the purposes of this chapter, the term, practice of landscape architecture, means the practice or offering to practice landscape architecture projects, including preparing preliminary studies, providing land-use studies, developing design concepts, ~~giving expert technical testimony,~~ planning for the relationships of physical improvements and intended uses of the site, establishing form and aesthetic elements, analyzing and providing for life safety requirements, developing those construction details on the site which are exclusive of any building or structure and do not require the seal of an engineer or architect, preparing and coordinating technical submissions, and conducting site observation of landscape architecture projects.

Landscape architecture, for the purposes of landscape preservation, development, and enhancement, includes: investigation, selection, and allocation of land and water resources for appropriate use; feasibility studies; formulation of graphic and written criteria to govern the planning and design of land construction programs; preparation, review, and analysis of master plans for land use and development; production of overall site plans, landscape grading and landscape drainage plans, irrigation plans, planting plans, and construction details; specifications; cost estimates and reports for land development; collaboration in design of roads, bridges, and structures with respect to the functional and aesthetic requirements of the areas on which they are to be placed; negotiation and

arrangement for execution of land area projects; field observation and inspection of land area construction, restoration, and maintenance.

Section 3. That § 36-18A-9 be amended to read as follows:

36-18A-9. This chapter does not apply to:

- (1) Any person engaged in military engineering while rendering service exclusively for any of the armed forces of the United States or this state;
- (2) Any person engaged in the practice of ~~professional engineer or engineering~~, architecture, landscape architecture, or land surveying in the employ of the United States government but only while exclusively engaged as a United States government employee on such government project or projects which lie within federally-owned land;
- (3) Any person engaged in the practice of ~~professional~~ engineering, architecture, landscape architecture, or land surveying in the employ of the state and any of its political subdivisions but only while rendering service exclusively to such employer. Any building project resulting from the practice of ~~professional~~ engineering, architecture, landscape architecture, or land surveying under this subdivision is subject to the size limitation imposed under the exemptions in subdivision (8) of this section;
- (4) Any employee who prepares technical submissions or administers construction contracts for a person or organization lawfully engaged in the practice of engineering, architecture, landscape architecture, or land surveying, if the employee is under the direct supervision of a registered professional engineer, architect, landscape architect, or land surveyor;
- (5) Any full-time employee of a corporation, partnership, firm, business entity, or public utility while exclusively doing work for the corporation, partnership, firm, business entity, or public utility, if the work performed is in connection with the property, products, and services utilized by the employer and not for any corporation, partnership,



firm, or business entity practicing or offering to practice architectural, engineering, landscape architecture, or land surveying services to the public. The provisions of this subdivision do not apply to any building or structure if the primary use is occupancy by the public;

- (6) Any person engaged in the preparation of plans and specifications for the erection, enlargement, or alteration of any of the following buildings:
  - (a) Any dwelling for a single family, and any outbuilding in connection therewith, such as a barn or private garage;
  - (b) Any two, three, or four family dwelling;
  - (c) Any five to sixteen family dwelling, inclusive, located in a governmental subdivision of this state which provides a detailed building code review of building projects by a building inspection department which is a ~~Class A member of the International Conference of Building Officials~~ governmental member of the International Code Council (ICC) or an ICC certified plans examiner;
  - (d) Any farm or ranch building or accessory thereto except any building regularly used for public purposes;
  - (e) Any temporary building or shed used exclusively for construction purposes, not exceeding two stories in height, and not used for living quarters;
- (7) Any person who prepares detailed or shop plans required to be furnished by a contractor to a registered professional engineer or architect, and any construction superintendent supervising the execution of work designed by an architect or professional engineer registered in accordance with this chapter;
- (8) Any person engaged in the preparation of plans and specifications for the new construction, the enlargement or the alteration of any of the following buildings:

- (a) Any building occupied as a hospital, hotel, motel, restaurant, library, medical office, nursing facility, assisted living facility, jail, retirement home, or mortuary, if the gross square footage of the new construction, the enlargement, or the alteration is four thousand square feet or less;
- (b) Any building occupied as an auditorium, church, school, or theater if the gross square footage of the new construction, the enlargement, or the alteration is five thousand square feet or less;
- (c) Any building occupied as a bowling alley, office, shopping center, bank, fire station, service station, or store if the gross square footage of the new construction, the enlargement, or the alteration is seven thousand square feet or less;
- (d) Any building occupied as an industrial plant or public garage if the gross square footage of the new construction, the enlargement, or the alteration is eleven thousand square feet or less;
- (e) Any building occupied as a warehouse if the gross square footage of the new construction, the enlargement, or the alteration is twenty thousand square feet or less;
- (f) Any building with an occupancy other than those listed in subsections (a) to (e), inclusive, of this subdivision if the gross square footage of the new construction, the enlargement, or the alteration is four thousand square feet or less;
- (g) Any preengineered or predesigned building, or any preengineered or predesigned building with a predesigned system, designed for the intended use of that building, including building structure, electrical, plumbing, and mechanical systems, if the buildings and systems are supplied directly, or indirectly, by a

company engaged in the business of designing and supply such buildings and systems and if the company has in its employ one or more engineers or architects licensed in South Dakota, who prepare all designs for such buildings and systems.

No person exempted may use the title of professional engineer, architect, landscape architect, or land surveyor, or any other word, words, letters, or signs in connection with the person's name that may falsely convey the impression that the person is a licensed professional engineer, architect, landscape architect, or land surveyor.

Section 4. That § 36-18A-37 be amended to read as follows:

36-18A-37. The license shall be displayed in a conspicuous place in the licensee's principal office, place of business, or place of employment within the state. A ~~new~~ duplicate license to replace a lost, destroyed, or mutilated license shall be issued upon payment of a fee established by the board pursuant to chapter 1-26.

Section 5. That § 36-18A-46 be amended to read as follows:

36-18A-46. No person other than an architect ~~or professional engineer may provide architectural and engineering services which include construction administration services on projects that are not exempt pursuant to §§ 36-18A-2 and 36-18A-3~~ may provide construction administration services on an architecture portion of a project that is not exempt pursuant to § 36-18A-2. No person other than a professional engineer may provide construction administration services on an engineering portion of a project that is not exempt pursuant to § 36-18A-3. The architect or professional engineer of record, or another designated architect or professional engineer without conflict of interest, shall provide a written report of observed deficiencies or variations from the submitted plans and specifications to the building official, owner, and builder before project completion. The board may promulgate rules pursuant to chapter 1-26 to establish construction administration services criteria including coordinating and prime professional criteria for persons licensed by the board.

Section 6. That § 36-18A-46.1 be amended to read as follows:

36-18A-46.1. ~~If determined by the board that~~ In circumstances where a licensee in responsible charge of the work is unavailable to complete the work, a successor licensee may take responsible charge by performing all professional services to include developing a complete design file with work or design criteria, calculations, code research, and any necessary and appropriate changes to the work. The nonprofessional services, such as drafting, need not be redone by the successor licensee but shall clearly and accurately reflect the successor licensee's work. The burden is on the successor licensee to show compliance. The successor licensee shall sign, date, and seal all original documents. The successor licensee shall have control of and responsibility for the work product and the signed and sealed originals of all documents.



RECEIVED

AUG 07 2015

SD BOARD OF  
TECHNICAL PROFESSIONS



July 28, 2015

South Dakota Board of Technical Professions  
Attn: Kathryn Patterson, Executive Director  
2525 West Main St., Suite 211  
Rapid City, SD 57702

Re: Watertown Community Wellness Center and Office in Brookings

Dear Ms. Patterson:

Thank you for your communications dated July 24, 2015, regarding JLG's office in Brookings, SD, and the Watertown Community Wellness Center in Watertown, SD. As these two particular items in question are separate and distinct, I would like to respond to each individually.

**Office in Brookings, SD**

When we began to consider opportunities in the great state of South Dakota in 2013, we registered with the Secretary of State (Johnson Laffen Galloway Architects, Ltd) – certificate number FB036901, sealed July 22, 2013. In early January, 2015, JLG Architects opened a physical office in Brookings, SD. At that time, one of our staff members, Ryan Murphy, relocated to Brookings where he performs administrative functions and continues in his role as Job Captain under the supervision of licensed professionals. We posted hours for licensed personnel to be physically available in that office (copy attached), but see now that we overlooked the requirement to submit that document to the Board. Please accept our apology for the oversight, and let us know if this letter may serve as our request for approval or if there is another protocol we need to follow. We will be updating this posting to include Todd Medd, AIA, Principal, and Adam Barnett, AIA, in the rotation effective immediately; their applications for reciprocal licensure in the State of SD were approved in July.

**Watertown Community Wellness Center; Watertown, SD**

After touring the YMCA in Alexandria, MN, designed by JLG Architects, the City of Watertown invited JLG to submit a proposal for a similar project in their community. In 2013, JLG competed for the work and was awarded the project. The preliminary study, design work, construction documents and construction administration services were completed by JLG Architects out of our Alexandria, MN, office. Dan Miller, AIA, was the Principal in Charge of the work.

Thank you for bringing this issue to our attention; we greatly regret the oversight in submitting the hours to the Board and look forward to working with you in any capacity necessary to resolve the issue.

Very best regards,

A handwritten signature in black ink that reads "Michelle Mongeon Allen".

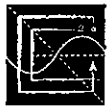
Michelle Mongeon Allen, AIA, LEED AP  
COO, JLG Architects



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TECHNICAL PROFESSIONS

Let it be known that Daniel J. Miller, AIA, is scheduled to be available in the JLG Architects' Brookings, SD office every 1<sup>st</sup> Tuesday of the Month beginning January 1, 2015. As well, let it be known that Lonnie J. Laffen, AIA is additionally scheduled to be present in this office every 4<sup>th</sup> Tuesday of the Month beginning the week of May 4, 2015. Mr. Miller and Mr. Laffen will be scheduled, between the two of them, to be present in JLG Architects Brookings, SD office every other Tuesday, unless otherwise warranted by office workload and client interaction requirements. Other licensed architects are available at various dates and times subject to project and client requirements.

If immediate communications with either of the above mentioned Principals-In-Charge are required, please contact the main Brookings office phone at 605-692-1289.



# NCEES

advancing licensure for  
engineers and surveyors

P.O. Box 1686 (280 Seneca Creek Rd.), Clemson, SC 29633 USA T: (864) 654-6824 F: (864) 654-6033 NCEES.ORG

## Summary of Actions at NCEES 2015 Annual Meeting

The Council took the following actions at the NCEES annual meeting business sessions on August 20 and 21, 2015. All motions referenced are found in the 2015 *Action Items and Conference Reports*, which is available for download on MyNCEES under Board Resources/Annual Meeting. Complete information on the motions will be published in the official meeting minutes.

### 2014 Minutes

The Council voted to approve the published minutes of the 2014 annual meeting. (Vote: 69 for; 0 against; 0 not voting)

### Consent Agenda

The Council removed two items from the published consent agenda for separate consideration with the committee reports. The remaining items, shown here, passed on the consent agenda. (69-0-0)

- Committee on Finances—All motions
- Committee on Law Enforcement—Motion 1
- Advisory Committee on Council Activities—Motions 2-7, 9
- Committee on Education—Motion 1
- Committee on Examination Policy and Procedures—All motions
- Committee on Uniform Procedures and Legislative Guidelines—Motions 1-17, 19-31

### Officer Elections

The Council elected Daniel Turner, Ph.D., P.E., P.L.S., of Alabama, 2015-16 president-elect. He will serve as NCEES president in 2016-17. The Council also reelected Gary Thompson, P.L.S., of North Carolina, to serve as treasurer for the 2015-17 term.

### Committee and Task Force Motions

- Advisory Committee on Council Activities—Motion 1: failed (31-32-6); Motion 8: removed from the consent agenda to present with amendments and passed as amended by the committee (40-23-3 and 3 split votes)
- Future of Surveying Task Force—Motion 1: passed (69-0-0); Motion 2: passed (66-2-1)
- Uniform Procedures and Legislative Guidelines—Motion 18: removed from the consent agenda to present with amendments and passed as amended by the committee (68-1-0)

### Board of Directors Motion

- Motion 1: Passed (66-3-0)

### Unfinished Business

- Committee on Finances: The committee's motion to approve the 2015-16 operating and capital budgets passed as amended. (68-0-1)



## Inaugural Integrated Path Schools Named by NCARB

August 31, 2015

Washington, DC—The National Council of Architectural Registration Boards (NCARB) has announced the names of the first 13 accredited architectural programs to be accepted for participation in the NCARB Integrated Path Initiative. The initiative encourages programs that are accredited by the National Architectural Accrediting Board (NAAB) to propose a pre-graduation integration of education, experience requirements and the opportunity to take each of the six divisions of the new Architect Registration Examination® 5.0.

The acceptance of initial participants culminates a two-year effort of the Council's Licensure Task Force (LTF) to design an integrated path framework that promotes individual academic program flexibility while addressing all regulatory requirements for architectural licensure. The LTF, composed of licensing board members, former presidents of related architectural organizations, recently licensed architects and aspiring architects, deans and instructors, and members of the public, reviewed existing programs requiring experience as a pre-graduation requisite and conducted a Request for Interest & Information and a formal Request for Proposals as part of its deliberations.

NCARB has established a new Integrated Path Evaluation Committee (IPEC) to oversee the ongoing work of this initiative. It is anticipated that the IPEC will continue to coach accepted programs, promote engagement with jurisdictional licensing boards regarding necessary law or rule changes to incorporate integrated path candidates, and oversee the acceptance of future program applicants.

These 13 accepted schools represent a wide range of accredited B.Arch and M.Arch programs in 9 jurisdictions, and are equally split between public and private institutions.

The inaugural class of NCARB-accepted Integrated Path programs is composed of:

- Boston Architectural College; Boston, Massachusetts
- Clemson University; Clemson, South Carolina
- Drexel University; Philadelphia, Pennsylvania
- Lawrence Technological University; Southfield, Michigan
- NewSchool of Architecture and Design; San Diego, California
- North Carolina State University; Raleigh, North Carolina
- Portland State University; Portland, Oregon
- Savannah College of Art and Design; Savannah, Georgia
- University of Cincinnati; Cincinnati, Ohio
- University of Detroit Mercy; Detroit, Michigan
- University of North Carolina-Charlotte; Charlotte, North Carolina
- University of Southern California; Los Angeles, California
- Woodbury University; Los Angeles, California

“Each of these programs has impressed our Licensure Task Force with their creativity, commitment to maintaining their NAAB-accreditation, and desire to provide a conduit for students who choose a rigorous path that will enrich both the academic and experience elements of architectural licensure,” said NCARB President and LTF Member Dennis S. Ward, NCARB, AIA. “We look forward to coaching these programs, and future program participants, as

well as celebrating the licensure of their alumni. Over the next few years we will provide support to our licensing board members as they work to evolve their regulations toward accepting this new licensure path.”

Each program will implement the integrated path according to the schedule developed with their administration and faculty. Starting dates may vary from school to school. Integrated path students in each program will be part of existing accredited degree programs.

Many of the accepted schools have issued statements regarding their participation in the program.

#### **Boston Architectural College; Boston, Massachusetts**

*Being selected as an NCARB 'integrated path' pilot recognizes the Boston Architectural College's tradition of integrating rigorous academic coursework with applied, practice-based learning in monitored and evaluated experience settings. It not only underscores the exceptional potential of BAC's approach but also strengthens the commitment of all partners—students, administrators, educators, and supervising practitioners alike—to redouble the collective efforts to communicate openly and ensure a student's ultimate success.*

*This recognition will enable the BAC to implement a series of progressive educational changes that stand to benefit all BAC architecture students by eventually reshaping our architecture curriculum. There is no doubt that this is a welcome 'game changer' for the BAC.”*

Len Charney | Dean of Practice  
Boston Architectural College

#### **Clemson University; Clemson, South Carolina**

*"Clemson School of Architecture is pleased to be at the vanguard of this new initiative to put in practice what has been a core principle of the program—melding the academy and practice to the betterment of both.”*

Ray Huff, FAIA, Director  
Clemson Architecture Center in Charleston

#### **Drexel University; Philadelphia, Pennsylvania**

*“Drexel already attracts highly motivated students who are aware of the program's access to a NAAB-accredited degree while simultaneously logging enough IDP credits to sit for examination upon graduation. The Integrated Path to Architectural Licensure will become an attractive option for qualified students who determine early in their studies that they are interested in licensure. Participating firms that support our program by both hiring our students and providing adjunct instructors have indicated enthusiastically their support of early access to licensure. We look forward to working with NCARB to launch this exciting initiative, which has an opportunity to radically re-invent architectural education.”*

Rachel S. Schade, AIA  
Program Director, Architecture  
Associate Teaching Professor  
Associate Director for Student Placement  
Department of Architecture + Interiors, Drexel University  
Westphal College of Media Arts & Design

Lawrence Technological University; Southfield, Michigan

*"As Lawrence Technological University embraces the conversation between 'Theory and Practice,' this opportunity enables us to celebrate the critical relationship between education and professional licensure. The return on investment from this initiative will greatly benefit our region, particularly as it helps us address the complex issues that face American cities, as in the case of Detroit, which is so important to the College of Architecture and Design."*

Amy Green Deines,  
Interim Dean and Professor  
College of Architecture and Design  
Lawrence Technological University

*"The Integrated Path to Architectural Licensure presents Lawrence Technological University with an opportunity and a challenge to build a more robust dialogue between our academic ambitions and professional pursuits. We are honored to be selected as one of the first universities to participate in this innovative program and we look forward to partnering with the profession to develop this dialogue."*

Scott G. Shall, AIA,  
Interim Associate Dean and Associate Professor  
College of Architecture and Design  
Lawrence Technological University

*"The Integrated Path to Architectural Licensure aligns perfectly with Lawrence Technological University's longstanding tradition of teaching theory and practice. It will allow the Department of Architecture to better coordinate and support our students' academic and professional pursuits."*

James Stevens,  
Interim Chair and Associate Professor  
Department of Architecture  
Lawrence Technological University

*"This designation by NCARB formalizes what the mission of our architecture program has always been: a program that aims to educate architects who practice in the service of the public."*

Martin Schwartz  
Associate Chair and Associate Professor  
Department of Architecture  
Lawrence Technological University

NewSchool of Architecture and Design; San Diego, California

*"The Integrated Path to Architectural Licensure will transform architecture education. By enhancing current educational practice with experiential learning and licensure exam preparation, graduates of this program will be prepared to enter the profession as licensed architects, armed with the knowledge, skills and experience required for sustained success. At NewSchool of Architecture & Design, we are excited to be one of the leaders of this innovative national movement with NCARB."*

*The integrated path to licensure allows NewSchool of Architecture & Design to meet its mission by offering an efficient pathway to success that meets surging industry demand and addresses increasing student pleas for an expedited trajectory to employment. We are proud to work with NCARB to offer innovative opportunities which empower students and transform our industry."*

*Transformative education must fully integrate academics and practice to ensure that every student graduates prepared to excel professionally, while making a positive impact on their industry and community. The Integrated Path to Architectural Licensure will fundamentally alter architectural education by integrating education, examination and experience, thereby expediting the attainment of credentials and formalizing the collaboration between education and practice. NewSchool of Architecture & Design is excited to be one of the leaders of this innovative national movement."*

Vivian Sanchez

Chair

NewSchool of Architecture & Design Board of Directors

North Carolina State University; Raleigh, North Carolina

*"The Integrated Path toward Licensure project brings together the study and practice of architecture in a fashion that encourages students to reconsider the office as a learning environment. It is an experience that matures the student in such a way as to enrich their study of architecture as they will be more able to understand the implications of design concepts. And, it normalizes the path toward licensure making the profession more accessible.*

*Within the underlying idea of the Integrated Path toward Licensure are the seeds of major transformation in architectural education. In my opinion it is a good form of subversive strategy that will benefit students as well as the profession at-large."*

Marvin Malecha, FAIA, DPACSA

Dean of the College of Design

*"The School of Architecture at NC State places an emphasis on preparing students to enter the profession. We have built strong relationships with practices, regional, national and global, plus extensive experience with online learning technology. The Integrated Path to Licensure will draw upon these resources to bring an unprecedented opportunity to our students. We are thrilled to be a part of the initial effort, and particularly look forward to working with NCARB and the other schools to share approaches and innovations over the coming years."*

Dr. Robin F. Abrams, FAIA, ASLA

Head of the School of Architecture

Portland State University; Portland, Oregon

*"The Portland State University School of Architecture is delighted to be part of the first group of universities offering an accelerated path to architectural licensure. Our students arrive with diverse educational backgrounds; they come to the university at many different stages in their lives and many financially support themselves and families. An accelerated pathway is an opportunity to combine their employment and their education in a focused way that reinforces the learning that occurs in both settings. For them, their goal of being a licensed architect is within sight.*

*While this intensive program is for only a few students who can make the commitment, parts of it will help many other students get involved in IDP and shorten their time to licensure. A mark of success for us as a school is not only seeing those in the accelerated pathway program obtain their license, but seeing an increase in students who start their IDP record outside of this pathway and who take advantage of the ARE study cohorts. Once students are on this trajectory, they are more likely to complete it after graduation and bring greater expertise to the profession."*

Barbara Sestak, FAIA, NCARB

Professor of Architecture

Portland State University  
College of Fine Arts  
School of Architecture

Savannah College of Art and Design; Savannah, Georgia

*"I applaud NCARB on this innovative initiative, which fully aligns with SCAD's tradition of bridging academia and the profession. Professional partnerships are a hallmark of the SCAD education, and students will definitely benefit from a seamless fusion of their academic curriculum, internship program, and examination preparation."*

Paula Wallace  
SCAD President and Founder

*"SCAD is honored to be partnering with NCARB to inaugurate a momentous new era in architectural education. Integration is the real key. The reciprocal benefits of experiencing education, internship and examination in a fully integrated program amplifies the effects of each individually. The deliberation and care that NCARB's Licensure Task Force has taken in moving this landmark initiative forward has been exemplary. It underscores not just the magnitude of the task, but their commitment to evolving the profession into the 21st century."*

Christian Sottile  
Dean  
SCAD School of Building Arts

University of Cincinnati; Cincinnati, Ohio

*"The School of Architecture and Interior Design at the University of Cincinnati is already recognized as one of the leading institutions in preparing young designers for architectural practice. The School's inclusion among the founding institutions in the Integrated Path to Architectural Licensure program affirms that the School's blend of academic instruction and full-time work experience is exemplary in preparing its students for full membership in the profession of architecture.*

*The rationalized program of educational and work experiences, verified by rigorous examination, represented by the Integrated Path to Architectural Licensure Program, will serve as a model to other professions, and at the same time eliminate certain structural barriers some architectural interns face in achieving licensure."*

Jeff Tilman, Ph.D., AIA  
Assoc. Director  
School of Architecture and Interior Design

University of Detroit Mercy; Detroit, Michigan

*"The five-year accredited masters of architecture program at the University of Detroit Mercy has a longstanding tradition of integration with the profession, including one of the oldest co-op programs in the country. Building on that history, this new integrated path, which will make it possible for a student to elect the six-year option leading towards the completion of all three elements required for licensure, will provide a very valuable opportunity for those students who are highly motivated to attain licensure early in their career."*

Will Wittig, AIA  
Professor & Dean  
University of Detroit Mercy  
School of Architecture

University of North Carolina-Charlotte; Charlotte, North Carolina

*"The Integrated Path to Licensure program is a worthy experiment combining— for the first time— education, experience and examination into a coherent whole. We know student interest will be high but the program will be demanding and require close partnership coordination between the School, the Profession and our State Licensing Board. We're ready to take this experiment on! Establishing an additional path to professional licensure gives our emerging architects more choice. This may be the most brilliant game-changer in more than half a century.*

*The Integrated Path to Licensure program will energize our students who are driven to accomplish their academic and professional objectives in a more focused, collaborative and integrated way.*

*The most promising advantage of the Integrated Path to Licensure Program is that graduates will begin their careers as licensed professionals who will potentially earn a higher salary and not have to sit for the Architect Registration Exam while trying to focus on career and life issues, such as family, all at the same time."*

Christopher Jarrett  
Director and Professor  
School of Architecture  
University of North Carolina at Charlotte

University of Southern California; Los Angeles, California

*"The collaboration between the academy and practice will provide a new model for education and the discipline alike. Synthesizing the best sensibilities, the hybridized experience feathers and blends proposing a new model in the best traditions of USC and critical practice."*

Gail Peter Borden, FAIA  
Associate Dean for Academic Affairs  
Architecture Discipline Head  
Associate Professor  
USC School of Architecture

Woodbury University; Los Angeles, California

*"From the perspective of a school with a preponderance of first-generation college students who reflect the multicultural diversity of our region, we see NCARB's Accelerated Path to Architectural Licensure initiative as an important stepping stone to improving the diversity (including gender diversity) of licensed architects, and we embrace the opportunity to work closely with a consortium of architecture firms and our state board in the process."*

Norman Millar, AIA  
Professor & Dean  
Woodbury School of Architecture

For more information regarding this announcement, including contact information for individual participating schools, please direct requests to Andrew McIntyre, NCARB Marketing & Communications Assistant Director, at [amcintyre@ncarb.org](mailto:amcintyre@ncarb.org).

# FTC Staff Guidance on Active Supervision of State Regulatory Boards Controlled by Market Participants\*

## I. Introduction

States craft regulatory policy through a variety of actors, including state legislatures, courts, agencies, and regulatory boards. While most regulatory actions taken by state actors will not implicate antitrust concerns, some will. Notably, states have created a large number of regulatory boards with the authority to determine who may engage in an occupation (*e.g.*, by issuing or withholding a license), and also to set the rules and regulations governing that occupation. Licensing, once limited to a few learned professions such as doctors and lawyers, is now required for over 800 occupations including (in some states) locksmiths, beekeepers, auctioneers, interior designers, fortune tellers, tour guides, and shampooers.<sup>1</sup>

In general, a state may avoid all conflict with the federal antitrust laws by creating regulatory boards that serve only in an advisory capacity, or by staffing a regulatory board exclusively with persons who have no financial interest in the occupation that is being regulated. However, across the United States, “licensing boards are largely dominated by active members of their respective industries . . .”<sup>2</sup> That is, doctors commonly regulate doctors, beekeepers commonly regulate beekeepers, and tour guides commonly regulate tour guides.

Earlier this year, the U.S. Supreme Court upheld the Federal Trade Commission’s determination that the North Carolina State Board of Dental Examiners (“NC Board”) violated the federal antitrust laws by preventing non-dentists from providing teeth whitening services in competition with the state’s licensed dentists. *N.C. State Bd. of Dental Exam’rs v. FTC*, 135 S. Ct. 1101 (2015). NC Board is a state agency established under North Carolina law and charged with administering and enforcing a licensing system for dentists. A majority of the members of this state agency are themselves practicing dentists, and thus they have a private incentive to limit

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\* This document sets out the views of the Staff of the Bureau of Competition. The Federal Trade Commission is not bound by this Staff guidance and reserves the right to rescind it at a later date. In addition, FTC Staff reserves the right to reconsider the views expressed herein, and to modify, rescind, or revoke this Staff guidance if such action would be in the public interest.

<sup>1</sup> Aaron Edlin & Rebecca Haw, *Cartels By Another Name: Should Licensed Occupations Face Antitrust Scrutiny*, 162 U. PA. L. REV. 1093, 1096 (2014).

<sup>2</sup> *Id.* at 1095.

competition from non-dentist providers of teeth whitening services. NC Board argued that, because it is a state agency, it is exempt from liability under the federal antitrust laws. That is, the NC Board sought to invoke what is commonly referred to as the “state action exemption” or the “state action defense.” The Supreme Court rejected this contention and affirmed the FTC’s finding of antitrust liability.

In this decision, the Supreme Court clarified the applicability of the antitrust state action defense to state regulatory boards controlled by market participants:

“The Court holds today that a state board on which a controlling number of decisionmakers are active market participants in the occupation the board regulates must satisfy *Midcal’s* [*Cal. Retail Liquor Dealers Ass’n v. Midcal Aluminum, Inc.*, 445 U.S. 97 (1980)] active supervision requirement in order to invoke state-action antitrust immunity.” *N.C. Dental*, 135 S. Ct. at 1114.

In the wake of this Supreme Court decision, state officials have requested advice from the Federal Trade Commission regarding antitrust compliance for state boards responsible for regulating occupations. This outline provides FTC Staff guidance on two questions. *First*, when does a state regulatory board require active supervision in order to invoke the state action defense? *Second*, what factors are relevant to determining whether the active supervision requirement is satisfied?

Our answers to these questions come with the following caveats.

- Vigorous competition among sellers in an open marketplace generally provides consumers with important benefits, including lower prices, higher quality services, greater access to services, and increased innovation. For this reason, a state legislature should empower a regulatory board to restrict competition only when necessary to protect against a credible risk of harm, such as health and safety risks to consumers. The Federal Trade Commission and its staff have frequently advocated that states avoid unneeded and burdensome regulation of service providers.<sup>3</sup>
- Federal antitrust law does not require that a state legislature provide for active supervision of any state regulatory board. A state legislature may, and generally should, prefer that a regulatory board be subject to the requirements of the federal antitrust

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<sup>3</sup> See, e.g., Fed. Trade Comm’n Staff Policy Paper, *Policy Perspectives: Competition and the Regulation of Advanced Practice Registered Nurses* (Mar. 2014), <https://www.ftc.gov/system/files/documents/reports/policy-perspectives-competition-regulation-advanced-practice-nurses/140307aprnpolicypaper.pdf>; Fed. Trade Comm’n & U.S. Dept. of Justice, Comment before the South Carolina Supreme Court Concerning Proposed Guidelines for Residential and Commercial Real Estate Closings (Apr. 2008), <https://www.ftc.gov/news-events/press-releases/2008/04/ftcdoj-submit-letter-supreme-court-south-carolina-proposed>.



laws. If the state legislature determines that a regulatory board should be subject to antitrust oversight, then the state legislature need not provide for active supervision.

- Antitrust analysis – including the applicability of the state action defense – is fact-specific and context-dependent. The purpose of this document is to identify certain overarching legal principles governing when and how a state may provide active supervision for a regulatory board. We are not suggesting a mandatory or one-size-fits-all approach to active supervision. Instead, we urge each state regulatory board to consult with the Office of the Attorney General for its state for customized advice on how best to comply with the antitrust laws.
- This FTC Staff guidance addresses only the active supervision prong of the state action defense. In order successfully to invoke the state action defense, a state regulatory board controlled by market participants must also satisfy the clear articulation prong, as described briefly in Section II. below.
- This document contains guidance developed by the staff of the Federal Trade Commission. Deviation from this guidance does not necessarily mean that the state action defense is inapplicable, or that a violation of the antitrust laws has occurred.

## II. Overview of the Antitrust State Action Defense

“Federal antitrust law is a central safeguard for the Nation’s free market structures . . . . The antitrust laws declare a considered and decisive prohibition by the Federal Government of cartels, price fixing, and other combinations or practices that undermine the free market.” *N.C. Dental*, 135 S. Ct. at 1109.

Under principles of federalism, “the States possess a significant measure of sovereignty.” *N.C. Dental*, 135 S. Ct. at 1110 (quoting *Community Communications Co. v. Boulder*, 455 U.S. 40, 53 (1982)). In enacting the antitrust laws, Congress did not intend to prevent the States from limiting competition in order to promote other goals that are valued by their citizens. Thus, the Supreme Court has concluded that the federal antitrust laws do not reach anticompetitive conduct engaged in by a State that is acting in its sovereign capacity. *Parker v. Brown*, 317 U.S. 341, 351-52 (1943). For example, a state legislature may “impose restrictions on occupations, confer exclusive or shared rights to dominate a market, or otherwise limit competition to achieve public objectives.” *N.C. Dental*, 135 S. Ct. at 1109.

Are the actions of a state regulatory board, like the actions of a state legislature, exempt from the application of the federal antitrust laws? In *North Carolina State Board of Dental Examiners*, the Supreme Court reaffirmed that a state regulatory board is not the sovereign. Accordingly, a state regulatory board is not necessarily exempt from federal antitrust liability.

More specifically, the Court determined that “a state board on which a controlling number of decisionmakers are active market participants in the occupation the board regulates” may invoke the state action defense only when two requirements are satisfied: first, the challenged restraint must be clearly articulated and affirmatively expressed as state policy; and second, the policy must be actively supervised by a state official (or state agency) that is not a participant in the market that is being regulated. *N.C. Dental*, 135 S. Ct. at 1114.

- The Supreme Court addressed the clear articulation requirement most recently in *FTC v. Phoebe Putney Health Sys., Inc.*, 133 S. Ct. 1003 (2013). The clear articulation requirement is satisfied “where the displacement of competition [is] the inherent, logical, or ordinary result of the exercise of authority delegated by the state legislature. In that scenario, the State must have foreseen and implicitly endorsed the anticompetitive effects as consistent with its policy goals.” *Id.* at 1013.
- The State’s clear articulation of the intent to displace competition is not alone sufficient to trigger the state action exemption. The state legislature’s clearly-articulated delegation of authority to a state regulatory board to displace competition may be “defined at so high a level of generality as to leave open critical questions about how

and to what extent the market should be regulated.” There is then a danger that this delegated discretion will be used by active market participants to pursue private interests in restraining trade, in lieu of implementing the State’s policy goals. *N.C. Dental*, 135 S. Ct. at 1112.

- The active supervision requirement “seeks to avoid this harm by requiring the State to review and approve interstitial policies made by the entity claiming [antitrust] immunity.” *Id.*

Where the state action defense does not apply, the actions of a state regulatory board controlled by active market participants may be subject to antitrust scrutiny. Antitrust issues may arise where an unsupervised board takes actions that restrict market entry or restrain rivalry. The following are some scenarios that have raised antitrust concerns:

- A regulatory board controlled by dentists excludes non-dentists from competing with dentists in the provision of teeth whitening services. *Cf. N.C. Dental*, 135 S. Ct. 1101.
- A regulatory board controlled by accountants determines that only a small and fixed number of new licenses to practice the profession shall be issued by the state each year. *Cf. Hoover v. Ronwin*, 466 U.S. 558 (1984).
- A regulatory board controlled by attorneys adopts a regulation (or a code of ethics) that prohibits attorney advertising, or that deters attorneys from engaging in price competition. *Cf. Bates v. State Bar of Ariz.*, 433 U.S. 350 (1977); *Goldfarb v. Va. State Bar*, 421 U.S. 773 (1975).

### III. Scope of FTC Staff Guidance

A. This Staff guidance addresses the applicability of the state action defense under the federal antitrust laws. Concluding that the state action defense is inapplicable does not mean that the conduct of the regulatory board necessarily violates the federal antitrust laws. A regulatory board may assert defenses ordinarily available to an antitrust defendant.

**1. Reasonable restraints on competition do not violate the antitrust laws, even where the economic interests of a competitor have been injured.**

**Example 1:** A regulatory board may prohibit members of the occupation from engaging in fraudulent business practices without raising antitrust concerns. A regulatory board also may prohibit members of the occupation from engaging in untruthful or deceptive advertising. *Cf. Cal. Dental Ass'n v. FTC*, 526 U.S. 756 (1999).

**Example 2:** Suppose a market with several hundred licensed electricians. If a regulatory board suspends the license of one electrician for substandard work, such action likely does not unreasonably harm competition. *Cf. Oksanen v. Page Mem'l Hosp.*, 945 F.2d 696 (4th Cir. 1991) (en banc).

**2. The ministerial (non-discretionary) acts of a regulatory board engaged in good faith implementation of an anticompetitive statutory regime do not give rise to antitrust liability. See 324 Liquor Corp. v. Duffy, 479 U.S. 335, 344 n. 6 (1987).**

**Example 3:** A state statute requires that an applicant for a chauffeur's license submit to the regulatory board, among other things, a copy of the applicant's diploma and a certified check for \$500. An applicant fails to submit the required materials. If for this reason the regulatory board declines to issue a chauffeur's license to the applicant, such action would not be considered an unreasonable restraint. In the circumstances described, the denial of a license is a ministerial or non-discretionary act of the regulatory board.

**3. In general, the initiation and prosecution of a lawsuit by a regulatory board does not give rise to antitrust liability unless it falls within the "sham exception." Professional Real Estate Investors v. Columbia Pictures Industries, 508 U.S. 49 (1993); California Motor Transport Co. v. Trucking Unlimited, 404 U.S. 508 (1972).**

**Example 4:** A state statute authorizes the state's dental board to maintain an action in state court to enjoin an unlicensed person from practicing dentistry. The members of the dental board have a basis to believe that a particular individual is practicing dentistry but does not hold a valid license. If the dental board files a lawsuit against that individual, such action would not constitute a violation of the federal antitrust laws.

B. Below, FTC Staff describes when active supervision of a state regulatory board is required in order successfully to invoke the state action defense, and what factors are relevant to determining whether the active supervision requirement has been satisfied.

**1. When is active state supervision of a state regulatory board required in order to invoke the state action defense?**

**General Standard:** “[A] state board on which a controlling number of decisionmakers are active market participants in the occupation the board regulates must satisfy *Midcal’s* active supervision requirement in order to invoke state-action antitrust immunity.” *N.C. Dental*, 135 S. Ct. at 1114.

**Active Market Participants:** A member of a state regulatory board will be considered to be an active market participant in the occupation the board regulates if such person (i) is licensed by the board or (ii) provides any service that is subject to the regulatory authority of the board.

- If a board member participates in any professional or occupational sub-specialty that is regulated by the board, then that board member is an active market participant for purposes of evaluating the active supervision requirement.
- It is no defense to antitrust scrutiny, therefore, that the board members themselves are not directly or personally affected by the challenged restraint. For example, even if the members of the NC Dental Board were orthodontists who do not perform teeth whitening services (as a matter of law or fact or tradition), their control of the dental board would nevertheless trigger the requirement for active state supervision. This is because these orthodontists are licensed by, and their services regulated by, the NC Dental Board.
- A person who temporarily suspends her active participation in an occupation for the purpose of serving on a state board that regulates her former (and intended future) occupation will be considered to be an active market participant.

**Method of Selection:** The method by which a person is selected to serve on a state regulatory board is not determinative of whether that person is an active market participant in the occupation that the board regulates. For example, a licensed dentist is deemed to be an active market participant regardless of whether the dentist (i) is appointed to the state dental board by the governor or (ii) is elected to the state dental board by the state’s licensed dentists.

***A Controlling Number, Not Necessarily a Majority, of Actual Decisionmakers:***

- Active market participants need not constitute a numerical majority of the members of a state regulatory board in order to trigger the requirement of active supervision. A decision that is controlled, either as a matter of law, procedure, or fact, by active participants in the regulated market (*e.g.*, through veto power, tradition, or practice) must be actively supervised to be eligible for the state action defense.
  
- Whether a particular restraint has been imposed by a “controlling number of decisionmakers [who] are active market participants” is a fact-bound inquiry that must be made on a case-by-case basis. FTC Staff will evaluate a number of factors, including:
  - ✓ The structure of the regulatory board (including the number of board members who are/are not active market participants) and the rules governing the exercise of the board’s authority.
  - ✓ Whether the board members who are active market participants have veto power over the board’s regulatory decisions.

**Example 5:** The state board of electricians consists of four non-electrician members and three practicing electricians. Under state law, new regulations require the approval of five board members. Thus, no regulation may become effective without the assent of at least one electrician member of the board. In this scenario, the active market participants effectively have veto power over the board’s regulatory authority. The active supervision requirement is therefore applicable.

- ✓ The level of participation, engagement, and authority of the non-market participant members in the business of the board – generally and with regard to the particular restraint at issue.
- ✓ Whether the participation, engagement, and authority of the non-market participant board members in the business of the board differs from that of board members who are active market participants – generally and with regard to the particular restraint at issue.
- ✓ Whether the active market participants have in fact exercised, controlled, or usurped the decisionmaking power of the board.

**Example 6:** The state board of electricians consists of four non-electrician members and three practicing electricians. Under state law, new regulations require the approval of a majority of board members. When voting on proposed regulations, the non-electrician members routinely defer to the preferences of the electrician members. Minutes of

board meetings show that the non-electrician members generally are not informed or knowledgeable concerning board business – and that they were not well informed concerning the particular restraint at issue. In this scenario, FTC Staff may determine that the active market participants have exercised the decisionmaking power of the board, and that the active supervision requirement is applicable.

**Example 7:** The state board of electricians consists of four non-electrician members and three practicing electricians. Documents show that the electrician members frequently meet and discuss board business separately from the non-electrician members. On one such occasion, the electrician members arranged for the issuance by the board of written orders to six construction contractors, directing such individuals to cease and desist from providing certain services. The non-electrician members of the board were not aware of the issuance of these orders and did not approve the issuance of these orders. In this scenario, FTC Staff may determine that the active market participants have exercised the decisionmaking power of the board, and that the active supervision requirement is applicable.

## 2. What constitutes active supervision?

FTC Staff will be guided by the following principles:

- “[T]he purpose of the active supervision inquiry . . . is to determine whether the State has exercised sufficient independent judgment and control” such that the details of the regulatory scheme “have been established as a product of deliberate state intervention” and not simply by agreement among the members of the state board. “Much as in causation inquiries, the analysis asks whether the State has played a substantial role in determining the specifics of the economic policy.” The State is not obliged to “[meet] some normative standard, such as efficiency, in its regulatory practices.” *Ticor*, 504 U.S. at 634-35. “The question is not how well state regulation works but whether the anticompetitive scheme is the State’s own.” *Id.* at 635.
- It is necessary “to ensure the States accept political accountability for anticompetitive conduct they permit and control.” *N.C. Dental*, 135 S. Ct. at 1111. *See also Ticor*, 504 U.S. at 636.
- “The Court has identified only a few constant requirements of active supervision: The supervisor must review the substance of the anticompetitive decision, not merely the procedures followed to produce it; the supervisor must have the power to veto or modify particular decisions to ensure they accord with state policy; and the ‘mere potential for state supervision is not an adequate substitute for a decision by the State.’ Further, the state supervisor may not itself be an active market participant.” *N.C. Dental*, 135 S. Ct. at 1116-17 (citations omitted).

- The active supervision must precede implementation of the allegedly anticompetitive restraint.
- “[T]he inquiry regarding active supervision is flexible and context-dependent.” “[T]he adequacy of supervision . . . will depend on all the circumstances of a case.” *N.C. Dental*, 135 S. Ct. at 1116–17. Accordingly, FTC Staff will evaluate each case in light of its own facts, and will apply the applicable case law and the principles embodied in this guidance reasonably and flexibly.

### 3. What factors are relevant to determining whether the active supervision requirement has been satisfied?

FTC Staff will consider the presence or absence of the following factors in determining whether the active supervision prong of the state action defense is satisfied.

- The supervisor has obtained the information necessary for a proper evaluation of the action recommended by the regulatory board. As applicable, the supervisor has ascertained relevant facts, collected data, conducted public hearings, invited and received public comments, investigated market conditions, conducted studies, and reviewed documentary evidence.
  - ✓ The information-gathering obligations of the supervisor depend in part upon the scope of inquiry previously conducted by the regulatory board. For example, if the regulatory board has conducted a suitable public hearing and collected the relevant information and data, then it may be unnecessary for the supervisor to repeat these tasks. Instead, the supervisor may utilize the materials assembled by the regulatory board.
- The supervisor has evaluated the substantive merits of the recommended action and assessed whether the recommended action comports with the standards established by the state legislature.
- The supervisor has issued a written decision approving, modifying, or disapproving the recommended action, and explaining the reasons and rationale for such decision.
  - ✓ A written decision serves an evidentiary function, demonstrating that the supervisor has undertaken the required meaningful review of the merits of the state board’s action.
  - ✓ A written decision is also a means by which the State accepts political accountability for the restraint being authorized.



**Scenario 1: Example of satisfactory active supervision of a state board regulation designating teeth whitening as a service that may be provided only by a licensed dentist, where state policy is to protect the health and welfare of citizens and to promote competition.**

- The state legislature designated an executive agency to review regulations recommended by the state regulatory board. Recommended regulations become effective only following the approval of the agency.
- The agency provided notice of (i) the recommended regulation and (ii) an opportunity to be heard, to dentists, to non-dentist providers of teeth whitening, to the public (in a newspaper of general circulation in the affected areas), and to other interested and affected persons, including persons that have previously identified themselves to the agency as interested in, or affected by, dentist scope of practice issues.
- The agency took the steps necessary for a proper evaluation of the recommended regulation. The agency:
  - ✓ Obtained the recommendation of the state regulatory board and supporting materials, including the identity of any interested parties and the full evidentiary record compiled by the regulatory board.
  - ✓ Solicited and accepted written submissions from sources other than the regulatory board.
  - ✓ Obtained published studies addressing (i) the health and safety risks relating to teeth whitening and (ii) the training, skill, knowledge, and equipment reasonably required in order to safely and responsibly provide teeth whitening services (if not contained in submission from the regulatory board).
  - ✓ Obtained information concerning the historic and current cost, price, and availability of teeth whitening services from dentists and non-dentists (if not contained in submission from the regulatory board). Such information was verified (or audited) by the Agency as appropriate.
  - ✓ Held public hearing(s) that included testimony from interested persons (including dentists and non-dentists). The public hearing provided the agency with an opportunity (i) to hear from and to question providers, affected customers, and experts and (ii) to supplement the evidentiary record compiled by the state board. (As noted above, if the state regulatory board has previously conducted a suitable public hearing, then it may be unnecessary for the supervising agency to repeat this procedure.)
- The agency assessed all of the information to determine whether the recommended regulation comports with the State's goal to protect the health and

welfare of citizens and to promote competition.

- The agency issued a written decision accepting, rejecting, or modifying the scope of practice regulation recommended by the state regulatory board, and explaining the rationale for the agency's action.

**Scenario 2: Example of satisfactory active supervision of a state regulatory board administering a disciplinary process.**

A common function of state regulatory boards is to administer a disciplinary process for members of a regulated occupation. For example, the state regulatory board may adjudicate whether a licensee has violated standards of ethics, competency, conduct, or performance established by the state legislature.

Suppose that, acting in its adjudicatory capacity, a regulatory board controlled by active market participants determines that a licensee has violated a lawful and valid standard of ethics, competency, conduct, or performance, and for this reason, the regulatory board proposes that the licensee's license to practice in the state be revoked or suspended. In order to invoke the state action defense, the regulatory board would need to show both clear articulation and active supervision.

- In this context, active supervision may be provided by the administrator who oversees the regulatory board (e.g., the secretary of health), the state attorney general, or another state official who is not an active market participant. The active supervision requirement of the state action defense will be satisfied if the supervisor: (i) reviews the evidentiary record created by the regulatory board; (ii) supplements this evidentiary record if and as appropriate; (iii) undertakes a de novo review of the substantive merits of the proposed disciplinary action, assessing whether the proposed disciplinary action comports with the policies and standards established by the state legislature; and (iv) issues a written decision that approves, modifies, or disapproves the disciplinary action proposed by the regulatory board.

Note that a disciplinary action taken by a regulatory board affecting a single licensee will typically have only a de minimis effect on competition. A pattern or program of disciplinary actions by a regulatory board affecting multiple licensees may have a substantial effect on competition.

**The following do not constitute active supervision of a state regulatory board that is controlled by active market participants:**

- The entity responsible for supervising the regulatory board is itself controlled by active market participants in the occupation that the board regulates. *See N.C. Dental*, 135 S. Ct. at 1113-14.
- A state official monitors the actions of the regulatory board and participates in deliberations, but lacks the authority to disapprove anticompetitive acts that fail to accord with state policy. *See Patrick v. Burget*, 486 U.S. 94, 101 (1988).
- A state official (*e.g.*, the secretary of health) serves ex officio as a member of the regulatory board with full voting rights. However, this state official is one of several members of the regulatory board and lacks the authority to disapprove anticompetitive acts that fail to accord with state policy.
- The state attorney general or another state official provides advice to the regulatory board on an ongoing basis.
- An independent state agency is staffed, funded, and empowered by law to evaluate, and then to veto or modify, particular recommendations of the regulatory board. However, in practice such recommendations are subject to only cursory review by the independent state agency. The independent state agency perfunctorily approves the recommendations of the regulatory board. *See Ticor*, 504 U.S. at 638.
- An independent state agency reviews the actions of the regulatory board and approves all actions that comply with the procedural requirements of the state administrative procedure act, without undertaking a substantive review of the actions of the regulatory board. *See Patrick*, 486 U.S. at 104-05.

## Memorandum

**To:** Public Members

**From:** Public Member Task Force

**Date:** October 29, 2015

**Subject:** Public Director on the Board of Directors

In response to the passage of Resolution 2015-3: *Bylaws Amendment - Modifications to the Qualifications of Public Director on Council Board of Directors*, President Dennis Ward empaneled a Task Force that was charged with developing a process to identify and elect a public member board member to serve on the Board of Directors beginning in July, 2016. The Task Force, comprised of myself, Darryl Hamm – Chair (PA), Carole Briggs (CT), John Cardone (LA), Joe Miller (KY) and Dave Hoffman, FAIA, NCARB (KS) as the Board liaison, met earlier this month.

As a reminder, Resolution 2015-3: *Bylaws Amendment - Modifications to the Qualifications of Public Director on Council Board of Directors*, modified the qualifications for the Public Director position to require that individuals serving in that role be current, active public or consumer Members on an NCARB Member Board. During our discussions, we reviewed established policies and rules for other elected Board positions as well as Regional officer positions and the MBE Director in order to secure a full understanding of the processes currently in place for all Board positions.

The Task Force will be recommending that the process for identification and election of the Public Director mirror the process that is currently in place for identification and election of NCARB Officers to our Board of Directors.

To that end, we would like to offer Public Members an opportunity to react to this proposal prior to submitting this recommendation to the Board of Directors. We will be hosting a webinar on this topic on **November 19<sup>th</sup> at 2:00 p.m. EST**. You can register for this event by [CLICKING HERE](#).

Candidates interested in the Public Director position will be expected to attend and actively participate as a voting member in all NCARB Board of Directors meetings and conference calls as well as other key Council meetings which are identified in the attached document. In addition the Public Director will be asked to serve as Board liaison to a committee or task force. This position will be elected for a one year term, with a maximum of three consecutive terms in this position.

An official “Call for Nominations” will be distributed in mid-December along with the call for Officer candidates.

cc: Member Board Chairs  
Member Board Executives  
Dennis Ward  
Michael Armstrong  
Kathy Hillegas

**FY17 Board of Directors  
Public Director Selection Process & Timeline**

December 15, 2015	Call for Nominations distributed as part of the NCARB Officer/Public Director Candidate Package
February 15, 2016	Candidate Bios due for inclusion in packets for Regional Summit
March 11-12, 2016	Regional Summit (Savannah, GA) <ul style="list-style-type: none"><li>• <i>Candidates will visit each Region's Business Meeting to present a platform and engage in Q&amp;A</i></li></ul>
May 15, 2016	Deadline for submission of Candidate Resumes for inclusion in Annual Business Meeting program materials
June 16, 2016	Annual Business Meeting – First Business Session <ul style="list-style-type: none"><li>• <i>Nominations for Officers/Public Director Closed during First Business Session</i></li><li>• <i>Candidates will visit each Region's Business Meeting to present a platform and engage in Q&amp;A</i></li><li>• <i>Candidate speeches offered during First Business Session following the close of nominations</i></li></ul>
June 18, 2016	Annual Business Meeting - Third Business Session <ul style="list-style-type: none"><li>• <i>Elections occur</i></li></ul>

**Commitment Requirements for FY17 Public Director**

*Board conference calls will be scheduled in August, October and February. Those dates have not been determined yet. Calls typically last 90 minutes.*

**New Board Member Orientation**

*May 23-24, 2016*

Washington, DC (NCARB Office)

**FY17 Budget Q & A Calls (Optional)**

*June 8 – 10:30 a.m. – 11:30 a.m. EDT OR 3:30 p.m. – 4:30 p.m. EDT OR*

*June 9 – 3:30 p.m. – 4:30 p.m.*

**Annual Meeting, Pre-and Post-Annual Board Meetings**

*June 15-19, 2016*

Seattle, WA

Travel on June 14 and June 19 (after 1:00 p.m.) or June 20

**Board Meeting**

*September 15-17, 2016*

Travel on September 14 and September 18

**MBC/MBE Conference**

*November 4-5, 2016*

Travel on November 3 and November 6

**Board Meeting**

*December 1-3, 2016*

Travel on November 30 and December 4

**Committee Summit**

*January 27-28, 2017*

Travel on January 26 and January 29

**Regional Meeting**

*March 9-10, 2017*

Jersey City, NJ (Tentative)

Travel on March 8 and March 11

**Board Meeting**

*April 20-22, 2017*

Travel on April 19 and April 23

**Pre-Annual BOD Meeting, Annual Meeting and Post-Annual BOD Meeting**

*June 21-25, 2017*

Boston, MA

Travel on June 20 and late June 25 or June 26

*Board members also serve as liaison to a Council committee or task force which will result in 2-3 additional meetings*

To view this email as a web page, go [here](#).



## COUNCIL OF LANDSCAPE ARCHITECTURAL REGISTRATION BOARDS

### Member Board E-News

## October 2015

### Important Dates and Reminders

- **November 20** -- Registration closes for the December L.A.R.E. administration
- **November 30 - December 12** -- December L.A.R.E. administration

Visit the CLARB website for information about Board of Directors meetings and minutes.

### Annual Meeting Recap, Save the Date for 2016

Thank you to all those that made the 2015 Annual Meeting one of the best meetings yet! We had 41 Member Boards in attendance with 24 Boards represented by both the MBE and a MBM.

View a quick video recap of the Annual Meeting.  
The following are a few highlights:

#### **Members Unanimously Approve Resolution to Amend CLARB Bylaws**

At the Annual Meeting, members approved a resolution to amend the CLARB bylaws that includes new eligibility requirements for leadership, a voting MBE Director position on the Board of Directors, phasing out the Alternate Regional Director position and granting authority to the Board to adjust regional boundaries. View the updated bylaws.

#### **Members Provide Input on Model Law**

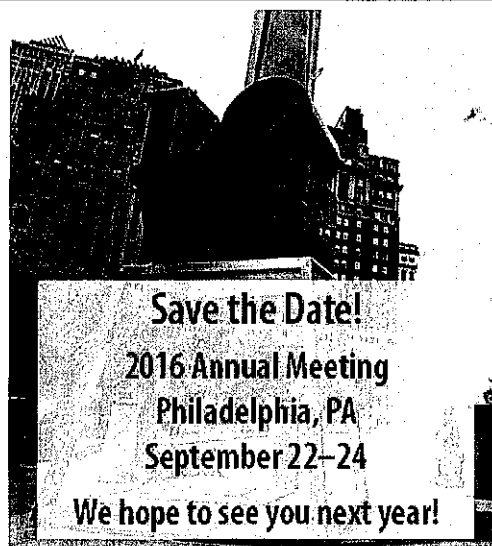
As CLARB works to revise the Model Law and Regulations this coming year, member input, such as ensuring the model does not unduly restrict access to practice, providing clear guidance on exemptions and strengthening the scope of practice, will be taken into consideration.

#### **CLARB Working to Help Boards Be More Strategic**

This year's workshop helped members recognize the value of strategic planning. As members look to CLARB for support in beginning and maintaining the process, we are thinking creatively about how to address this need.

#### **Members Discuss Staying Relevant through Changing Times**

In the Future of Licensure session, members discussed changes in the licensure environment; potential disruptors of regulation and the need to defend; adapt and innovate all at the same time, noting that forced change may occur when it falls out of step with the public mood.



**Presidential Recognition Award Presented to Firm for the First Time**

CLARB President Jerany Jackson presented the **Presidential Recognition Award** to the Northeastern consulting firm **Milone & MacBroom** in recognition of their culture of service and long-time commitment to CLARB.

**Highlights from the September Board of Directors Meeting**

The Board of Directors met on September 16 to review progress on programs, finances and strategic initiatives. Key outcomes included approving the budget with no increase to member dues and fees and validating the 50th anniversary meeting plan to host the Annual Meeting in New York City in 2020.

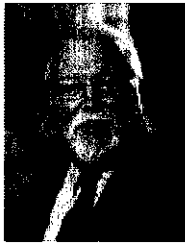
**Last Chance**

If you would like to **download** the Annual Meeting materials, please do so by Monday, November 30. As a reminder, membership communications are prepared for the benefit and exclusive use of our MBMs, MBEs and Staffs. We respectfully ask that information not be shared with the public without prior permission from CLARB.

**New Board Member Take Office October 1**

Members elected four new officers and three new Regional Directors to the **Board of Directors** for the 2015-2016 fiscal year, which began on October 1. Members also voted to make the Member Board Executive (MBE) position on the Board of Directors a voting Director position. Dawne Broadfield will serve as the first MBE Director, which is appointed by the President for a two-year term.





**Randy Weatherly,**  
President



**Chris Hoffman,**  
President-Elect



**Christine Anderson,**  
Vice President



**Phil Meyer,**  
Secretary



**Stan Williams,**  
Treasurer



**Rick Picatagi,**  
Region 1 Director



**Thomas Nieman,**  
Region 2 Director



**Bob Mercier,**  
Region 3 Director



**Allison Fleury,**  
Region 4 Director



**Cary Baird,**  
Region 5 Director



**Jerany Jackson,**  
Past President



**Dawne Broadfield,**  
MBE Director



**Joel Albizo,**  
CEO (ex officio)

## CLARB Welcomes New Committee Members

New members of the Committee on Nominations, Exam Writing Committee and Member Board Executives (MBE) Committee began their terms on October 1.



### Committee on Nominations

The Committee on Nominations is responsible for creating and maintaining a complete list of all eligible candidates for elected office; identifying qualified nominees for elected office; and identifying and proposing enhancements to the nominating and election processes. [View the members of the Committee on Nominations.](#)

### Exam Writing Committee

The Exam Writing Committee is responsible for the development of the examination and other duties as determined by the Board of Directors. The Committee is made up of four subcommittees based on the sections of the L.A.R.E. [View the members of the Exam Writing Committee.](#)

### MBE Committee

The MBE Committee is charged annually to complete a scope of work that is aligned with the organization's goals, strategy and approved work plan for the fiscal year. The committee's responsibilities include partnering with staff to develop, refine and validate themes, topics, formats and content for the annual membership meeting; and providing input on proposed changes to

policies, procedures, standards and other projects as needed. [View the members of the MBE Committee.](#)

## It's Time to Renew Your CLARB Membership

Renew your 2015-2016 membership and maintain **access to important, exclusive benefits** to keep your regulatory program robust, defensible and relevant.

Your base dues will remain the same for the next two years based on the Board of Directors vote to freeze the annual dues amount October 2014 through September 2017.

A	B	C
<b>Base Dues</b>	<b>Base Dues PLUS One Participation Credit</b>	<b>Base Dues PLUS Two Participation Credits</b>
\$5,485	\$8,235	\$10,985
Required to maintain access to CLARB benefits	Ensures that your Board is represented by one person at the CLARB Annual Meeting	Ensures that your Board is represented by two people at the CLARB Annual Meeting (recommended)

If your Board purchased Participation Credits last year, they will automatically be included in this year's invoice. If you don't have any Participation Credits, consider adding them now to ensure your Board's attendance at the 2016 Annual Meeting. Should you need to add or change your Participation Credits, please [contact Dot Ludwig.](#)

### How to Renew

The primary contact for your Board is the only user with access to renewing your membership.

We've got a new website so things may be a little different. [Walk through the renewal process step-by-step.](#)

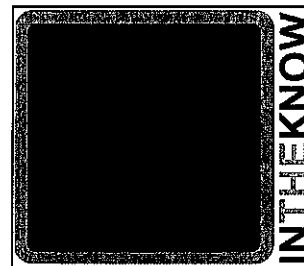
Ready? [Renew your membership now.](#)

Questions?

- For invoice questions, contact Dot Ludwig - [dludwig@clarb.org](mailto:dludwig@clarb.org) or 703-949-9463.
- For all other questions, contact Missy Sutton - [msutton@clarb.org](mailto:msutton@clarb.org) or 703-949-9466.

## Learn More about Leadership Opportunities in the 2016 Elections

Join Jerany Jackson, Chair of the Committee on Nominations, and CLARB staff on Tuesday, November 10 at 3:00 p.m. EST / 2:00 p.m. CST / 1:00 p.m. MST / Noon PST for a candid and informative conversation about leadership positions available for 2016 and changes to the nominations and elections process as a result of the recently-approved governance changes.



Changes include new eligibility requirements for all candidates, as well as increased leadership opportunities available for Member Board Executives. Jackson will also discuss what the leadership experience is like, what's expected of leadership and the nominations and elections timeline.

[Accessing the webcast is easy!](#)

- [Step 1: Login.](#) There's no need to pre-register. **Simply login** when it's time to begin.
- [Step 2: Dial in.](#) Dial 1-800-501-8979 and enter access code 9499463.

[About CLARB's "In the Know" Webcast Series](#)

This webcast series is designed to ensure that all CLARB Members are "in the know" about key issues, programs, activities, and processes that are part of the organization's work on behalf of the Membership.

The webcasts are prepared for the benefit and exclusive use of our Member Board Members, Executives and Staffs. We respectfully ask that access information for these webcasts not be shared with the public.

## Input Sought on Revised LAAB Standards, Procedures



During the past year, members of the Landscape Architecture Accreditation Board (LAAB) have worked to revise and update the STANDARDS & PROCEDURES by which they evaluate and accredit

professional education programs in landscape architecture. These efforts started in fall 2014, with a call for comment and input among members of the "community of interest" (persons interested in professional landscape architectural education). The LAAB Board received and reviewed comments, suggestions and recommendations for improving the STANDARDS & PROCEDURES. In addition, they explored trends in professional accreditation policy before developing the Proposed 2016 Revision of **LAAB STANDARDS & PROCEDURES**.

LAAB invites members of the community of interest and the public to review the proposed revisions and to comment on them. Comments and input on the revised STANDARDS & PROCEDURES document can be sent to Kristopher D. Pritchard, Accreditation & Education Programs Manager at [kpritchard@asla.org](mailto:kpritchard@asla.org) until **Tuesday, November 10**.

LAAB anticipates final adoption of the revised STANDARDS & PROCEDURES in winter 2016 with the document being placed in service with program reviews scheduled for fall 2017. **Learn more about the revised document and revision process.**

This email was sent to: **[Kathryn.patterson@state.sd.us](mailto:Kathryn.patterson@state.sd.us)**

This email was sent by: Council of Landscape Architectural Registration Boards  
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MEMORANDUM

**TO:** Member Board Members  
Member Board Executives

**FROM:** Mike Armstrong  
Chief Executive Officer



**RE:** UPDATE - Member Board Feedback on Intern Development Program (IDP) Experience Portfolio Documentation Program – Summary Report

**DATE:** October 2, 2015

The Intern Development Program (IDP) allows licensure applicants to earn full credit for experience reported within eight months, and 50 percent credit for experience earned beyond eight months and up to five years. Conversations with representatives from several Member Boards indicate that there is a contingent of candidates who have work experience that falls outside of the acceptable reporting requirements. In August 2013, the Board of Directors directed staff to analyze the potential need, identify options, and develop an approach for individuals to document valid work experience fulfilling the spirit of the Intern Development Program (IDP) but falling outside the limits of the current reporting requirements.

On July 1, 2015, Member Board Members and Executives received a copy of a memorandum outlining an alternative program to satisfy the requirements of the IDP. This program, designed to provide a pathway for design professionals to validate that they have substantial past experience that meets the requirements of the IDP, would enable licensure candidates to demonstrate completion of IDP through a comprehensive experience portfolio. The approach requires detailed, verified documentation to support the claim that experience gained outside of the IDP reporting requirements has been completed competently and satisfies the current IDP requirements. The applicant will be required to submit work samples that represent competent performance of the tasks identified in six practice areas of the overhauled IDP that will be implemented in July 2016.

This proposed plan was presented and explained to Member Boards in workshops held during the 2015 Annual Business Meeting. Following the Annual Business Meeting, all Member Boards were sent an online survey soliciting their comments and feedback on the proposed IDP Experience Portfolio Documentation Method. Attached is a summary of the Member Board responses we received.

**Summary Report – Member Board Feedback on Intern Development Program (IDP)  
Experience Portfolio Documentation Program  
October 2, 2015  
Page 2**

*Key Findings*

As of September 30, 2015, we have received responses from thirty-six\* (36) Member Boards stating official Board positions (see table below). The proposed program was met with overall positive feedback. Nearly seventy percent (approximately 69.4%) or 25 of these respondents agree with the proposed changes to the IDP Experience Portfolio Documentation Method. Five (5) of the Boards indicated that they held ‘no position’ and six (6) disagree with the proposed modifications.

*\*We also received six (6) responses from individuals from four (4) jurisdictions.*

*Table 1: Count and Position of Responding Boards*

<b>Board</b>	<b>Position</b>
Alabama	No position
Alaska	Agree
Arizona	Agree
California	Agree
Colorado	Disagree
Connecticut	Agree
District of Columbia	Agree
Florida	Agree
Hawaii	Agree
Idaho	Agree
Illinois	Agree
Iowa	No position
Louisiana	Agree
Maine	Agree
Maryland	Disagree
Massachusetts	Agree
Michigan	Agree
Mississippi	Disagree

<b>Board</b>	<b>Position</b>
Missouri	No position
Montana	Agree
Nebraska	Agree
New Hampshire	Agree
New Mexico	Agree
New York	No position
North Carolina	Agree
Ohio	Agree
Oklahoma	No position
Oregon	Disagree
Puerto Rico	Agree
Rhode island	Agree
Tennessee	Agree
Texas	Agree
Utah	Disagree
Virginia	Agree
Washington	Agree
Wisconsin	Disagree

**Summary Report – Member Board Feedback on Intern Development Program (IDP)  
Experience Portfolio Documentation Program  
October 2, 2015  
Page 3**

*Table 2: Member Boards' Position on the Proposed IDP Experience Portfolio Program*

	<i>Count</i>	<i>Percent</i>
Agree	25	69.4%
Disagree	6	16.7%
No position	5	13.9%
<b>Total</b>	36	100%

While a majority of the Boards support the proposed program, more than half of the Boards (61%) indicated they have concerns with the program as described to them. A small number of respondents believed that the new program would be 'difficult [for candidates] to obtain the required evidence' and 'make [the] licensure process complicated'. One Board believes that the requiring supervisors and mentors to have an NCARB Certificate is too restrictive and could be an impediment to participation. For some Boards, it was more important that the mentor or supervisor be a licensed and actively practicing architect. While several Boards indicated concerns, eight (8) Boards expressed more than cooperation on this initiative and indicated they support the proposed IDP program. Another seven (7) Boards are in favor of the concept of an alternative method for documenting verifiable experience for broadly experienced interns.

NCARB anticipates additional comments as several Boards will be convening in the coming weeks and plan to discuss the proposed changes to the experience documentation method.

**Below is a high level summary of comments received:**

- Fifteen (15) Boards support the program as described or are in favor of the concept of an alternative method for documenting verifiable experience for broadly experienced interns.

Several Boards expressed concerns indicating the following:

- The current proposal is overly complicated and may complicate IDP.
- The proposed process is too complex and should be simplified.
- Consider development of a hybrid program with more flexibility.
- Consider elimination of the requirement that supervisors be NCARB certified.
- Consider inclusion of a supervisor/mentor training program.
- Concern that this proposal may conflict with their jurisdiction's current statutes.
- Confusion regarding how verification of hours is obtained
- Concern that there is no clear method for measuring experience

**Summary Report – Member Board Feedback on Intern Development Program (IDP)  
Experience Portfolio Documentation Program  
October 2, 2015**

**Page 4**

In order to assure a complete understanding of the process, we will be conducting feedback sessions during the next two weeks. We encourage you to participate in these sessions as a way to share your feedback and hear what others are thinking. Those meetings will be held as follows:

- Thursday, October 8, 3 p.m. EDT
- Wednesday, October 14, 3 p.m. EDT
- Monday, October 19, 3 p.m. EDT

Please click on one of the above dates to register for the webinar. Upon registering, you will receive a confirmation email with connection information and you will have the ability to save it as a calendar appointment. You will also receive appointment reminders as we get closer to the meeting. We hope that many of you will be able to take advantage of this opportunity!

# Press Release

November 3, 2015  
FOR RELEASE: IMMEDIATELY

**MEDIA CONTACT:**  
Andrew McIntyre  
202/469-4558  
amcintyre@ncarb.org

## NCARB Unveils New Experience Areas for Aspiring Architects

*Next summer, the Intern Development Program (IDP) will be updated to reflect six broad areas of architectural practice.*

Washington, DC—The final steps to a fully revised experience program for aspiring architects has been unveiled by the National Council of Architectural Registration Boards (NCARB). The effective date for NCARB's "overhaul" of the Intern Development Program (IDP) has been set for June 29, 2016. The overhaul will result in simplifying the experience reporting areas from 17 to six. This latest action completes a multi-year effort to revamp the program; the first phase removed one-third of required hours known as "elective hours," effective July 1 of this year. The restructuring into six reporting areas is designed to better reflect current architectural practice and technology, based on data from NCARB's "Practice Analysis" survey. To assist IDP participants in transitioning to the new program, NCARB has also released details on how the current program will map to the future version.

### **Aligning to the Phases of Architectural Practice**

The IDP's current 17 experience areas will be realigned into six broad practice-based areas. The six new experience areas include: Practice Management, Project Management, Programming & Analysis, Project Planning & Design, Project Development & Documentation, and Construction & Evaluation. These areas will also be reflected in the six divisions of the new licensing exam, Architect Registration Examination® (ARE®) 5.0, which will launch in late 2016, providing further alignment between the two programs.

The revisions to the IDP were set in motion by a vote of the NCARB Board of Directors in September 2014. At that time, they voted to modify the IDP—first, by removing elective hours this past July, and next by reallocating these hours into the six new areas. In making these decisions, the BOD considered feedback from various internship committees, interviews with industry leaders, and results from the *2012 NCARB Practice Analysis of Architecture*.

"This overhaul will broaden the scope of the IDP's experience areas without reducing the program's rigor," said NCARB CEO Michael Armstrong. "It will also help ensure that aspiring architects acquire the skills and knowledge needed to practice in today's evolving world."

### **Resources for Aspiring Architects**

To help prepare aspiring architects and their supervisors for this transition, NCARB has released a map to show how the current 17 experience areas will merge into the six new areas. In the coming months, the organization will also provide helpful video webinars, blog articles, social media updates, and more. Since each state sets its own requirements for initial licensure, NCARB encourages aspiring architects to verify the specific experience requirements in their jurisdiction. NCARB will continue to share updates with its customers and Member Boards regarding the timeline to implementation.



# Press Release

Developed by NCARB, the IDP is designed to guide aspiring architects through the early stages of their career so they can one day practice architecture independently. Most states require completion of the IDP to satisfy experience requirements for licensure.

For more information on the overhauled IDP visit [www.ncarb.org/OverhauledIDP](http://www.ncarb.org/OverhauledIDP).

NCARB

OVERHAUL OF IDP EXPERIENCE AREA MAP

IDP Experience Areas Starting July 1, 2016

Category	Current Experience Areas	Hours	Practice Management	Project Management	Programming & Analysis	Project, Planning & Design	Project Development & Documentattion	Construction Evaluation
			160	360	260	1,080	1,520	360
Pre-Design	1A: Programming	80			80			
	1B: Site and Building Analysis	80			80			
	1C: Project Cost and Feasibility	40			40			
	1D: Planning and Zoning Regulations	60			60			
Design	2A: Schematic Design	320				320		
	2B: Engineering Systems	360				360		
	2C: Construction Cost	120				120		
	2D: Codes and Regulations	120				120		
	2E: Design Development	320					320	
	2F: Construction Documents	1,200					1,200	
	2G: Material Selection and Specifications	160				160		
Project Management	3A: Bidding and Contract Negotiation	120		120				
	3B: Construction Administration	240						240
	3C: Construction Phase Collaboration	120						120
	3D: General Project Management	240		240				
Practice Management	4A: Business Operations	80	80					
	4B: Leadership and Service	80	80					
	<b>Total Hours</b>	<b>3,740</b>	<b>160</b>	<b>360</b>	<b>260</b>	<b>1,080</b>	<b>1,520</b>	<b>360</b>

# Press Release

#####

## About NCARB

The National Council of Architectural Registration Boards' membership is made up of the architectural registration boards of all 50 states as well as those of the District of Columbia, Puerto Rico, Guam, and the U.S. Virgin Islands. NCARB assists its member registration boards in carrying out their duties and provides a certification program for individual architects.

NCARB protects the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects. In order to achieve these goals, the Council develops and recommends standards to be required of an applicant for architectural registration; develops and recommends standards regulating the practice of architecture; provides to Member Boards a process for certifying the qualifications of an architect for registration; and represents the interests of Member Boards before public and private agencies. NCARB has established reciprocal registration for architects in the United States and Canada.

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YouTube: [www.youtube.com/NCARBorg](http://www.youtube.com/NCARBorg)

# ARE 5.0 Transition Calculator Now Available!



Hello, Johnny Tester!

Plan the ideal testing strategy to complete the ARE. Select ARE 4.0 divisions to see how they will be credited in ARE 5.0 through either the calculator or credit model views.

**Calculator** Credit Model

ARE 4.0	ARE 5.0
<b>PASS MORE DIVISIONS BY 4/30/16</b>	<b>PASS MORE DIVISIONS BY 6/30/16</b>
<input checked="" type="checkbox"/> Construction Documents & Services <i>Passing 1 of 2</i>	<b>Practice Management</b> <i>1 of 2 ARE 4.0 exams passed</i>
<input type="checkbox"/> Programming, Planning & Practice	<b>Project Management</b> <i>1 of 2 ARE 4.0 exams passed</i>
<input type="checkbox"/> Site Planning & Design <i>Passing 1 of 2</i>	<b>Programming &amp; Analysis</b> <i>1 of 2 ARE 4.0 exams passed</i>
<input type="checkbox"/> Building Design & Construction Systems	<b>Project Planning &amp; Design</b> <i>1 of 2 ARE 4.0 exams passed</i>

We have great news! With **ARE 5.0** launching in late 2016, we want to make sure you're armed with the tools you need to succeed. That's why we've launched the **ARE 5.0 Transition Calculator**.

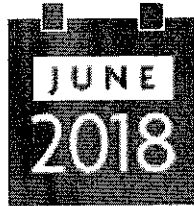
Here's what the calculator can do for you:

- Help you form a personalized testing plan.
- See how divisions in ARE 4.0 will transition to 5.0, so you can make a plan **to finish**.
- If you have already begun testing, the calculator will help keep track of your Rolling Clock. When you log in through My NCARB, you can see which exams you've passed along with their expiration dates.

### Test Strategically

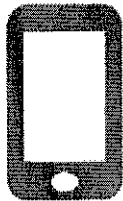
The calculator was designed to help you develop a personalized testing strategy. Use the calculator in conjunction with the **Credit Model** to see what works best for you.

# Updates & Reminders



## **Remember: ARE 4.0 is available until June 30, 2018**

As you continue to make progress toward completing the ARE, remember that ARE 4.0 will be available until June 30, 2018. ARE 5.0 launches in 2016, at which point you'll be able to continue testing in ARE 4.0 or self transition to ARE 5.0. You can learn more about ARE 5.0 on our [website](#) and [blog](#).



## **We're Here to Help**

Questions? Contact our Customer Service team at 202/879-0520 or [customerservice@ncarb.org](mailto:customerservice@ncarb.org) to help develop your testing plan.



## **Join the ARE 4.0 Community!**

Be sure to join the [ARE 4.0 Community](#)—a space where candidates can come together to ask questions, share best practices, and interact with our experts!

**National Council of  
Architectural Registration Boards**

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Washington, DC, 20006



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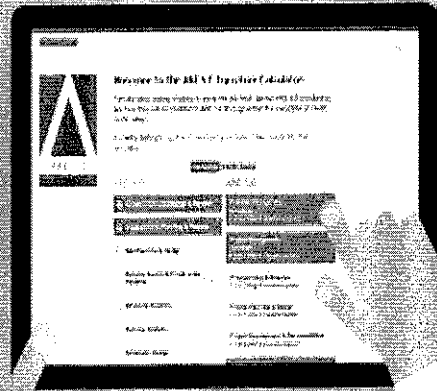
Studying  
Architecture

Intern Development  
Program (IDP)

Architect Registration  
Examination (ARE)

Getting an  
Initial License

PLAN YOUR  
PATH TO ARE 5.0



## New Tool: ARE 5.0 Transition Calculator

Whether you decide to finish in ARE 4.0 or want to combine the two versions, you can make a strategy to complete the exam with the new ARE 5.0 Transition Calculator. [LEARN MORE](#)

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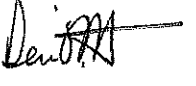
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MEMORANDUM

Dennis S. Ward, AIA, NCARB  
President/Chair of the Board  
Florence, South Carolina

**TO:** Member Board Members  
Member Board Executives

Kristine A. Harding, AIA, NCARB  
1st Vice President/President-Elect  
Huntsville, Alabama

**FROM:** Dennis Ward, AIA, NCARB  
President/Chair of the Board 

Gregory L. Ery, NCARB, AIA  
2nd Vice President  
Reno, Nevada

**DATE:** October 8, 2015

David L. Hoffman, FAIA, NCARB  
Treasurer  
Wichita, Kansas

**SUBJECT:** Request for Comments: Modifications to the NCARB  
Education Standard

Terry L. Allers, AIA, NCARB  
Secretary  
Fort Dodge, Iowa

**INTRODUCTION**

Dale McKinney, FAIA, NCARB  
Past President  
Sioux City, Iowa

The education requirement for NCARB certification is a professional degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB) or the Canadian Architectural Certification Board (CACB). There are two alternative means to satisfy the education requirement:

David R. Prengaman, AIA, NCARB  
Director, Region 1  
Providence, Rhode Island

- Completion of the Broadly Experienced Architect (BEA) Program
- An EESA-NCARB education evaluation report stating satisfaction of the NCARB Education Standard.

Susan B. McClymonds, AIA, CSI  
Director, Region 2  
Amsterdam, New York

Both alternatives utilize the NCARB Education Standard as criteria by which certificate applicants are assessed.

Alfred Vidaurri Jr., FAIA, NCARB, AICP  
Director, Region 3  
Fort Worth, Texas

The Standard is also used in the EESA-NCARB education evaluation report for foreign educated applicants pursuing initial licensure in the U.S. The Standard is regularly reviewed and updated from time to time in order to remain relevant to current practice and in alignment with the NAAB Conditions for Accreditation.

Stephen L. Sharp, AIA, NCARB  
Director, Region 4  
Springfield, Ohio

The proposal for modifications to the NCARB Education Standard was reviewed by the NCARB Board of Directors at the June Pre-Annual Board Meeting. The Board of Directors would now like feedback from our Member Boards prior to voting on these proposed changes. Comments will be received through January 12, 2016.

Bayliss Ward, NCARB, AIA  
Director, Region 5  
Bozeman, Montana

Robert M. Calvani, NCARB, AIA  
Director, Region 6  
Albuquerque, New Mexico

Kingsley Johnson Glasgow  
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... protects the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects.

Feedback from our Members Boards on these proposed changes is critical to the Board of Directors. The Board would like to assure that we have heard from our membership on this subject and that we continue to maintain the *NCARB Education Standard* as a valid and appropriate criteria by which to review an applicant's alternative education for certification.

The following pages provide details and rationale on all proposed modifications. Questions regarding the proposal should be directed to Harry Falconer ([hfalconer@ncarb.org](mailto:hfalconer@ncarb.org)) or Michelle Dixon ([mdixson@ncarb.org](mailto:mdixson@ncarb.org)).

#### **BACKGROUND**

The *NCARB Education Standard* is the approximation of the requirements of a professional degree from a program accredited by the National Architectural Accrediting Board (NAAB). It includes general studies, professional studies, and electives, which together comprise a professional education in architecture.

The *NCARB Education Standard* is not the equivalent to the *NAAB Conditions for Accreditation*. The *NCARB Education Standard* is prescriptive based and includes subject area definitions and semester credit hour requirements. The *NAAB Conditions for Accreditation* are performance based and include criteria by which student outcomes are reviewed.

#### **EXECUTIVE SUMMARY**

Following the 2013 NAAB Accreditation Review Conference, the *Conditions for Accreditation* were revised and updated in 2014. The FY15 Education Committee was charged with reviewing the *NCARB Education Standard in order to confirm* relevancy and alignment with the updated Student Performance Criteria (SPC) in the *2014 NAAB Conditions for Accreditation*.

The committee, composed of education specialists and a representative from the NAAB, approached the charge by identifying misalignments between the subject areas of the *Standard* and the SPC of the *Conditions*, eliminating overlap between the two sets of requirements, and addressing SPC not currently covered in the *Standard*. This approach led to modifications, including nomenclature changes, reorganization and addition of subject area categories, merging of categories, and adjustments to semester credit hour requirements. The proposed changes include an update to the *Standard's* subject area and category definitions completed in collaboration with NAAB subject matter experts.

Please refer to the attached *Education Standard Comparison Chart* and the *Education Standard* redline document for details regarding the proposed changes.

### **PROPOSED EDUCATION STANDARD OUTLINE**

In this proposed outline, the relative NAAB SPC are identified and aligned under each subject area, with the exception of General Education. The language from each of the NAAB SPC was then integrated into the *NCARB Education Standard* based upon the proposed alignments.

- I. **General Education** (currently 45 semester credit hours); remain as is.
  
- II. **History and Theory, Human Behavior, and Environment** (currently 16 semester credit hours)  
*Proposed Changes:*
  - Subject Area title change to History and Theory, and Human Behavior.
  - Requirement reduction from 16 to 12 semester credit hours.
  - Relocate Environment category to studio design hours.
  - The remaining three (3) semester credit hours may be in any one or more categories of the History and Theory, and Human Behavior subject area.*Proposed Categories and Related SPC:*
  - A. History and Theory – 6 semester credit hours min.
    - i. A.7 – History and Global Conditions
  - B. Human Behavior – 3 semester credit hours min.
    - ii. A.8 – Cultural Diversity and Social Equity
  
- III. **Technical Systems** (currently 24 semester credit hours)  
*Proposed Changes:*
  - Subject Area title change to Building Practices.
  - Requirement increase from 24 to 27 semester credit hours.
  - Move Technical Documentation from Practice Subject Area to this Subject Area.
  - Category title change from Building Service Systems and Building Envelope/Enclosure Systems to Building Service and Building Enclosure Systems.
  - Add Financial Considerations category



*Proposed Categories and Related SPC:*

- A. Structural Systems – 6 semester credit hours min.
  - i. B.5 – Structural Systems
- B. Environmental Control Systems – 6 semester credit hours min.
  - ii. B.6 – Environmental Systems
- C. Construction Materials and Assemblies – 6 semester credit hours min.
  - iii. B.8 – Building Materials and Assemblies
- D. *Building Service and Building Enclosure Systems* – 3 semester credit hours min. (title change)
  - iv. B.7 – Building Envelope Systems and Assemblies
  - v. B.9 – Building Service Systems
- E. *Technical Documentation* – 3 semester credit hours min. (moved from Practice)
  - vi. B.4 – Technical Documentation
- F. *Financial Consideration* – 3 semester credit hours min. (added requirement)
  - vii. B.10 – Financial Considerations

**IV. Design** (currently 50 semester credit hours)*Proposed Changes:*

- Requirement reduction from 50 to 42 semester credit hours.
  - This reduction in semester credit hours is based on the linking study performed by the committee. The NAAB SPC linked to Design Levels I-IV only, therefore the committee has proposed the elimination of Design V, which required 8 credit hours.
  - Current Level V Design, which includes comprehensive design requirements, is now represented in *Integrated Design*, the proposed fourth category.
  - The remaining ten (10) semester credit hours may be in any one or more categories of the Design subject area.
- Categories renamed and redefined.
  - Eliminates the misperception that Design Levels, which demonstrate knowledge that is built upon through each consecutive Level, are sequential and refer to years in school.

- Provides a more accurate reflection of the criteria.

*Proposed Categories and Related SPC:*

- A. *Fundamental Design (current Level I) – 8 semester credit hours min.*
  - i. A.1 - Professional Communication Skills
  - ii. A.2 - Design Thinking
  - iii. A.4 - Architectural Design Skills
  - iv. A.5 - Ordering Systems
- B. *Program and Site Design (current Level II) – 8 semester credit hours min.*
  - i. B.1 - Pre-Design
  - ii. B.2 - Site Design
  - iii. Added language from NAAB Perspectives on sustainability and environmental design
- C. *Research and Investigative Based Design (current Levels III and IV) – 8 semester credit hours min.*
  - i. A.3 - Investigative Skills
  - ii. A.6 - Use of Precedents
  - iii. C.1 - Research
- D. *Integrated Design (current Levels IV and V) – 8 semester credit hours min.*
  - i. C.2 - Integrated Evaluations and Decision-Making Design Process
  - ii. C.3 - Integrative Design

**V. Practice** (currently 9 semester credit hours, of which 3 must be in Laws and Regulations)

*Proposed Changes:*

- Requirement increase from 9-12 semester credit hours.
- Require an additional minimum of 3 credit hours in Ethics and Professional Conduct.
- Category title change from Project Process to Stakeholder Roles in Architecture.
- Subject Area title change to Professional Practice.
- The remaining six (6) must be distributed across the other three categories.

*Proposed Categories and Related SPC:*

- A. Stakeholder Roles in Architecture – 3 semester credit hours max.
  - i. D.1 – Stakeholder Roles in Architecture
- B. *Project Management* – 3 semester credit hours max. (change title)

- ii. D.2 – Project Management
- C. Business Management – 3 semester credit hours  
max.
- iii. D.3 – Business Practices
- D. Laws and Regulations – 3 semester credit hours  
min.
- iv. B.3 – Code and Regulations
- v. D.4 – Legal Responsibilities
- E. *Ethics and Professional Conduct* – 3 semester credit hours  
min.
- vi. D.5 – Professional Conduct

VI. **Electives** (currently 16 semester credit hours)

*Proposed Changes:*

- Requirement decrease from 16-12 semester credit hours.
- Subject Area title change to Optional Studies.

Note: Although there is an overall reduction of ten semester credit hours, the proposed *Standard* includes the same percentage of architecture-related coursework as the current *Standard*. The proposed total (150 semester credit hours) is also in alignment with the current requirements for an accredited Bachelor of Architecture degree program. The resulting outline provides a distribution of hours and subject areas that are aligned with the *2014 NAAB Conditions for Accreditation*.

**CONCLUSION**

The Education Committee, educators and subject matter experts in education evaluation were engaged in the comprehensive assessment and revision of the proposed *NCARB Education Standard*. The reorganization, revisions to nomenclature and subject area definitions, and adjustment of semester credit hour requirements maintains the relevancy and currency of the *Standard* as the criteria by which to review applicants for licensure and/or certification.

Comments will be received through January 10, 2016 and the Board of Directors will be reviewing these comments and voting on these proposed changes at a special meeting scheduled for January 30, 2016.

# NCARB

The *NCARB Education Standard* is the approximation of ~~the a first~~ requirements of a professional degree from a NAAB-accredited degree program. It includes general studies, professional studies, and ~~electives~~optional studies, which together comprise a professional liberal education in architecture.

The *NCARB Education Standard* is the criteria for the EESA-NCARB Education Evaluation (described on page 19 of the Education Guidelines). An EESA-NCARB Education Evaluation is required for two types of applicants who are seeking to satisfy one of two alternates to the education requirement for NCARB certification:

1. ~~➤~~ Applicants who have a professional degree in architecture from a country other than the United States or Canada and whose degree meets the requirements for licensure in that country,<sup>1</sup> ~~and~~
2. ~~➤~~ Applicants for the Broadly Experienced Architect (BEA) Program who have at least 64 semester credit hours (or 96 quarter credit hours) of post-secondary education.

The EESA-NCARB Education Evaluation process is described on page 20 and the BEA Program is described on page 9 of the *Education Guidelines*. The education requirement for NCARB certification is described in the ~~Handbook for Interns and Architects~~Certification Guidelines.

The *NCARB Education Standard*, the individual subject areas and categories of the *NCARB Education Standard*, and means to satisfy any identified deficiencies are described ~~below and~~ on the following pages. The following definitions have been developed to approximate the requirements of a NAAB-accredited degree program in architecture.

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<sup>1</sup> A "credit hour" is the unit of measuring educational credit, usually based on the number of classroom hours per week throughout a term. Students are awarded credit for classes on the basis of the

A minimum of ~~160~~150 semester credit hours<sup>1</sup> (which is the equivalent of ~~240~~225 quarter credit hours) of academic credit is required and is grouped into six subject areas: General Education; History and Theory ~~and~~; Human Behavior, ~~and~~ ~~Environment~~; ~~Technical Systems~~Building Practices; ~~Practice~~Design; ~~Professional Practice~~; and ~~Electives~~Optional Studies.

## 1. General Education

A total of 45 semester credit hours are required. At least three (3) hours in the Communication Skills category must be in English Composition. The remaining 42 hours may be in any one or more categories of the General Education subject area.

### A. Communication Skills

Communication Skills are defined as effective written and oral communication using the conventions of Standard English as taught in ~~the United States~~English-speaking countries.

Acceptable courses include English composition, English grammar, public speaking, media communication, community consensus building, research methods, speech communication, business communication, and introductions to research.

Courses in English literature are NOT acceptable in this category, but they are acceptable in Humanities and Arts. Courses in English as a foreign language are NOT acceptable in Communication Skills; however, they may be acceptable in Humanities and Arts.

### B. Humanities and Arts

Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester (Definition of a Carnegie Unit). Generally, in the U.S., a semester credit hour is measured as 15-16 contact hours per semester.

Humanities and Arts are defined as the academic study of the expressions and artifacts of human experience in word, image, music, and gesture using methods that are primarily analytic, critical, or speculative and that apply rational thought to construct and assess opinions, ideas, and arguments.

Acceptable courses include philosophy, ancient and modern languages, literature, ~~law~~-history, philosophy, religion, visual, performing and applied arts, and language courses other than English.

**C. Quantitative Reasoning**

Quantitative Reasoning is defined as the study of quantitative methods and rational, systematic steps based on sound mathematical procedures to arrive at a conclusion.

Acceptable courses include algebra, analytic and descriptive geometry, trigonometry, calculus, logical reasoning, pre-calculus, linear algebra, and statistics.

**D. Natural Sciences**

Natural Sciences is defined as the study of the universe using a naturalistic approach, which is understood as obeying rules or laws of natural origin. The term Natural Science is also used to distinguish study in those fields that use the scientific method to study science and nature.

Acceptable courses include astronomy, astrophysics, bacteriology, biology, chemistry, earth science, physics, geology, zoology, microbiology, biochemistry, and botany.

**E. Social Sciences**

Social Sciences is defined as the study of the fields of academic scholarship that explore human society.

Acceptable courses include: anthropology, archaeology,

economics, geography, history, ~~law~~, linguistics, human geography, political science, gender studies, racial/ethnic studies, geography, international studies, psychology, and sociology.

**Satisfying deficiencies in General Education**

Relevant courses may be taken at any university, college, or community college that is accredited by one of the six regional accrediting associations in the United States: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. Information concerning regional accreditation is usually found on each academic institution's website. It can also be obtained from the admissions office or the registrar.

If a U.S. regionally accredited academic institution grants credit in relevant subjects on the basis of equivalency examinations administered by the institution or by the College Entrance Examination Board's Advance Placement Program, and if that credit is listed on an official transcript issued by that institution, then that credit can be used to satisfy the general education requirement.

The College Level Examination Program (CLEP) can be used to satisfy the general education requirement. The score required varies from subject to subject. Further information can be obtained from NAAB.

**2. History ~~and~~ Theory, ~~and~~ Human Behavior, ~~and~~ Environment**

A total of at least ~~16~~ 12 semester credit hours, with minimum requirements for each category as indicated:

- A. ~~3~~ 2-History and Theory (6)
- B. ~~3~~ 2-Human Behavior (3)

> ~~Environment (3)~~

The remaining four (43) semester credit hours may be in any one or more categories of the History and Theory, and Human Behavior, and ~~Environment~~ subject area.

**A. History ~~and~~ Theory**

History and Theory are defined as the study of the traditions of architecture and the built environment, landscape architecture, urban form, and construction by which diverse human needs, values, and aspirations have been addressed in response to cultural, climatic, ecological, technological, socioeconomic, and public health constraints.

Acceptable topics include historical movements in architecture; history of architecture, landscape architecture, and ~~urbanism-design~~, history of building technology, and theory of architecture.

Courses in art history, cultural history, economic history, and political history are NOT acceptable in this category, but they are acceptable in General Education.

**B. Human Behavior**

Human Behavior is defined as the study of the characteristics, nature, and behavioral norms of diverse individuals and groups that relate to the economic, physical and spatial environmental which they function, and to the processes of environmental modification and change.

Acceptable topics include the study of ~~environmental psychology~~, ergonomics, human behavior, post-occupancy studies, cultural diversity, social diversity, and social response to the environment.

**Satisfying deficiencies in History and Theory and Human Behavior**

Relevant courses may be taken at any university, college, or community college that is accredited by one of the six regional accrediting associations in the United States: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

Courses taken at community or junior colleges are acceptable for satisfying deficiencies in the History and Theory and Human Behavior requirement category and the Human Behavior category only.

**Satisfying Deficiencies in Environment**

Courses to satisfy deficiencies in this category may be taken at either

> ~~Four-year institutions that offer a professional degree program accredited by NAAB or CACB/CCCA. A list of institutions with NAAB and CACB/CCCA accredited programs can be found here.~~

OR

> ~~Four-year institutions that offer a pre-professional degree in architecture but do not also offer a NAAB or CACB/CCCA accredited program.~~

All courses must be approved by NAAB in advance

~~If a U.S. regionally accredited academic institution grants credit in relevant subjects on the basis of equivalency examinations~~

administered by the institution, and if that credit is listed on an official transcript issued by that institution, then that credit can be used to satisfy these subject area requirements.

**3. Technical Systems Building Practices**

A total of at least 24-27 semester credit hours, with minimum requirements for each category as indicated:

- A. → Structural Systems (6)
- B. → Environmental Control Systems (6)
- C. → Construction Materials and Assemblies (6)
- D. → Building Service Systems and Building Enclosure/Envelope/Enclosure Systems (3)
- E. Technical Documentation (3)
- F. Financial Considerations (3)

The remaining three (3) hours may be in any one or more categories of the Technical Systems subject area:

**A. Structural Systems**

Structural Systems are defined as the study of the basic structural elements of buildings, their interaction as a support system, the forces that act on and in buildings, and the principles, theory, and appropriate applications of these systems.

Acceptable topics include analysis of structural systems, construction, construction assemblies, determinate and indeterminate systems, equilibrium, forces and force systems, free body diagrams, gravity, lateral and seismic forces, loads, mechanics of materials, resolution of external forces, shear and bending moments, sizing of structural members, stability, statics, strength of materials, stress and strain, structural elements, structural systems in wood, steel and concrete, and theory of structures.

**B. Environmental Control Systems**

Environmental Control Systems are defined as the study of building elements that pertain to the modification of the microclimate for purposes of human use and comfort.

Acceptable topics include acoustics, air conditioning, building core systems, energy, energy efficiency, energy transmission, environmental systems, active and passive heating and cooling systems, lighting (natural and artificial), solar geometry, natural ventilation, indoor air quality, solar energy utilization, and sustainability.

**C. Construction Materials and Assemblies**

Construction Materials and Assemblies are defined as the study of the basic principles and appropriate selection and application of characteristics of building materials and how they are used, made, and appropriately applied in a building project interior and exterior construction materials, finishes, products, components, and the assemblies based on their inherent performance, including environmental impact and reuse.

Acceptable topics include physical properties of building materials, fenestration, sustainable material selection, detailing, installation characteristics of material assemblies, and associated assembly cost for labor and materials, and material use and detailing.

**D. Building Service Systems and Building Envelope/Enclosure Systems**

Building Service and Building Enclosure Systems and Building Envelope/Enclosure Systems are defined as the study of the appropriate selection and application of: Building Service Systems including lighting, the application and performance of non-thermal mechanical, plumbing, electrical, control, communications, vertical transportation, security, fire protection, non-thermal mechanical, control, circulation, and signal systems and application of Building Envelope/Enclosure Systems relative

to the performance fundamental performance, aesthetics, moisture transfer, durability, and energy characteristics of the building envelope/enclosure.

Acceptable topics in Building Envelope/Enclosure Systems include curtain wall systems, sustainability, construction methods, facades, moisture transfer, durability, energy performance, and material use and detailing. Acceptable topics in Building Service Systems include plumbing, electrical, vertical transportation and life safety systems, control, communication, and fire protection and life safety systems.

**E. Technical Documentation**

Technical documentation is defined as the study of preparing technically clear and accurate drawings, preparing outline specifications, and models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

**F. Financial Considerations**

Financial considerations are defined as the study of building economics and the fundamentals of building costs, project financing, methods, and feasibility.

Acceptable topics include building costs, cost and benefit analysis, cost control, development costs, estimating, finance, life-cycle costing, site acquisition and development, and value engineering.

**Satisfying deficiencies in Technical Systems Building Practices**

Courses to satisfy deficiencies in this category may be taken at either

> Four-year institutions that offer a professional degree program accredited by NAAB or CACB/CCCA. A list of

institutions with NAAB- and CACB/CCCA-accredited programs can be found here.

OR

> Four-year institutions that offer a pre-professional degree in architecture but do not also offer a NAAB- or CACB/CCCA-accredited program. Courses taken at community or junior colleges are NOT acceptable for satisfying deficiencies in technical systems building practices.

All courses must be approved by NAAB in advance.

Courses taken at community or junior colleges are NOT acceptable for satisfying deficiencies in technical systems.

If a U.S.-regionally accredited academic institution grants credit in relevant subjects on the basis of equivalency examinations administered by the institution, and if that credit is listed on an official transcript issued by that institution, then that credit can be used to satisfy these subject area requirements.

**45. Design**

A total of at least 5042 semester credit hours with a ~~including at least one level V design studio sequence with a minimum of eight (8) hours and maximum of twelve (12) hours in each level~~ in each area. The remaining ten (10) hours may be in one or more areas of

Design:

~~A. >Level I Fundamental Design (8)~~

~~A.~~

~~B. >Level II Programming and Site Design (8)~~

~~C. >Level III Research and Investigative-Based Design (8)~~

~~>Level IV~~

~~D. >Level V Integrated Design (8)~~

The remaining ten (10) hours may be in any one or more



levels of the Design subject area with no more than twelve (12) hours in any one level.

Design is defined as collection of data or information, the analysis, synthesis, use of judgment, and development and communication tools and methods that architects use to understand, assess, bring together, and express the ideas that lead to a built project.

Design is divided into five levels. Each level requires competency in the subordinate level(s):

**A. Level I Fundamental Design:**

Level I is defined as individual. Learning experiences that require students to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards; use basic formal, organizational and environmental principles and the capacity of each to inform within two-dimensional and three-dimensional design; spatial contexts and ordering systems; basic architectural and application of the fundamentals of both natural and formal ordering systems and the capacity of each; and articulating effectively and using representational media appropriate for the assignment. environmental design principles, beginning user consciousness with a familiarity of spatial analysis, natural and formal ordering systems, design process methodology, and development of communication skills using appropriate media and design literacy.

**B. Level II Programming and Site Design:**

Learning experiences in which students are required to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant

sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria; to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design. Level II is defined as individual learning experiences with emphasis on the environment, precedent, user space study, investigative skills, and further design skill development; introduction of qualitative technical materials; a minimum proficiency in the design and communication of simple buildings with an introductory understanding of client need assessment, site (including existing building) assessment, construction and structural systems; and data analysis, programming, site analysis, and design.

**C. Level III Research and Investigative-Based Design:**

Learning experiences that require students to utilize methods for gathering, assessing, recording, and comparatively evaluating relevant information and performance in order to support conclusions related to a specific project or assignment; to use theoretical and applied research methodologies and practices necessary in the design process; to examine and comprehend the fundamental principles present in relevant precedents and make informed choices about the incorporation of such principles into architecture projects. Level III is defined as individual and group learning experiences with emphasis on simple and complex building case studies with applied research and qualitative technical input; individual and group projects; development of total building synthesis design skills including building envelope/enclosure systems and assemblies; a general proficiency in the complete design of simple buildings with a minimum ability to deal with complex buildings and multi-building complexes; site analysis and design; principles of sustainable design related to manmade and natural resources;

healthful environments, and reduced impact on the environment, and visual representation of each stage of the programming and design process including traditional and digital media.

**D. Level IV Integrated Design:**

Learning experiences that require the student to evaluate options and reconcile the implications of design decisions across systems and scales; to synthesize variables from diverse and complex systems into an integrated architectural solution, while responding to environmental stewardship goals across multiple systems including building design and detailing, planning, programming with integrated structural, mechanical, environmental, building services systems, accessibility, site conditions, life safety, building enclosure systems and assemblies. Level IV is defined as individual or group learning that emphasizes the synthesis of complex building and multi-building complexes within the urban context; integration of technical information; ability to create technical drawings and specifications; general proficiency in the total synthesis of complex buildings and related systems; structural, environmental, service, transportation, communication, life safety, and accessibility systems; and the social ramifications of planning and architecture. Studio learning at this level may integrate the use of digital media in design decision-making. Level IV requires collaborative group projects and requires mastery of Levels I, II, and III.

**E. Level V:** Level V is defined as individual or group learning that emphasizes comprehensive design and complex building design, planning, and urban design. Level V work must indicate a mastery of data collection, analysis, programming, planning, building design; an understanding of the basic principles of structural design, building service system design, building envelope/enclosure systems, landscape design, facility in other related knowledge and skills; and a full range of representational

skills including traditional and digital media. Level V requires collaborative group projects and requires mastery of Levels I, II, III, and IV.

**Satisfying deficiencies in design**

All deficiencies in design must be satisfied in studio courses offered either within a professional degree program accredited by the NAAB or the CACB/CCCA or in a pre-professional architecture degree program offered at a four-year institution accredited by a U.S. regional accrediting agency.

Studios must be administered or monitored by a member of the design faculty and must be taken for academic credit.

A list of NAAB- and CACB/CCCA-accredited programs can be found at [www.naab.org/architecture\\_programs/home](http://www.naab.org/architecture_programs/home).

[www.naab.org/architecture\\_programs/www.naab.org/architecture\\_programs/](http://www.naab.org/architecture_programs/www.naab.org/architecture_programs/www.naab.org/architecture_programs/)

Courses in graphic communication, computer-assisted design, and digital design media (e.g. building information modeling programs) may be used to fulfill Levels II-IV when they are clearly integrated with studio courses. If such courses are taken on their own and without integration in a specific studio, they will be allocated as electives. Completion of a comprehensive studio in Level IV or Level V is required.

All design studio courses must be approved by NAAB in advance.

**54. Professional Practice**

A total of at least nine twelve (129) semester credit hours are required with a minimum of three (3) in Laws and Regulations and three (3) in Ethics and Professional Conduct. At least three (3) hours must be

in. The remaining six (6) must be distributed across the other three categories.

> Laws and Regulations

- A. The other six (6) hours must be in the following categories with no more than three (3) hours in any one category:
- B.A. > Project Process Stakeholder Roles in Architecture (3 max)
- C.B. > Project Economics Management (3 max)
- D.C. > Business Management (3 max)
- E.D. > Technical Documentation, Laws and Regulations (3 min)
- F.E. > Ethics and Social Responsibility/Professional Conduct (3 min)

A. Project Process Stakeholder Roles in Architecture

Project Process Stakeholder Roles in Architecture is defined as the study of the relationships among key stakeholders in design process (client, contractor, architect, user groups, and local community) and the architect's role to reconcile stakeholder needs.

Acceptable topics include: Urban and community center design practice studios, and special topic courses on public good projects and professional practice courses identifying the roles and responsibilities of stakeholders.

entire range of activities involved in a typical architectural design project as it moves from inception through completion of construction. These activities include not only those which the architect carries out, but also those of other professionals.

Acceptable topics include bidding and negotiation, client relationships, leadership and collaboration, construction documents, contracts, design development, problem identification, project management, programming, site

analysis, building code and accessibility analysis, and specifications.

B. Project Economics Management

Project Economics Management is defined as the study of the entire range of activities involved in a typical architectural design project as it moves from inception through completion of construction including methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods, financial aspects of building, including the economics of development.

Acceptable topics include bidding and negotiation, client relationships, leadership and collaboration, contracts, construction documents, construction management, project management, development, problem identification, project management, programming, site analysis, building code and accessibility analysis, and specifications, building costs, cost and benefit analysis, cost control, development costs, estimating, finance, life-cycle costing, site acquisition and development, and value engineering.

C. Business Management

Business Management is defined as the study of the concepts, standards, and procedures/practices related to different forms of organization for architectural practice, including private and corporate offices as well as public sector organizations and agencies.

Acceptable topics include business management, financial management, risk management, office management, office organization, customer service, legal agreements, marketing, negotiating legal agreements, legal and licensure responsibilities, professional liability, risk management, and rules of professional rules of conduct.

**D. Laws and Regulations**

Laws and Regulations are defined as the study of the body of common law, legislation, codes and standards, and regulation in the United States, including rules of professional conduct that affect architectural practice.

Acceptable topics include accessibility standards, barrier-free design, building codes, laws affecting architectural practice, environmental regulation, life-safety systems, professional liability, professional service contracts, professional registrations, professional rules of conduct, tax laws, and zoning regulations. Courses in foreign law are NOT acceptable, but may be acceptable in the Electives subject area.

~~E. Technical Documentation~~ Technical Documentation is defined as the study of the ability to prepare technically clear and accurate drawings, outline specifications, and models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

**EF. Ethics and Social Responsibility Professional Conduct**

Ethics and Social Responsibility Professional Conduct are defined as the study of the application of ethical issues involved in the exercise of professional judgment, and leadership on ethical subjects regarding social, legal, political, and cultural issues in architectural design and practice. ~~It~~ This also includes the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct, architect's responsibility to work in the public interest, to respect historic assets, and to improve the quality of life for local and global societies.

**Satisfying deficiencies in Practice**

Relevant courses may be taken at any university, college, or community college that is accredited by one of the six regional accrediting associations in the United States: Middle States Association of Colleges and Schools, North Central Association of

Colleges and Schools, New England Association of Schools and Colleges, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

All courses must be approved in advance by the NAAB.

If a U.S.-regionally accredited academic institution grants credit in relevant subjects on the basis of equivalency examinations administered by the institution, and if that credit is listed on an official transcript issued by that institution, then that credit can be used to satisfy these subject area requirements.

~~5. Design~~ A total of at least 50 semester credit hours including at least one level V design studio sequence, with a minimum of eight (8) hours and maximum of twelve (12) hours in each level

~~level I~~

~~level II~~

~~level III~~

~~level IV~~

~~level V~~

The remaining ten (10) hours may be in any one of more levels of the Design subject area with no more than twelve (12) hours in any one level

~~Design is defined as the analysis, synthesis, use of judgment, and development and communication tools and methods that architects use to understand, assess, bring together, and express the ideas that lead to a built project~~

~~Design is divided into five levels. Each level requires competency in the subordinate level(s).~~

**A-level**

~~level I is defined as individual learning experiences within two~~

dimensional and three-dimensional spatial contexts and ordering systems; basic architectural and environmental design principles; beginning user-consciousness with a familiarity of spatial analysis; natural and formal ordering systems; design process methodology and development of communication skills using appropriate media; and design literacy.

**B-Level III:**

Level III is defined as individual learning experiences with emphasis on the environment, precedent, user space study, investigative skills, and further design skill development. Introduction of qualitative technical materials; a minimum proficiency in the design and communication of simple buildings with an introductory understanding of client need assessment; site (including existing building) assessment; construction and structural systems; and data analysis, programming, site analysis, and design.

**C-Level III:** Level III is defined as individual and group learning

experiences with emphasis on simple and complex building case studies with applied research and qualitative technical input; individual and group projects; development of total building synthesis design skills including building envelope/enlosure systems and assemblies; a general proficiency in the complete design of simple buildings with a minimum ability to deal with complex buildings and multi-building complexes; site analysis and design; principles of sustainable design related to manmade and natural resources; healthful environments; and reduced impact on the environment; and visual representation of each stage of the programming and design process including traditional and digital media.

**D-Level IV:** Level IV is defined as individual or group learning that emphasizes the synthesis of complex building and multi-building

complexes within the urban context; integration of technical information; ability to create technical drawings and specifications; general proficiency in the total synthesis of complex buildings and related systems; structural, environmental, service, transportation, communication, life safety, and accessibility systems; and the social ramifications of planning and architecture. Studio learning at this level may integrate the use of digital media in design decision-making. Level IV requires collaborative group projects and requires mastery of Levels I, II, and III.

**E-Level V:** Level V is defined as individual or group learning that emphasizes comprehensive design and complex building design planning and urban design. Level V work must indicate a mastery of data collection, analysis, programming, planning, building design, an understanding of the basic principles of structural design, building service system design, building envelope/enlosure systems, landscape design, facility in other related knowledge and skills; and a full range of representational skills including traditional and digital media. Level V requires collaborative group projects and requires mastery of Levels I, II, and III.

**F-Level V:** Level V is defined as individual or group learning that

emphasizes comprehensive design and complex building design planning and urban design. Level V work must indicate a mastery of data collection, analysis, programming, planning, building design, an understanding of the basic principles of structural design, building service system design, building envelope/enlosure systems, landscape design, facility in other related knowledge and skills; and a full range of representational skills including traditional and digital media. Level V requires collaborative group projects and requires mastery of Levels I, II, and III.

Studios must be administered or monitored by a member of the design faculty and must be taken for academic credit.

A list of NAAB and CACB/CCCA accredited programs can be found at [www.naab.org/architecture/programs/](http://www.naab.org/architecture/programs/)

~~Courses in graphic communication, computer-assisted design, and digital design media (e.g. building information modeling programs) may be used to fulfill Levels II-IV when they are clearly integrated with studio courses. If such courses are taken on their own and without integration in a specific studio, they will be allocated as electives. Completion of a comprehensive studio in Level IV or Level V is required.~~

~~All design studio courses must be approved by NAAB in advance.~~

~~6. Elective Subjects~~Optional Studies

~~The minimum number of semester credit hours in each subject area listed above total 138+44 hours~~semester credit hours. The additional 16-12 hours semester credit hours may be in any one or more of the five subject areas and/or acceptable ~~Electives~~Optional Studies.

~~Acceptable Electives~~topics in this area include architecture, business administration, computer science, engineering, interior design, landscape design, law, public administration, urban design, and other subjects that in the opinion of NAAB are acceptable toward ~~Electives~~Optional Studies.

# NCARB Education Standard

A comparison of the current and proposed requirements

Current		Proposed	
Subject Area	Hours	Subject Area	Hours
<b>General Education</b>			
A. Communication Skills	3 Hours min. In English Composition	A. Communication Skills	3 Hours min. In English Composition
B. Humanities and Arts	N/A	B. Humanities and Arts	N/A
C. Quantitative Reasoning	N/A	C. Quantitative Reasoning	N/A
D. Natural Sciences	N/A	D. Natural Sciences	N/A
E. Social Sciences	N/A	E. Social Sciences	N/A
<b>Professional Practice</b>			
A. History and Theory	6 Hours min.	A. History and Theory	6 Hours min.
B. Human Behavior	3 Hours min.	B. Human Behavior	3 Hours min.
C. Environment	3 Hours min.	C. Environment	3 Hours min.
D. Building Systems	6 Hours min.	D. Building Systems	6 Hours min.
E. Environmental Control Systems	6 Hours min.	E. Environmental Control Systems	6 Hours min.
F. Construction Materials and Assemblies	6 Hours min.	F. Construction Materials and Assemblies	6 Hours min.
G. Building Service Systems and Building Envelope/Enclosure Systems	3 Hours min.	G. Building Service and Building Enclosure Systems	3 Hours min.
H. Technical Documentation	3 Hours min.	H. Technical Documentation	3 Hours min.
I. Financial Considerations	3 Hours min.	I. Financial Considerations	3 Hours min.
<b>Design</b>			
A. Project Process	3 Hours max.	A. Stakeholder Roles in Architecture	3 Hours max.
B. Project Economics	3 Hours max.	B. Project Management	3 Hours max.
C. Business Management	3 Hours max.	C. Business Management	3 Hours max.
D. Laws and Regulations	3 Hours min.	D. Laws and Regulations	3 Hours min.
E. Technical Documentation	3 Hours max.	E. Ethics and Professional Conduct	3 Hours min.
F. Ethics and Social Responsibility	3 Hours max.	F. Financial Considerations	3 Hours min.
<b>Design Practice</b>			
A. Level I	8 Hours min. / 12 Hours max.	A. Fundamental Design	8 Hours min.
B. Level II	8 Hours min. / 12 Hours max.	B. Programming and Site Design	8 Hours min.
C. Level III	8 Hours min. / 12 Hours max.	C. Research and Investigative Based Design	8 Hours min.
D. Level IV	8 Hours min. / 12 Hours max.	D. Integrated Design	8 Hours min.
E. Level V	8 Hours min. / 12 Hours max.	E. Integrated Design	8 Hours min.
<b>Electives</b>			
A. Electives	16 Hours	A. Electives	16 Hours
B. Electives	16 Hours	B. Electives	16 Hours
C. Electives	16 Hours	C. Electives	16 Hours
D. Electives	16 Hours	D. Electives	16 Hours
E. Electives	16 Hours	E. Electives	16 Hours
F. Electives	16 Hours	F. Electives	16 Hours
G. Electives	16 Hours	G. Electives	16 Hours
H. Electives	16 Hours	H. Electives	16 Hours
I. Electives	16 Hours	I. Electives	16 Hours
J. Electives	16 Hours	J. Electives	16 Hours
K. Electives	16 Hours	K. Electives	16 Hours
L. Electives	16 Hours	L. Electives	16 Hours
M. Electives	16 Hours	M. Electives	16 Hours
N. Electives	16 Hours	N. Electives	16 Hours
O. Electives	16 Hours	O. Electives	16 Hours
P. Electives	16 Hours	P. Electives	16 Hours
Q. Electives	16 Hours	Q. Electives	16 Hours
R. Electives	16 Hours	R. Electives	16 Hours
S. Electives	16 Hours	S. Electives	16 Hours
T. Electives	16 Hours	T. Electives	16 Hours
U. Electives	16 Hours	U. Electives	16 Hours
V. Electives	16 Hours	V. Electives	16 Hours
W. Electives	16 Hours	W. Electives	16 Hours
X. Electives	16 Hours	X. Electives	16 Hours
Y. Electives	16 Hours	Y. Electives	16 Hours
Z. Electives	16 Hours	Z. Electives	16 Hours
<b>Supplemental Education</b>			
A. Supplemental Education	45 Hours	A. Supplemental Education	45 Hours
B. Supplemental Education	45 Hours	B. Supplemental Education	45 Hours
C. Supplemental Education	45 Hours	C. Supplemental Education	45 Hours
D. Supplemental Education	45 Hours	D. Supplemental Education	45 Hours
E. Supplemental Education	45 Hours	E. Supplemental Education	45 Hours
F. Supplemental Education	45 Hours	F. Supplemental Education	45 Hours
G. Supplemental Education	45 Hours	G. Supplemental Education	45 Hours
H. Supplemental Education	45 Hours	H. Supplemental Education	45 Hours
I. Supplemental Education	45 Hours	I. Supplemental Education	45 Hours
J. Supplemental Education	45 Hours	J. Supplemental Education	45 Hours
K. Supplemental Education	45 Hours	K. Supplemental Education	45 Hours
L. Supplemental Education	45 Hours	L. Supplemental Education	45 Hours
M. Supplemental Education	45 Hours	M. Supplemental Education	45 Hours
N. Supplemental Education	45 Hours	N. Supplemental Education	45 Hours
O. Supplemental Education	45 Hours	O. Supplemental Education	45 Hours
P. Supplemental Education	45 Hours	P. Supplemental Education	45 Hours
Q. Supplemental Education	45 Hours	Q. Supplemental Education	45 Hours
R. Supplemental Education	45 Hours	R. Supplemental Education	45 Hours
S. Supplemental Education	45 Hours	S. Supplemental Education	45 Hours
T. Supplemental Education	45 Hours	T. Supplemental Education	45 Hours
U. Supplemental Education	45 Hours	U. Supplemental Education	45 Hours
V. Supplemental Education	45 Hours	V. Supplemental Education	45 Hours
W. Supplemental Education	45 Hours	W. Supplemental Education	45 Hours
X. Supplemental Education	45 Hours	X. Supplemental Education	45 Hours
Y. Supplemental Education	45 Hours	Y. Supplemental Education	45 Hours
Z. Supplemental Education	45 Hours	Z. Supplemental Education	45 Hours

# NCARB Education Standard

A comparison of the current and proposed requirements

## Current

Subject Area and Category	Semester/Credit Hour Requirement	Subject Area and Category	Semester/Credit Hour Requirement
General Education	45 Hours	General Education	45 Hours
A. Communication Skills	3 Hours min. In English Composition	A. Communication Skills	3 Hours min. In English Composition
B. Humanities and Arts	N/A	B. Humanities and Arts	N/A
C. Quantitative Reasoning	N/A	C. Quantitative Reasoning	N/A
D. Natural Sciences	N/A	D. Natural Sciences	N/A
E. Social Sciences	N/A	E. Social Sciences	N/A
History and Theory, Human Behavior, and Environment	16 Hours	History and Theory, and Human Behavior	12 Hours
A. History and Theory	6 Hours min.	A. History and Theory	6 Hours min.
B. Human Behavior	3 Hours min.	B. Human Behavior	3 Hours min.
C. Environment	3 Hours min.		
Technical Systems	24 Hours	Building Practices	27 Hours
A. Structural Systems	6 Hours min.	A. Structural Systems	6 Hours min.
B. Environmental Control Systems	6 Hours min.	B. Environmental Control Systems	6 Hours min.
C. Construction Materials and Assemblies	6 Hours min.	C. Construction Materials and Assemblies	6 Hours min.
D. Building Service Systems and Building Envelope/Enclosure Systems	3 Hours min.	D. Building Service and Building Enclosure Systems	3 Hours min.
		E. Technical Documentation	3 Hours min.
Practice	9 Hours	F. Financial Considerations	3 Hours min.
A. Project Process	3 Hours max.	Professional Practice	12 Hours
B. Project Economics	3 Hours max.	A. Stakeholder Roles in Architecture	3 Hours max.
C. Business Management	3 Hours max.	B. Project Management	3 Hours max.
D. Laws and Regulations	3 Hours min.	C. Business Management	3 Hours max.
E. Technical Documentation	3 Hours max.	D. Laws and Regulations	3 Hours min.
F. Ethics and Social Responsibility	3 Hours max.	E. Ethics and Professional Conduct	3 Hours min.
Design	50 Hours		
A. Level I	8 Hours min. / 12 Hours max.	Design	42 Hours
B. Level II	8 Hours min. / 12 Hours max.	A. Fundamental Design	8 Hours min.
C. Level III	8 Hours min. / 12 Hours max.	B. Programming and Site Design	8 Hours min.
D. Level IV	8 Hours min. / 12 Hours max.	C. Research and Investigative Based Design	8 Hours min.
E. Level V	8 Hours min. / 12 Hours max.	D. Integrated Design	8 Hours min.
Electives	16 Hours	Optional Studies	12 Hours
<b>Total</b>	<b>160 Hours</b>	<b>Total</b>	<b>150 Hours</b>

## Proposed



**MEMORANDUM**

**TO:** Member Board Members  
Member Board Executives

**FROM:** Mike Armstrong  
Chief Executive Officer 

**RE:** Response to Wall Street Journal Article

**DATE:** 15 October 2015

As many of you are aware, the Wall Street Journal published a misleading opinion piece about the timeline to architect licensure on September 29, 2015. To help clarify any misconceptions, NCARB sent a letter to the editor, which was published last Saturday, October 10. Since the articles are protected by a paywall, I have copied our letter below.

***Training Skilled Architects More Efficiently***

*The path to licensure must ultimately protect the public. In doing so, it also can be both accessible and attainable.*

*Prof. Frank J. Mruk's "Architect Licensing Needs a Gut Rehab" (op-ed, Sept. 30) is correct that the path to licensure must evolve. However, his assertion that the decline in student enrollment is tied to the profession's "outdated, costly and time-consuming qualification process" is misleading. Because the National Council of Architectural Registration Boards (NCARB) agrees the path to licensure needs review, we have made great strides to modernize current requirements that aren't referenced in the article.*

*A comprehensive analysis by NCARB suggests that shifts in enrollment are historically linked to economic conditions. While 2014 saw a slight drop in enrollment, the number of people pursuing licensure is at an all-time high. We believe this is due to an improved economy, coupled with recently streamlined elements of licensure. In fact, the average age of newly licensed architects has been dropping for several years.*

*Consider the rest of our data: In 2014 more than 37,000 aspiring architects were on the path to licensure—a record number. A 2014 survey of U.S. licensing boards revealed the third consecutive year of growth in the number of registered architects, which currently totals 107,581.*

*The path to licensure must ultimately protect the public. In doing so, it also can be both accessible and attainable.*

***Dennis S. Ward, AIA, NCARB***

*President*

*National Council of Architectural Registration Boards  
Florence, S.C.*

If you have a subscription to the Journal, you can read the original article here: <http://www.wsj.com/articles/architect-licensing-needs-a-gut-rehab-1443569103>.

As well as our letter to the editor: <http://www.wsj.com/articles/training-skilled-architects-more-efficiently-1444422484>.

## **Patterson, Kathryn**

---

**From:** Jerry Carter <jcarter@ncees.org>  
**Subject:** NCEES Board Meeting  
**Attachments:** MBA Report.docx

All:

Keith Simila, PE and MBA with the Idaho Board, attend this past weekend's meeting of the NCEES Board of Directors as the MBA representative. The meeting was conducted in Asheville, North Carolina.

Attached is a report filed by Keith concerning his observations from the meeting and a description of the issues discussed. The Fall Board meeting is typically not extremely busy since most of the NCEES Committees and Task Forces have yet to meet so there are significantly fewer reports to review and actions to take. That will not be the case for the remaining Board meeting for the rest of the year.

Please review Keith's report and then pass along any questions you may have. Once the official minutes of the meeting have been completed and approved by the Board, these will be posted on the NCEES Web site for your consideration.

Jerry

The information transmitted is intended only for the person or entity to which it is addressed and may contain confidential, proprietary, and/or privileged material. Any review, retransmission, dissemination or other use of, or taking of any action in reliance upon this information by persons or entities other than the intended recipient is prohibited. If you received this in error, please contact the sender and delete the information from all computers.

**MBA Report**  
**NCEES Board of Directors Meeting**  
**October 30-31, 2015**  
**Asheville, NC**

**Purpose:** The purpose of the MBA Report following the NCEES Board of Directors Meeting is to highlight items of importance for Member Board Administrators. A complete copy of the meeting notes minutes will be available on the NCEES website.

**In Attendance:**

Michael J. Conzett, P.E. President  
Daniel S. Turner, Ph.D., P.E., P.L.S. President Elect  
David H. Widmer., P.L.S. – Past President  
Gary W. Thompson, P.L.S. – Treasurer  
Christy VanBuskirk, P.E. Central Zone Vice President  
Roy Shrewsbury, P.S. – Northeast Zone Vice President  
Theresa Hilliard Hodge, P.E. – Southern Zone Vice President  
Pat Tami, P.L.S. – Western Zone Vice President  
Jerry Carter – Chief Executive Officer  
Davy McDowell, P.E. – Chief Operating Officer  
Keith Simila, P.E. – MBA representative

**Meeting Reports to note:**

**APEC – Asia Pacific Economic Cooperation**

Jerry Carter and Patty Mamola attended the international meeting in Taipei. This is related to the International – Pacific Rim cooperation agreement of engineering licensure (mobility accord). The meeting was mostly about governance of their organization. Each signatory to APEC is required to have an International register (similar to model law) but require 7-years of experience. They are looking for a database of international engineers. Their portal will send out to individual countries for data. Patty Mamola is leading a group in getting the portal functional.

**ASCE – American Society of Civil Engineers**

Michael Conzett and Jerry Carter attended their annual meeting. They reported major outcomes of the NCEES annual meeting. ASCE is interested in MOE and how it was addressed with NCEES. ASCE has a Raise the Bar initiative to require more education.

**ABET Board of Directors Meeting**

Report by Jerry Carter. Michelle Roddenberry attended for NCEES. There were some questions about ABET evaluating foreign programs and the impact on having enough evaluators for domestic programs. ABET is changing the criteria for EAC from A-K to 1-7 which changes the outcome assessment process. It is not clear why the need for this change or what it is intended to accomplish. The changes will be released for public comment in November.

## **Committee Reports**

### **ACCA – Advisory Committee on Council Activities**

Has not met yet – will meet in December.

### **Committee on Awards**

Award nominations went out. Evaluations are pending after the deadline.

### **Education Committee**

They plan a meeting in December and with the MBA's in February. They are trying to get national education standards completed. They are working to promote the FE exam. They are evaluating dual credit – applicants don't get education credit and work credit for a masters degree. They may rethink giving work credit and education credit for part-time students. The surveying program has concerns about the viability of the accredited surveying programs in the U.S.

### **EPP – Exam Policy and Procedures**

Christy VanBuskirk – to meet in November.

### **EPE – Exam for Professional Engineers**

The transition schedule for PE CBT exams is established (2018-2023). The timing of transition is dependent on the creation of the reference material. There were three motions before the BOD which passed: 1) Industrial Engineering FE & PE Exam name changed to Industrial and Systems Engineering; 2) Mechanical PE Exam module name changed from Mechanical Systems and Materials to Machine Design and Materials; 3) ME PE exam looking to break into 3 separate depth exams – Machine Design and Materials, Thermal and Fluid Systems, and HVAC, but not before 2017.

### **EPS – Exam for Professional Surveyors**

Roy Shrewsbury, P.S., they met last week in Portland, ME. Low pass rates discussed for FS exam. EPS committee will monitor the pass rates to see if it needs to be addressed. A Ph.D. waiver of the FS exam was discussed. There are many surveying graduates not getting licensed. Would like to encourage all faculty to be licensed who teach upper division surveying courses.

### **Finance Committee meets in March**

### **Law Enforcement Committee meets in January**

They are active – setting up speakers for annual meeting, getting ready for the January meeting. They had good feedback from sessions at the annual meeting in Williamsburg.

### **MBA committee meets in December**

Lance is the chair with 10 charges. Very active committee.

### **Committee on Nominations meets in November**

### **UPLG Committee on Uniform Procedures and Legislative Guidelines meets in January**

### **POLC – Participating Organizations Liaison Council meets in March**

This is a group of member organizations such as engineering and surveying societies. The purpose is to share what NCEES is doing and what the other organizations are doing.

**Special Committee on Bylaws meets in January**

This committee has 3 charges.

**Emerging Engineers and Surveyors Group meets in January**

Scott Bishop is chair with active participants. They want to survey other NCEES groups to reach more young professionals. They may have participation at zone meetings.

**Financial Reserves Task Force meets in December**

Recommendations from the Task Force are expected.

**Future of Surveying Task Force met in October in LA**

Two motions were discussed. One was the stakeholder's meeting. They discussed the agenda and participants. It is scheduled for January in San Diego. They want 25 representatives to discuss the questions presented. Media from surveyor magazines are invited. The second issue was the award approved at the annual meeting for college surveying programs. Award winners will be determined by one of the committees. President Elect Dan Turner will attend the January meeting as the BOD representative.

**Technology Task Force meets in January**

Looking at items such as BIM, emails, texts, drones, etc. and what is needed for professional credential/seals and signatures.

**Finance Report**

Gary Thompson presented it with discussions on the budget for NCEES.

**2015 Annual Meeting Recap and Satisfaction Survey**

Good responses in feedback surveys. NCEES has addressed the problem of split votes not being counted at the annual meeting.

**CEO Goals for 2015-16**

Jerry reported his goals for the year.

**Examination Updates**

90% of those approved show up to take the PE/PS exam. The number of FE exam takers is rebounding some from last year. Highest pass rate for PE exam remains at 4-years after graduation. PS CBT exam registration will open in June 2016.

**MBA Meeting**

Meets jointly with Education Committee the day before the MBA meeting in February in Atlanta. Training on revised NCEES software will occur at that meeting.

**TWiST Update**

Up to \$25,000 matching funds were provided. The program will continue.

**Electronic Submission of Travel Vouchers with NCEES**

New software purchased and will implement soon.

**Update on E3**

The BOD has adopted a new fee structure for records, evaluations, etc. They will have more real-time updating of information and expect more will use the system.

**Zone Meeting Dates/Budgets**

The BOD approved the future dates and budgets as proposed.

**Recommended List of Approved Calculators**

No changes recommended for 2016.

**Examination Administration Policy 8**

A request was made for the BOD to suspend the implementation of the 5-year expiration policy that invalidates the exam results for the structural engineering examinations (for those who passed one structural exam but not the other – the one they passed will be invalidated and will require re-taking). The BOD does not have authority to suspend the implementation of the 5-year expiration policy for those who have passed one exam but not the other. The EPP is charged with looking at this policy. Only the NCEES Council can change policy and the Council does not meet until August. More to come as the EPP does their work.

**Approval Models for PE/PLS Exams**

The BOD approved in change in the certification language for those who are automatically approved for the PE exam. Applicants will need to certify they currently comply with the requirements of the state they are obtaining a license in as part of enrolling for the exam with NCEES.

**The BOD reviewed and modified the strategic plan and heard reports related to financial and human resource laws and policy**

It was a good session and informative. I encourage other MBA's to attend these sessions when available.

Keith Simila  
MBA Idaho Board

Dennis S. Ward, AIA, NCARB  
President/Chair of the Board  
Florence, South Carolina

Kristine A. Harding, AIA, NCARB  
1st Vice President/President-Elect  
Huntsville, Alabama

Gregory L. Emy, NCARB, AIA  
2nd Vice President  
Reno, Nevada

David L. Hoffman, FAIA, NCARB  
Treasurer  
Huntsville, Alabama

Terry L. Allers, AIA, NCARB  
Secretary  
Fort Dodge, Iowa

Dale McKinney, FAIA, NCARB  
Past President  
Sioux City, Iowa

David R. Prengaman, AIA, NCARB  
Director, Region 1  
Providence, Rhode Island

Susan B. McClymonds, AIA, CSI  
Director, Region 2  
Amsterdam, New York

Alfred Vidaurri Jr., FAIA, NCARB, AICP  
Director, Region 3  
Fortworth, Texas

Stephen L. Sharp, AIA, NCARB  
Director, Region 4  
Springfield, Ohio

Bayliss Ward, NCARB, AIA  
Director, Region 5  
Bozeman, Montana

Robert M. Calvani, NCARB, AIA  
Director, Region 6  
Albuquerque, New Mexico

Kingsley Johnson Glasgow  
Member Board Executive Director  
Little Rock, Arkansas

John G. Cameron Jr.  
Public Director  
Grand Rapids, Michigan

Michael J. Armstrong  
Chief Executive Officer


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## MEMORANDUM

UPDATED

TO: Member Board Executives

FROM: Kingsley Johnson Glasgow,   
MBE Director

DATE: October 27, 2015

SUBJECT: 2016 MBE Engagement Sessions

Over the past several years, the National Council of Architectural Registration Boards and its member boards have worked in tandem to impact significant program changes and enhancements to key Council programs and thus the services delivered to our Member Boards, licensed architects, and candidates pursuing licensure. During this period of substantial change, our Member Boards have witnessed the highest level MBE turnover seen in over a decade.

In an effort to foster relationships, begin thought-provoking discussions, and explore the impact of these changes, President Dennis Ward tasked me with developing a new series of *MBE Engagement Sessions*. Participation in these unique sessions, supported by the Board of Directors, is intended to re-introduce you to the Council and its programs. In addition, these sessions will identify new paradigms, challenges, best practices, and opportunities for MBE collaboration. They will also provide a deeper insight into how recent and future changes can affect our constituents.

These meetings are being held in addition to the MBE Workshop that will take place in March prior to the Regional Summit. The MBE Committee met earlier this month and is finalizing the agenda for that meeting. Please note that a concerted effort was put into ensuring that the program for these events and the Workshop did not overlap in content.

Because we know each MBE maintains a very demanding schedule, we will offer the program at three different dates and strategic locations. This will allow you to choose which date and location best works with your schedule.

As an MBE, I am honored to extend a personal invitation to attend this special meeting. I believe that we have developed an exciting program that all Executives will find useful and informative. A preliminary draft of the meeting agenda is attached for your consideration.

The meetings will be held as follows:

January 15-16, 2016 – San Francisco, California  
February 19-20, 2016 – New Orleans, Louisiana  
**May 26-27, 2016 - New York, New York**



**Memo to Member Board Executives**  
**2016 MBE Engagement Sessions**  
**October 27, 2015**  
**Page 2**

In order to obtain maximum participation in these meetings NCARB will provide funding for transportation and hotel expenses for all attendees. The success of these sessions depends on your participation and feedback. Seats at each program will be limited and will be available on a first-come, first served basis.

Please complete the attached [SURVEY](#) to indicate which of the three sessions you would like to attend.

Please complete the [SURVEY](#) by **Wednesday, November 4**. You will receive further information regarding housing and transportation once each session has been filled.

If you have any questions, do not hesitate to contact me ([kingsley.glasgow@arkansas.gov](mailto:kingsley.glasgow@arkansas.gov)) or Kathy Hillegas ([khillegas@ncarb.org](mailto:khillegas@ncarb.org)) I look forward to seeing you at one of these sessions.

## 2016 MBE Engagement Sessions *Agenda*

### Friday

#### Welcome and Introductions

#### About NCARB

- Mission, Vision, Values
- Collaterals
- Structure & Governance

#### Role of MBE

- Organizational Structure
- Budget; Human Resources
- Business Systems
- Strategic Planning
- Outreach
- NCARB events & volunteering

#### Responsibility and Powers of Board

- Joint Board, Autonomous Board, Umbrella Agency
- Key Statutes (open meetings, disciplinary system, ex parte communications, required training)
- Policy vs. Implementation
- Practice Act
- Rulemaking process

#### Enforcement and Discipline

- Board Authority
- Models and Best Practices

#### Legislative Update

- Overview of Model Law
- Best Practices for Monitoring Legislation
- Key Legislation Impacting Board
- Collaboration and Engagement
- North Carolina Dental Board Ruling – Impact on Architectural Licensure

#### Implementing a Strategic Board Agenda

- Administrative vs Strategic
  - Opportunities and Challenges
- Best Practices
- Model Agenda

### Saturday

#### NCARB Programs and Services

- MBE and Staff Operations
- Tools and Resources
  - ARE 101
  - IDP 101
  - Transmittals
- Recent Accomplishments
  - Implementing ARE 5.0
  - Implementing IDP Overhaul
  - An Insider's Look at Broadly Experienced Programs: The Alternative Path to NCARB Certification

#### Evolution of MBE

- History
- Role of MBE
- MBE Director – Developing Leaders
- Role of MBE in 2030

#### NCARB Certification

- Additional Benefits
- Blue Sky

#### Open Forum – Burning Issues

**TRAVEL  
MATRIX  
BOARD MEMBERS  
06/01/2015 to 12/31/2015  
(includes early 2016)**

<b>DATES</b>	<b>MEETING</b>	<b>PLACE</b>	<b>BOARD NAME</b>	<b>PAID BY</b>
08/19-22/15	NCEES Annual Meeting	Williamsburg, VA	Dennis, Steve P., Kathryn	NCEES for 2 funded Delegates & 1 <sup>st</sup> time Attendee
09/17-19/15	CLARB Annual Meeting	New Orleans, LA	None	
<b>2016</b>				
02/19-20/16	2016 NCARB MBE Engagement Session	New Orleans, LA	Kathryn	NCARB – fund MBE
03/10-12/16	2016 MBE Workshop & Regional Summit – NCARB	Savannah, GA	Jeff, Steve W., Kathryn	NCARB – fund MBE and up to 2 delegates; plus scholarship fund for public members of Board

**Patterson, Kathryn**

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**From:** Governor of South Dakota  
**Sent:** Wednesday, October 28, 2015 10:02 AM  
**To:** GOV - ALL (EXECUTIVE BRANCH)  
**Subject:** Holiday Leave

Dear friends,

Linda and I are looking forward to the holiday season, and I'm sure you are too.

This year, I am granting administrative leave to executive branch employees on Friday, November 27 (the day after Thanksgiving). State offices in executive branch agencies will be closed on that day.

I am also granting four hours of administrative leave on Christmas Eve. State offices in executive branch agencies will close at noon on Thursday, December 24.

I hope you will make plans to spend this time with family and friends. Linda and I appreciate your hard work on behalf of the people of South Dakota. Thank you!

Dennis

## **Patterson, Kathryn**

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**From:** Internet Response <sd.sql@state.sd.us>  
**Sent:** Tuesday, October 20, 2015 10:49 AM  
**To:** Patterson, Kathryn  
**Subject:** SD Board of Technical Professions - Executive Director Internet Question

Email address [ASCE@mines.sdsmt.edu](mailto:ASCE@mines.sdsmt.edu) submitted the following message:

Hi,

My name is Kathleen Ryan and I am president of the South Dakota School of Mines and Technology's ASCE student chapter. As an ASCE student chapter, we have to have a certain number of ethics presentations a year. I was wondering if you, or someone that you know, would be interested in giving an ethics presentation for our ASCE chapter some Wednesday in November. These meetings would benefit ASCE student members as well as SD Mines professors and Civil engineering professionals in the community.

I am be contacted at [asce@mines.sdsmt.edu](mailto:asce@mines.sdsmt.edu)

Thank you,

Kathleen

\*\*\*\*\*Please do NOT reply to this e-mail, as this address is not monitored ... your reply will not go to the original sender.\*\*\*\*\*

**Patterson, Kathryn**

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**From:**  
**Sent:** Monday, October 12, 2015 8:23 AM  
**To:**  
**Subject:** NCEES seeks architectural engineers for online survey  
**Attachments:** NCEES seeks architectural engineers for online survey.pdf

Dear Member Board Administrator:

Attached is a news release announcing that NCEES is seeking volunteers for the PE Architectural Engineering exam professional activities and knowledge study (PAKS). The information is also posted online at <http://ncees.org/about-ncees/news/ncees-seeks-architectural-engineers-professional-expertise-and-advice/>. Please share this news with your boards and licensees if possible.

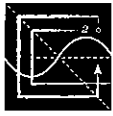
Thank you for your help with this important study.

Sincerely,

Jennifer Williams, APR  
Senior Editor

**NCEES**  
T: 864-654-6824, ext. 5299  
ncees.org

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# NCEES

advancing licensure for  
engineers and surveyors

P.O. Box 1686 (280 Seneca Creek Rd.), Clemson, SC 29633 USA T: (864) 654-6824 F: (864) 654-6033 NCEES.ORG

## NEWS RELEASE

October 9, 2015

Contact: Susan Cline, P.E.

Exam Development Engineer

scline@ncees.org

## NCEES seeks architectural engineers' professional expertise and advice

NCEES is currently seeking licensed architectural engineers to participate in a professional activities and knowledge study, or PAKS, for the PE Architectural Engineering exam. The results of this online survey will be used to update specifications for the exam, which is used throughout the United States for licensing purposes.

NCEES requires a cross section of licensed professional engineers practicing architectural engineering—including those working in industry, consulting, the public sector, and academia—to complete an online survey. The survey will help determine the knowledge and skills required of a licensed architectural engineer with 4 to 6 years of experience to practice in a manner that safeguards the health, safety, and welfare of the public. The survey can be completed in about 25 minutes.

“These studies help NCEES ensure its licensing exams remain relevant to current professional practice,” explained Director of Exam Services Tim Miller, P.E. “The value of this PAKS depends on the number of people who participate, so NCEES is eager to get a large response from P.E.s across all areas of architectural engineering.”

For access to the online survey, visit [ncees.org/PEArch](http://ncees.org/PEArch). Responses must be received by November 22, 2015. For more information, contact NCEES Exam Development Engineer Susan Cline, P.E., at [scline@ncees.org](mailto:scline@ncees.org) or 864-654-6824.

## ABOUT NCEES

*The National Council of Examiners for Engineering and Surveying is a nonprofit organization made up of engineering and surveying licensing boards from all U.S. states and territories and the District of Columbia. Since its founding in 1920, NCEES has been committed to advancing licensure for engineers and surveyors in order to safeguard the health, safety, and welfare of the U.S. public.*

*NCEES helps its member licensing boards carry out their duties to regulate the professions of engineering and surveying. It develops best-practice models for state licensure laws and regulations and promotes uniformity among the states. It develops and administers the exams used for engineering and surveying licensure throughout the country. It also provides services to help licensed engineers and surveyors practice their professions in other U.S. states and territories. For more information, please visit [ncees.org](http://ncees.org).*



**Patterson, Kathryn**

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**From:** Jerry Carter <jcarter@ncees.org>  
**Subject:** Washington Accord  
**Attachments:** Washington Accord Member Board Survey - Word 97-2003.doc

All:

In 2011, I compiled the attached information concerning which member boards accept graduates of Washington Accord programs without requiring some additional evaluation of the candidate's educational credentials. I have been asked by ABET if I can provide them with this information since ABET is the U.S. signatory for the Washington Accord.

Please review the attached and let me know if I have accurately listed your member board's process for addressing Washington Accord candidates. If what I have listed is correct, you need not respond. If I have incorrectly listed how you handle Washington Accord graduates or something has changed in your processes since 2011, please let me hear from you so I can provide ABET with an accurate and up-to-date listing.

As always, your cooperation is greatly appreciated.

Jerry  
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## NCEES SURVEY

*Does your member board recognize graduates of Washington Accord programs as equivalent to EAC/ABET graduates?*


### **Member Boards that recognize a Washington Accord graduate as equivalent to an EAC/ABET Graduate**

Arizona  
Connecticut  
Guam  
Idaho  
Maine  
Maryland (accepts only graduates of WA original signatory countries)  
Michigan  
Missouri  
Nevada  
New Hampshire (currently revising rules/will not accept in future)  
New Mexico  
New York  
South Carolina  
Texas  
Vermont

### **Member Boards that do not recognize a Washington Accord graduate as equivalent to an EAC/ABET Graduate and an evaluation is required (CEAB programs are exceptions for most)**

Alabama	Nebraska
Alaska	New Jersey
Arkansas	North Carolina
California	North Dakota
Colorado	Ohio
Delaware	Oklahoma
District of Columbia	Oregon
Florida	Pennsylvania
Georgia	Puerto Rico
Hawaii	Rhode Island
Illinois PE	South Dakota
Illinois Structural	Tennessee
Indiana	Utah
Iowa	Virginia
Kansas	Virgin Islands
Kentucky	Washington
Louisiana	West Virginia
Massachusetts	Wisconsin
Minnesota	Wyoming
Mississippi	
Montana	

**TO:** Member Board Members  
Member Board Executives

**FROM:** Mike Armstrong   
Chief Executive Officer

**RE:** Renaming of the Intern Development Program

**DATE:** 28 October 2015

Earlier this year, NCARB announced that it would initiate a “sunset” plan regarding the use of the word “intern.” This comes as a result of the deliberations and recommendations of the Future Title Task Force. Part of this plan addresses use of the term “intern” within NCARB’s own programs. Other parts of the plan require the action of the NCARB Board, or the NCARB membership. Charges have been given to NCARB committees regarding possible Model Law resolutions for the membership to consider at next June’s Annual Business Meeting.

Before resolutions are introduced, a title for the program itself must be identified. Therefore, there is plan for a formal action requiring a Board vote to change the program title from “Intern Development Program” to a new title that complies with the recommendation of the Task Force. At our Annual Business Meeting this past June, we requested suggestions from our Member Boards for a new title; we have also solicited ideas from the Internship Committee, Architect Licensing Advisors, the Intern Think Tank, our own staff and from visitors to our booth at AIA Convention.

We anticipate that the Board may adopt a new title as early as their December meeting. As we prepare for that meeting, we want to inform you that there is still time to submit recommendations for a new title for the program. Please feel free to forward those recommendations directly to Harry Falconer, Director of Experience + Education, at [hfalconer@ncarb.org](mailto:hfalconer@ncarb.org) by Friday November 13. A compilation of all the feedback received will be forwarded to our Board of Directors for consideration at their December meeting.

# Board Meeting Examinee Report

## *FE Examinees Passed FE Exam*

Meeting Date: November 13, 2015

Page \_\_1\_\_ of \_\_1\_\_

Issue Date	Name	Certificate #	Exam	Exam Date
10/14/2015	Dilts, Austin Richard	E-11933	FE	10/03/2015
10/14/2015	Martin, Mathew David	E-11932	FE	10/02/2015
10/14/2015	Schwan, Austin Adam	E-11931	FE	10/01/2015
10/14/2015	Vickers, Hailey Ann Sieve	E-11935	FE	10/03/2015
10/14/2015	Wood, Ryan	E-11934	FE	10/03/2015

**Board Meeting Examinee Report*****For FE Examinees To Be Approved*****Meeting Date:** *November 13, 2015***Page**            **of**    **3**   

<b>Name</b>	<b>Exam</b>	<b>Approved</b>	<b>Comments</b>
Aschoff, Kory Hayden	FE		
Beck, Deidre L.	FE		
Beck, Deryn Ann	FE		
Benedix, Hannah	FE		
Birkey, Samuel Leonard	FE		
Boldon, Zane Calder	FE		
Boylan, Zane Thomas	FE		
Cahill, John A.	FE		
Case, Laura	FE		
Christensen, Tyler Lyle	FE		
Christopher, Jonathan Case	FE		
Clark, Alex Dalton	FE		
Dodd, Joshua	FE		
Flaata, Evan	FE		
Forman, Jarrett Lane	FE		
Halbmaier, Keyo Martha Grae	FE		
Hanson, Andrew Nicholas	FE		
Hegland, Michael Thor	FE		
Herber, Chelsey Jeanine	FE		
Hoftiezer, Jacob David	FE		
Hook, Courtney	FE		
Huntley, Justin John	FE		
Jennings, Andrew Michael	FE		
Johnson, Amy Lynn	FE		

# Board Meeting Examinee Report

## *For FE Examinees To Be Approved*

**Meeting Date:** *November 13, 2015*

**Page**            **of**    **3**   

<b>Name</b>	<b>Exam</b>	<b>Approved</b>	<b>Comments</b>
Johnson, Nolan Francis	FE		
Jurgensen, Alicia Marie	FE		
Kamencic, Amela	FE		
Kepler, Justin Reed	FE		
Kinder, Jacob	FE		
Kramer, Teagan	FE		
Markon, Isaac Luke	FE		
McCarthy, Lucas	FE		
McLaughlin, Cody Ray	FE		
Myrabo, Lucas Wade	FE		
Olson, Riley C.	FE		
Pietz, Landan Jon	FE		
Preszler, Shaun Adam	FE		
Ray, Susan	FE		
Ryan, Kathleen Ann	FE		
Sauer, Max James	FE		
Sayler, Garrett	FE		
Schiltz, Dylan	FE		
Schoellerman, Ty Daniel	FE		
Stekl, Kurt	FE		
Stephens, Shayla KayAnn	FE		
Stevenson, Luke	FE		
Streeter, Brylee A.	FE		

# Board Meeting Examinee Report

*For FS Examinees To Be Approved*

**Meeting Date:** September 13,2015

**Page** \_\_\_\_\_ **of** 3

Name	Exam	Approved	Comments
Jordan, Travis Scott	FS		

# Board Meeting Examinee Report

## License by Exam

Meeting Date: November 13, 2015

Page \_\_\_1\_\_\_ of \_\_\_1\_\_\_

Name	City	State	Profession	Comment
Fitzpatrick, Ryan Michael	Pierre	SD	R	



# Board Meeting Comity Report

## *For Individuals by Comity*

Meeting Date: November 13, 2015

Page \_\_\_\_\_ of \_\_\_\_\_

Name	City	State	Profession	Comment
Dekkenga, Catherine Marie	Sioux Falls	SD	AR	
Ellison, Jeff K	saint joseph	MO	AR	
Greco , Joseph	Grand Rapids	MI	AR	
Johnson, Curtis A	Omaha	NE	AR	
Lattig, Gregory Sinclair	Kansas City	MO	AR	
Pounds, Jr., William David	Lewisville	TX	AR	
Rodriguez Boog, Ariadne	Olathe	KS	AR	
Sorg, David John	Cedar Rapids	IA	AR	
Trunnell, James	Waterloo	IA	AR	
Tubb, George T	Jackson	TN	AR	
Warnock, Paul R	North Salt Lake	UT	AR	
Yakel, Frank Ryan	Irving	TX	AR	
<hr/>				
Drannon, Stan Wayne	Stratford	OK	LS	
<hr/>				
Allen, David	Jupiter	FL	PE	
Andries, Scott	Holly Springs	NC	PE	
Auth, Timothy J	Menomonie	WI	PE	
Babaian, Peter M	Wilmette	IL	PE	
Beck, Brad Michael	Spirit Lake	IA	PE	
Bell, Matthew G.	Miamisburg	OH	PE	
Brannan, Robert Timothy	Maumee	OH	PE	

# Board Meeting Comity Report

## *For Individuals by Comity*

Meeting Date: November 13, 2015

Page \_\_\_\_\_ of \_\_\_\_\_

Name	City	State	Profession	Comment
Braun, Martin	MAUMEE	OH	PE	
Burns, Robert Marvin	Medina	TN	PE	
Bush, Alan	Sheboygan	WI	PE	
Busselman, Brady	St. Louis Park	MN	PE	
Clark, Mathew Tyrel	Billings	MT	PE	
Dale, Dustin J	Dilworth	MN	PE	
DeLabar, Kyle Adam	Allentown	PA	PE	
DeLong, Jack	Jackson	TN	PE	
Dugan, Timothy Bryan	Troy	MO	PE	
Eckert, Mark Allan	McCordsville	IN	PE	
Eshlaman, Richard Geert	Vicksburg	MI	PE	
Ferentchak, James Allen	Englewood	CO	PE	
Fry, Kirk Allen	South Euclid	OH	PE	
Garberg, Erik Dale	Bozeman	MT	PE	
Harvey, Glenn William	Fairport	NY	PE	
Hydukovich, Paul Michael	Saint Michael	MN	PE	
Jacob, Tony Isaac	Acton	CA	PE	
Jesse, Eric Adam	Denver	CO	PE	
Johnson , Michael Vincent	Grand Rapids	MI	PE	
Karels, Lucas D.	Maple Grove	MN	PE	

# Board Meeting Comity Report

## *For Individuals by Comity*

Meeting Date: November 13, 2015

Page \_\_\_\_\_ of \_\_\_\_\_

Name	City	State	Profession	Comment
Kurdi, Chad	Minneapolis	MN	PE	
Lauritsen, Brad Anders	Omaha	NE	PE	
Lawrence, Jacob JL	Red Bank	NJ	PE	
Lucas, Warren	Anchorage	AK	PE	
Lueschow, Karl Jon	Madison	WI	PE	
Lukac, Anthony Paul	Fishers	IN	PE	
McCool, Michael Lee	Indianapolis	IN	PE	
McCormick, Michael	Lexington	TN	PE	
Mersek, Alan	South Euclid	OH	PE	
Miller, Jones Walter	Cary	NC	PE	
Newman, Laura	Parker	CO	PE	
Nielson, Gordon Arthur	Pocatello	ID	PE	
Owens, Bernard	Milan	TN	PE	
Paitich, Reed Mark	Woodbury	MN	PE	
Palik, Emily	Omaha	NE	PE	
Peleschak, Nathan Daniel	Eau Claire	WI	PE	
Powell, Brent Thomas	Honeoye Falls	NY	PE	
Prevost, Cole Douglas	Bismarck	ND	PE	
Reece, Kyle Matthew	Garner	NC	PE	
Robison, Nathan Earl	Reno	NV	PE	

# Board Meeting Comity Report

## *For Individuals by Comity*

Meeting Date: November 13, 2015

Page \_\_\_\_\_ of \_\_\_\_\_

Name	City	State	Profession	Comment
Rottman, Joseph Edward	Littleton	CO	PE	
Sandusky, Brett Steven	BILLINGS	MT	PE	
Schouten, Deborah Ann	Denver	CO	PE	
Schrunk, David	Porter	MN	PE	
Severson, Bradley Edwin	Minnetonka	MN	PE	
Sprong, Paul R	Newport	KY	PE	
Stilwell, Bryan Gregory	Apex	NC	PE	
Stoneburg, Donald Henry	Bowling Green	KY	PE	
Strum, Jacob Jon	Forest Lake	MN	PE	
Theisen, Allen V	St Paul	MN	PE	
Tinker, John Andrew	Minneapolis	MN	PE	
Tway, Ronald Bryan	Longmont	CO	PE	
Van Roekel, Kirk Korey	Pierre	SD	PE	
VanDemark, Lance	Denver	CO	PE	
Warren, Bradley Greg	Jackson	TN	PE	
Willis, Clay Henry	Houston	TX	PE	
Wolf, Tyler Sean	Fishers	IN	PE	
Wong, Kum Juen	Overland Park	KS	PE	

# Board Meeting Firm Report

## For Business to Approve

Meeting Date: **November 13, 2015**Page        of   2  

Company Name	City	State	Profession	Comment
Auth Consulting & Associates, Inc.	Menomonie	WI	PE	
Balanced Principles, LLC	BILLINGS	MT	PE	
Beam Longest & Neff, LLC	Indianapolis	IN	PE	
Beck Engineering, Inc.	Spirit Lake	IA	PE	
Bergmann Engineering Associates, Inc.	Conshohocken	PA	PE	
Chambers/CCI, LLC	Iring	TX	AR	
Design Engineers & Consulting Associates, Inc.	Maumee	OH	PE	
Donald H. Stoneburg Engineering, PSC	Bowling Green	KY	PE	
Ellison - Auxier Architects, inc.	Saint Joseph	MO	AR	
Eshlaman Engineering LLC	Vicksburg	mi	PE	
ESI Engineering Inc	Minneapolis	MN	PE	
Gateway Services Group, L.L.C.	Meeker	OK	LS	
H + M Architects/Engineers, Inc.	Jackson	TN	PE/AR	
Helenske Design Group	Fargo	ND	AR	
JZW Architects	North Salt Lake	Ut	AR	
KMR Engineering, PLLC	Garner	NC	PE	
Lehigh Valley Technical Associates, Inc.	Northampton	PA	PE	
LJB Inc.	Dayton	OH	PE	
Lucence Consulting Engineers	Anchorage	AK	PE	
Nielson Engineering, Inc.	Pocatello	ID	PE	

# Board Meeting Firm Report

## For Business to Approve

Meeting Date: November 13, 2015

Page \_\_\_\_\_ of   2  

Company Name	City	State	Profession	Comment
NORR Inc.	Chicago	IL	AR	
OPN, Inc.	Cedar Rapids	IA	AR	
Parkway C&A	Lewisville	TX	AR	
ProTECH Engineering and Manufacturing, Inc.	Britton	SD	PE	
Richard L. Bowen + Associates, Inc.	Cleveland	Oh	PE/AR	
Robison Engineering Company, Inc	Sparks	NV	PE	
SMI & Hydraulics, Inc	Porter	MN	PE	
Speece Lewis Engineers, Inc.	Lincoln	NE	PE	
The Robins & Morton Group	Birmingham	AL	PE	
WDE, Inc.	Jackson	Tn	PE	

# Board Meeting Comity Report

## Previous Comity & Business Applications To Be Reviewed

Meeting Date: November 13, 2015

Page \_\_\_\_\_ of \_\_\_\_\_

Name	City	State	Profession	Comment
Matzeder, Christopher Allan	Leavenworth	KS	PE	
Zavislak, Michael	Columbia	SC	PE	

Name	City	State	Profession	Comment
Zavis, LLC	Columbia	SC	PE	