



POSITION STATEMENT

EDUCATIONAL REQUIREMENTS FOR ENGINEERING LICENSURE

*Adopted by the IEEE-USA
Board of Directors, 15 June 2007*

IEEE-USA endorses the need for engineering education to evolve to meet the increasing technical and professional requirements for the practice of electrical engineering and supports the efforts of the National Academy of Engineering to anticipate the future educational needs of electrical engineers.(1) IEEE-USA is also confident that the Accrediting Board for Engineering and Technology (ABET) will adapt its educational program accreditation criteria to meet the evolving needs for an electrical engineering career path.

IEEE-USA neither supports nor opposes the National Council of Examiners for Engineering and Surveying (NCEES) decision to recommend that engineers who have successfully completed accredited baccalaureate-degree educational programs be required to take 30 additional hours of engineering education to become licensed, beginning in 2015. IEEE-USA recommends that NCEES work with ABET and concerned professional societies to ensure that the proposed additional education requirement is better defined, and to develop a clearly articulated process by which state licensing boards can ensure that individual applicants for licensure have met the requirement. Such actions will better serve the career needs of electrical engineers and the public need for an adequate supply of licensed professional engineers.

IEEE-USA will work with the IEEE's Educational Activities Board (EAB) to ensure that engineering education is consistent with the licensure-related needs of the IEEE's U.S. members.

This statement was developed by the Licensure & Registration Committee of the IEEE-United States of America (IEEE-USA) and represents the considered judgment of a group of U.S. IEEE members with expertise in the subject field. IEEE-USA is an organizational unit of the Institute of Electrical and Electronics Engineers, Inc. (IEEE), created in 1973 to advance the public good and promote the careers and public policy interests of the more than 220,000 electrical, electronics, computer and software engineers who are U.S. members of the IEEE. The positions taken by IEEE-USA do not necessarily reflect the views of the IEEE or its other organizational units.

(1) See, e.g., [Educating the Engineer of 2020: Adapting Engineering Education to the New Century](http://www.nap.edu/catalog/11338.html) (National Academy of Engineering, 2005). Source: <http://www.nap.edu/catalog/11338.html>