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FALL 2014

BOARD FOR PROFESSIONAL ENGINEERS, LAND SURVEYORS, AND GEOLOGISTS

BULLETIN

INSIDE THIS ISSUE

Message from the Board President

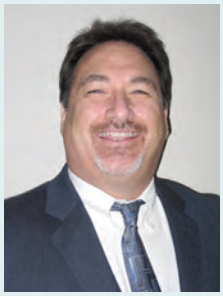
Kathy Jones Irish

We hope you enjoy the new format for the *Bulletin*. In an effort to reach out and provide more information about the Board for Professional Engineers, Land Surveyors, and Geologists (Board), the professional licenses that we regulate, and path to licensure, we will publish our newsletter quarterly. Every *Bulletin*, new and up to five years old, can be found in electronic format on our website (**www.bpelsg.ca.gov**), and once a year, we will mail the newsletter to our subscribers. We appreciate your taking the time to read the *Bulletin* and hope you enjoy the articles. If you have any suggestions for topics, please let us know.

Our theme for this issue is "School's in Session." Every August through September, students are returning to school and beginning a new year. They arrive in their classrooms with new goals and aspirations. The articles found within this publication focus on this theme and offer a myriad of perspectives for our readers. I would like to touch on one subject that occurred recently and impacts most of our licensees and applicants.

From August 20–23, 2014, the National Council of Examiners for Engineering and Surveying (NCEES) held its annual meeting in Seattle, Washington. NCEES is a national nonprofit organization that develops, administers, and scores the national examinations used for engineering and surveying licensure in the United States. The Board requested travel authority and received Agency's and Governor Brown's approvals to attend the annual meeting with a specific goal to represent California applicants, licensees, and consumers. Attendance at this event supports the Board's commitment to outreach, engagement with our Board peers throughout the country, and an understanding of current issues, trends, and developments in the field of engineering and surveying licensure.

Furthermore, our recent participation at NCEES positioned us strategically and provided the ideal opportunity to articulate expectations for professional competency standards for licensing examinations, as well as vote on policies directly affecting national examination development and administration. Representing our consumers, the State of California, and acting as an advocate for our applicants and licensees (current and future) is core to our chartered purpose. We are pleased to have been given this important opportunity to attend the NCEES conference and look forward to transferring the knowledge gained into meaningful actions on your behalf.



Message from the Executive Officer

Richard B. Moore, P.L.S.

Education plays a vital role in the process toward licensure and a role that serves as a foundation for the rest of the process. Describing what it takes to achieve licensure is commonly referred to as the "three-legged stool" or the "three Es" and refers to the necessary roles that education, experience, and examination play.

I, like many other licensees in California, acquired a mixture of education and work experience during my career. In some ways, my education helped me to understand "why" I was performing a particular task or calculation. And in other ways, my actual work experience helped me to understand "how" and "when" to apply my education and experience in an appropriate manner while performing services for the public—which may explain my tendency to think more along the lines of the "why, how, and when" for this process.

Even though California laws don't strictly mandate a minimum education standard for most of the licenses that Board for Professional Engineers, Land Surveyors, and Geologists (Board) regulates, it is important to recognize that almost all of our licensure applicants have some form of education when submitting their applications. Usually the education submitted is in the form of baccalaureate or master's degree, but there are quite a few associate and doctorate degrees as well. The important thing to take away from understanding these statistics is that the licensees of today and tomorrow recognize the important role that education contributes to successfully practicing their chosen profession, whether it is mandated or not.

Recently, representatives from the Board were granted approval to travel and attend meetings associated with our national examination vendors, the National Council of Examiners for Engineering and Surveying (NCEES) and the National Association of State Boards of Geology (ASBOG). These two organizations provide the Board with national examinations based on the minimum standard of practice across the nation. It is imperative for the Board to continually evaluate and assess the standards implemented by these two organizations so that we can validate that these examinations, and the studies that those are based on, meet the appropriate criteria for licensure in California. In August, several Board members and staff attended the NCEES annual meeting in Seattle where several changes to how NCEES will conduct business in the future were discussed and voted on by the member licensing boards. In November, a representative from the Board will attend the ASBOG annual meeting in Indiana, where it is expected that additional issues will be decided on relative to the licensure of geologists. Even for Board, the education continues while we move forward in exploring the "why, how, and when" associated with licensure in California.

As I have already mentioned, a few Board members attended the NCEES annual meeting along with Board staff. On the next page are a couple of responses from Board members describing their experiences, how the event will help with their responsibilities as a Board member, and the importance of the Board's relationship with NCEES for our stakeholders.

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Message from the Executive Officer (continued)

The NCEES conference was a great experience and education for me. The opportunity to meet fellow Board members from all over the country gave me so much perspective on how many of our challenges are similar.

This was my first conference so I fully utilized our more veteran Board members and staff to introduce me to the events and people. The formal business meetings, which include all of the states, were an amazing sight and experience because of all the unique perspectives and opinions on so many topics of licensure. The conference offered many different educational venues that provided a lot of information.

The smaller zone meetings gave me a chance to get to know new Board members from many states and an opportunity to compare the many activities that our Board performs. California has a big influence on many national topics, so being there in person to explain our view was very helpful. Several big agenda items that were voted on during the full business meeting were influenced by California and ultimately changed to our preference in model law.

Many of the Boards have a lot of new members, and it was very helpful to talk with many of them and compare our experiences. California is looked upon as a leading member in NCEES, so we have more influence than many other states.

The NCEES conference also gave me a chance to really get to know our fellow Board members and staff, which was also a great investment.

I'm looking forward to being involved for California and help continue to influence the national scene of licensing. There are so many topics that will impact our State, so it's certainly worth our effort to help influence and steer many of these future changes.

—Eric C. Johnson, P.E.

At this year's meeting I walked away with four lessons:

1) NCEES as an organization is deliberate and slow. They are not quick to change and would study things extensively if given the opportunity. And quite frankly, a good number of the participants were proud of being slow to act. This action leads to strong and effective action when decisions are made.

2) NCEES is highly political and the Board's public members could be a bridge to connecting with the Legislature for Board-related issues. Our licensed Board members, including myself, tend not to have those connections or skills.

3) The NCEES reminded me that we are not alone in our struggles. While every board has its unique issues, we also have some very similar issues and we can learn from one another.

4) It's important to understand which issues are important and which issues are not, and to leverage that knowledge to broker compromises when necessary.

—Dr. Mohammad Qureshi, P.E.

ENGINEERING BY THE NUMBERS

For several years, the Board for Professional Engineers, Land Surveyors, and Geologists has received the Engineering by the Numbers *publication and found the information of great interest. We received permission to reprint in our newsletter some of the information and charts/graphs, which illustrate the health of the engineering profession and the current status of the field in California.*

By Brian Yoder, Ph.D. (used with permission)

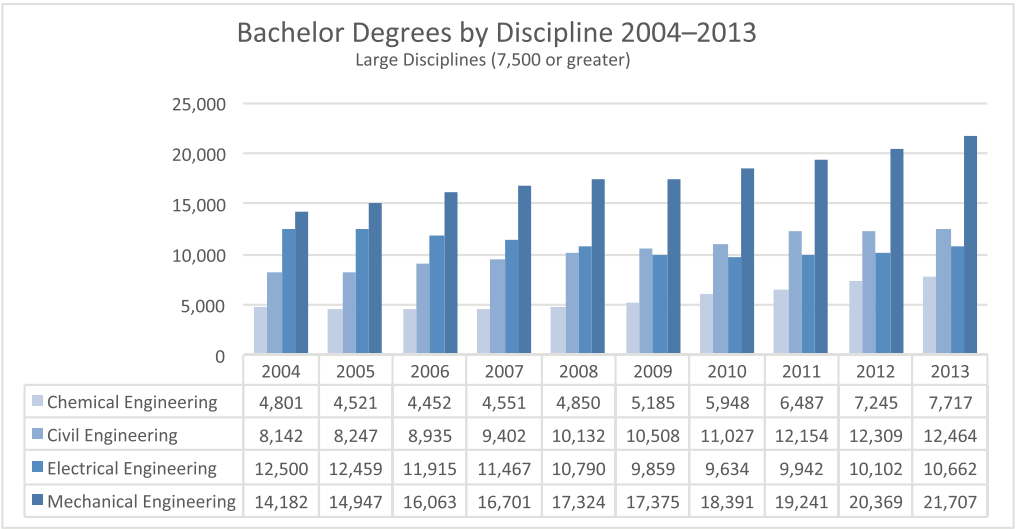
BACHELOR'S DEGREES AND ENROLLMENT

Engineering bachelor's degrees grew by 6 percent during the past year, reaching a total of 93,360 for 2013. This continues a decade-long increase in bachelor's degrees, which have climbed 28 percent since 2004. With enrollment up by almost 8 percent between 2012 and 2013, growth in degrees is expected to continue. Within college populations, sophomore and junior engineering classes showed the largest enrollment growth, each rising 9 percent over 2012. As occurred in 2012, smaller engineering disciplines showed some of the largest percentage increases in degrees awarded. Civil/Environmental Engineering, with 953 bachelor's degrees awarded in 2013, saw a 27-percent increase over 2012, and Engineering (General), with 1,554 bachelor's degrees awarded, saw a 30-percent increase.

ENGINEERING STUDENTS FROM OTHER COUNTRIES

Nonresident aliens increased their share of engineering bachelor's degrees for the fourth consecutive year, reaching 7.8 percent in 2013. After a decline in the percentage of nonresident aliens receiving a degree at the master's and doctoral levels in 2012, their share of degrees grew in 2013 to 45.3 percent and 55.1 percent, respectively.

The following two charts identify a ten-year timeline of degrees awarded nationally in the disciplines licensed by the California Board for Professional Engeneers, Land Surveyors, and Geologists.



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Chemical Engineering	4,801	4,521	4,452	4,551	4,850	5,185	5,948	6,487	7,245	7,717
Civil Engineering	8,142	8,247	8,935	9,402	10,132	10,508	11,027	12,154	12,309	12,464
Electrical Engineering	12,500	12,459	11,915	11,467	10,790	9,859	9,634	9,942	10,102	10,662
Mechanical Engineering	14,182	14,947	16,063	16,701	17,324	17,375	18,391	19,241	20,369	21,707

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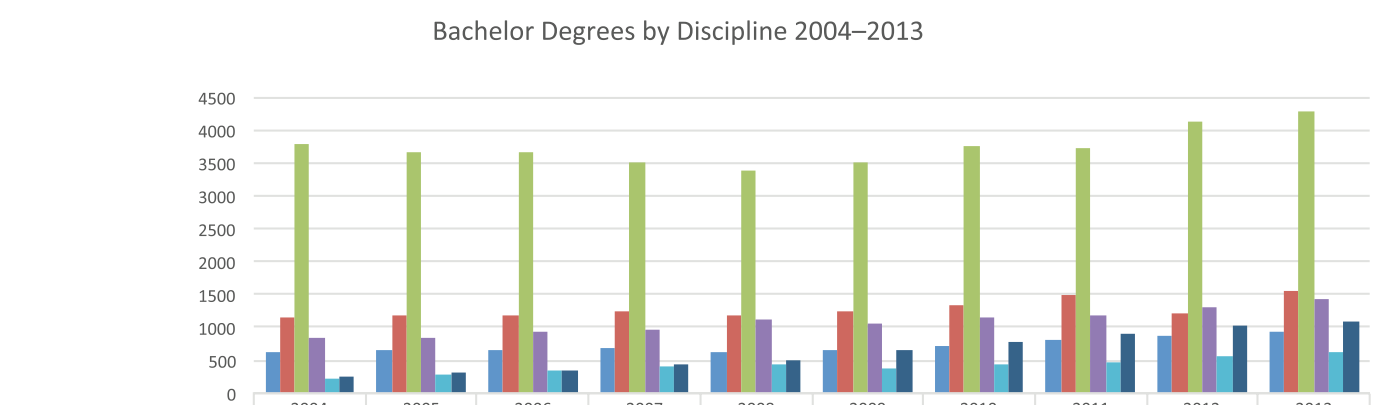

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Biological/Agricultural Eng.	601	635	646	659	623	631	719	796	871	924
Engineering (General)	1,138	1,179	1,176	1,246	1,160	1,246	1,335	1,465	1,192	1,554
Industr./Manuf./System Eng	3,790	3,647	3,664	3,503	3,367	3,510	3,744	3,727	4,107	4,272
Metallurgical/Materials Eng.	817	840	909	963	1,095	1,035	1,152	1,161	1,280	1,415
Nuclear Engineering	202	275	342	402	415	378	414	469	565	614
Petroleum Engineering	233	315	339	428	496	654	753	888	1,002	1,079

ENGINEERING DEGREES, 2012–2013

The following charts indicate the top five engineering bachelor degrees awarded by schools nationally (above bold underline), with all California schools in the top 50 listed (below bold underline shaded in blue). Ranking is based on number of degrees awarded.

Engineering Bachelor's Degrees Awarded by School (Excluding Computer Science)

Ranking	Institution	Number of Degrees
1	Georgia Institute of Technology	1,823
2	University of Texas, Austin	1,581
3	Pennsylvania State University	1,405
4	North Carolina State University	1,387
5	Texas A&M University	1,304
10	University of California, Berkeley	1,079
12	Cal Poly, SLO	1,003
20	University of California, San Diego	800
23	Cal Poly, Pomona	739
36	University of California, Davis	568
36	University of California, Los Angeles	568
40	University of California, Irvine	520
49	University of Southern California	451

Industrial/Manufacturing/Systems Engineering Degrees Awarded by School

Ranking	Institution	Number of Degrees
1	Georgia Institute of Technology	315
2	University of Michigan	193
3	Pennsylvania State University	174
4	North Carolina State University	164
4	Texas A&M University	152
15	Cal Poly, SLO	68
19	University of Southern California	62
22	Stanford University	54
25	University of California, Berkeley	48
40	Cal Poly, Pomona	34
47	San Jose State University	29

(continued on page 6)

Engineering by the Numbers (continued from page 5)

Chemical Engineering Degrees Awarded by School

Ranking	Institution	Number of Degrees
1.	Georgia Institute of Technology	158
2.	University of Texas, Austin	157
3.	Pennsylvania State University	147
4.	North Carolina State University	146
4.	Texas A&M University	146
19.	University of California, Los Angeles	85
21.	University of California, Berkeley	80
23.	University of California, San Diego	75
33.	University of California, Davis	69
42.	University of California, Santa Barbara	63

Civil Engineering Degrees Awarded by School

Ranking	Institution	Number of Degrees
1.	Cal Poly, Pomona	235
2.	Texas A&M University	228
3.	Virginia Tech	197
4.	University of Illinois, Urbana-Champaign	192
5.	Georgia Institute of Technology	191
8.	University of California, Davis	164
11.	Cal Poly, SLO	148
17.	University of California, San Diego	128
27.	University of California, Irvine	108
33.	University of California, Berkeley	102
37.	Cal State University, Sacramento	98
39.	University of California, Los Angeles	95
41.	San Diego State University	94

Electrical Engineering Degrees Awarded by School

Ranking	Institution	Number of Degrees
1.	University of Illinois, Urbana-Champaign	241
2.	University of Michigan	238
3.	Pennsylvania State University	183
4.	North Carolina State University	157
4.	Texas A&M University	157
6.	University of California, Los Angeles	153
10.	Cal Poly, Pomona	138
15.	University of California, San Diego	109
18.	Cal Poly, SLO	101
36.	San Jose State University	72
37.	University of California, Irvine	70
42.	University of California, Davis	65

Mechanical Engineering Degrees Awarded by School

Ranking	Institution	Number of Degrees
1.	Georgia Institute of Technology	403
2.	Pennsylvania State University	310
3.	Virginia Tech	289
4.	Purdue University	287
5.	University of Maryland, College Park	250
11.	University of California, San Diego	220
18.	Cal Poly, SLO	194
21.	Cal Poly, Pomona	179
28.	University of California, Berkeley	163
36.	University of California, Davis	146
45.	University of California, Irvine	124

Brian Yoder, Ph.D., is director of assessment, evaluation, and institutional research at the American Society for Engineering Education (ASEE). He can be contacted at ***b.yoder@asee.org****. Reprinted with permission.*

Nancy Eissler

New Assistant Executive Officer for the Board

The Board for Professional Engineers, Land Surveyors, and Geologists (Board) is pleased to announce that Nancy Eissler became the Board's new Assistant Executive Officer, effective October 1, 2014. Board staff, licensees, and the public have all benefited from her work while serving as the Enforcement Manager. Please join us in welcoming Nancy to her new position.

Formal Administrative Disciplinary Decisions: Fiscal Year 2013–14

A formal disciplinary decision is considered formal administrative disciplinary action against a licensee. It results from the Board for Professional Engineers, Land Surveyors, and Geologists' (Board's) adoption of a proposed decision prepared by an administrative law judge following a hearing, a stipulated settlement agreement, or a default decision following a full investigation and the filing of an accusation. An accusation is a formal legal document that notifies a licensee of the Board's charges and allegations of violations against the licensee and that requests a disciplinary order be issued. The licensee is entitled to contest the charges at a formal hearing before an administrative law judge or to agree to a stipulated settlement. A final disciplinary decision contains findings and determinations or statements of advisements, waivers, and culpability and a disciplinary order. If there are findings of violations, the order may include revocation or suspension of the license, a stayed revocation or suspension of the license with a probationary period and terms and conditions or probation, or a public reproval. In the alternative, the decision may find that no violations or violations of a de minimus nature occurred and order the dismissal of the accusation. All final disciplinary decisions are matters of public record; for a copy of the final decision, you may contact the Board's Enforcement Unit at **BPELS.Enforcement_Information@dca.ca.gov.** Please include the name of the respondent and the case number in your request.

Respondent	Case Number	Effective Date
Public Reproval		
Blake, Jed Berkeley	920-A	7/12/2013
Preble, James	893-A	10/4/2013
Sanderfer, David Michael	1040-A	1/3/2014
Schweitzer, Michael David	1014-A	10/4/2013
Revocation of License		
Cao, Tom Hong	993-A	3/21/2014
Dimalanta, Rodolfo	1034-A	5/30/2014
Hayden, Kurt	Cg 2013-01	5/30/2014
Holt, John Charles	1062-A	1/3/2014
Matthews, Anthony	1031-A	10/4/2013
Miller, William James	1080-A	5/30/2014
Schellhase, Steven	1048-A	3/21/2014
Siddiqui, Mohammed	1035-A	5/30/2014
Revocation, Stayed; Probation		
Bormuth, Allen	997-A	10/4/2013
Clark, Thomas Culbertson Iii	978-A	8/11/2013
Clifford, Geoffrey	1043-A	10/4/2013
Curry, William	1003-A	3/21/2014
Davis, Floyd Edward	992-A	5/30/2014
Dentino, Robert	984-A	10/4/2013

Respondent	Case Number	Effective Date
Revocation, Stayed; Probation (continued)		
Eadson, William	996-A	1/3/2014
Faqih, Zeyad Mohammed	991-A	3/21/2014
Jong, Hank Hsing-Lian	881-A	7/12/2013
Karimi, Mehdi	1027-A	1/3/2014
Ketron, Douglas	1012-A	5/30/2014
Meum, Olav	1013-A	7/12/2013
Patterson, Alex	1019-A	3/21/2014
Price, Kendall	01-2004-22	5/30/2014
Shinohara, Lydia	1009-A	5/30/2014
Uribe, Marc	1032-A	7/12/2013
Wright, Jacob	1008-A	7/12/2013
Voluntary Surrender of Land Surveyor License		
Loftus, Joyce	923-A	5/30/2014
Voluntary Surrender of License		
Jelaca, Robert	1045-A	3/21/2014
Lemke, Michael	1020-A	7/12/2013
Stephens, Thomas	1021-A	7/12/2013
Voluntary Surrender of Pre-82 Civil Engineer License; Issuance of New Civil Engineer License		
Shen, William	925-A	7/12/2013

(continued on pages 8)

(Disciplinary Actions continued)

Citations Issued to Licensees: Fiscal Year 2013–14

Citations are issued to licensed engineers, land surveyors, geologists, and geophysicists when the severity of a violation may not warrant suspension or revocation of the licensee's right to practice. When a fine is levied with a citation, payment of the fine does not constitute admission of any violations charged but represents a satisfactory resolution of the matter pursuant to Business and Professions Code section 125.9(d). Code sections numbered in the 6700s, 7800s, and 8700s refer to the Business and Professions Code; those numbered in the 400s and 3000s refer to Title 16 of the California Code of Regulations. All final citations are matters of public record; for a copy of the final citation order, contact the Board for Professional Engineers, Land Surveyors, and Geologists' Enforcement Unit at **BPELS.Enforcement_Information@dca.ca.gov**. Please include the name of the cited person and the citation number in your request.

Cited Person	Violated Code Section(s)	Citation No.	Date Final
Allen, Charles Davis	6775(H); 6749(A)(3)	10292-L	12/4/2013
Babicka, Harry Citrad	8780(F)	10193-L	10/3/2013
Babicka, Harry Citrad	8762(B)(1); 8771(A); 8780(B)	10290-L	1/10/2014
Barnhart, Steven Edward	6770(A)(3)	10306-L	2/5/2014
Bazley, Timothy	6770(C); 6738(I)	10345-L	6/13/2014
Benavides, Jose	6749(A); 6775(D)	10309-L	2/6/2014
Berg, Thomas	8780(B)(D)(F); 8759(A)(4)&(5); 8762(C)	10181-L	5/14/2014
Berg, Thomas	8762(C); 8767; 8772; 8780(D)	10182-L	5/14/2014
Bernardi, David M	8780(B)(H); 415	10283-L	12/6/2013
Canfield, Jeffrey	6775(D)	10282-L	8/15/2013
Cao, Tom Hong	6775(B); 475(C)(5)	5296-L	3/21/2014
Dann, Malcolm Charles	6775(C)	10301-L	1/2/2014
Dapron, Lorne Lee	8767	10293-L	12/6/2013
Dapron, Lorne Lee	8759(A); 8759(A)(3),(4),&(5); 8761; 8780(G)	10315-L	3/9/2014
Embree, Greg	8773.2(B); 464(C)	10304-L	4/5/2014
Embree, Greg	8762(B)(5)	10305-L	4/5/2014
Fahrion, Jay	8780(B)	10273-L	11/6/2013
Farley, Michael	8759(A)(4)&(5); 8767; 8780(G)	10339-L	6/11/2014
Finley, Lawrence	6775(B)(C)(F)	10274-L	7/12/2013
Foster, Michael James	8762(C); 8780(B)	10338-L	6/7/2014
Gapasin, Arthur Urbano	6775(F); 8774(A); 8792(A)(I)	10271-L	11/14/2013
Glomb, James	6787(A); 7839; 7860(C)(2)	Cg 2012-08	6/12/2014
Grutman, Ruvin	8780(D)	10002-L	11/1/2013
Grutman, Ruvin	8762(C); 8780(B)	10159-L	10/4/2013
Grutman, Ruvin	8780(D)	10008-L	11/1/2013
Grutman, Ruvin	8780(D)	10007-L	11/1/2013
Grutman, Ruvin	8780(D)	10006-L	11/1/2013
Grutman, Ruvin	8780(D)	10005-L	11/1/2013
Grutman, Ruvin	8780(D)	10003-L	11/1/2013
Grutman, Ruvin	8780(D)	10004-L	11/1/2013
Hallberg, James	8762(B)(2),(4),&(5); 8764(A)(D)(G); 8780(B)	10333-L	4/19/2014
Jong, Hank Hsing-Lian	6749(A)(3),(4),&(5); 8759(A)(3),(4),&(5); 8792(A)	10310-L	2/6/2014

Cited Person	Violated Code Section(s)	Citation No.	Date Final
Kardjian, Vahe Matios	6775(G); 475(B)(2); 475(D)	10334-L	5/8/2014
Koger, James	6738(I); 8729(I); 8759(A)(3),(4),&(5); 8780(B); 464(C)	10265-L	10/27/2013
Lachmar, William	7860(C)(1); 3065(B)(1)	Cg 2011-11	6/18/2014
Lieser, John	8780(B)(F); 404.2	10324-L	3/21/2014
Milano, Gary	8759(A)(1)&(4)	10323-L	3/21/2014
Miller, William James	6770(A); 6775(C)	10277-L	8/11/2013
Nixt, Martin	6749(A); 6775(C)(D)(F); 8759(A); 8780(B)(C)(G)	10318-L	5/14/2014
Ostly, John	8759(A)(5); 8762(C); 8772; 8780(B)	10267-L	9/13/2013
Pacheco, Rudy	8729(I); 8759(A)(3)&(5); 8767; 8773.2; 8780(B)	10314-L	2/21/2014
Perez, Macario	6703; 6749; 6775(C)(F)(H)	10243-L	8/14/2013
Quentin, Peter A	6775(F); 8780(F)	10132-L	5/13/2014
Quentin, Peter A	8762(C); 8780(D)(F)	10133-L	5/13/2014
Ragen, Thomas	8767	10225-L	1/12/2014
Rasp, James	6749(A)(3)&(5); 6775(D)	10044-L	10/4/2013
Samama, Albert	6749	5374-L	7/26/2013
Scherer, Kurt	8761(B); 8771(A); 8772	10291-L	11/23/2013
Schneider, Frederick Aurel	6775(F)	10194-L	10/3/2013
Schneiderwent, Boyd Lee	8762(B)(1); 8767; 8773.2(B)	10299-L	12/15/2013
Schwartz, Irving	8762(C); 8780(B)	10260-L	9/16/2013
Schwartz, Irving	8762(C); 8780(B)	10261-L	9/16/2013
Shank, Ken	8767	10336-L	5/30/2014
Snyder, Douglas George	6770(A)(3)	10307-L	2/5/2014
Sobecki, Frank	8762(B)(4); 8762(C)	10296-L	12/6/2013
Stillman, Frank	6749; 6775(C)(G)	10036-L	1/3/2014
Tadian, Nishan T	6775(D)	10340-L	6/11/2014
Teas, William Chapin Jr	8759(A); 8780(F)	10197-L	3/21/2014
Turner, Allen R.a. Iii	8759(A); 8759(A)(4)&(5); 8762(C); 476(B)(1)	10285-L	11/30/2013
Wardle, Greg Clark	8762(C)	10269-L	12/22/2013
Webb, Jon	8759(A)	10327-L	3/28/2014
Xu, Joseph	6749(A); 6775(C)	10278-L	12/16/2013

(continued on next page)

(Disciplinary Actions continued)

Citations Issued to Unlicensed Individuals: Fiscal Year 2013–14

Citations are an alternative to criminal prosecutions that the Board for Professional Engineers, Land Surveyors, and Geologists (Board) can use to enforce the laws prohibiting the unlicensed practice of engineering, land surveying, geology, and geophysics, or other activities for which a license is required. When a fine is levied with a citation, payment of the fine does not constitute admission of any violations charged but represents a satisfactory resolution of the matter pursuant to Business and Professions Code section 125.9(d). Code sections numbered in the 6700s, 7800s, and 8700s refer to the Business and Professions Code; those numbered in the 400s and 3000s refer to Title 16 of the California Code of Regulations. All final citations are matters of public record; for a copy of the final citation order, contact the Board's Enforcement Unit at **BPELS.Enforcement_Information@dca.ca.gov**. Please include the name of the cited person and the citation number in your request.

Cited Person	Violated Code Section(s)	Citation No.	Date Final
Alexander, Bruce	8792(a)	10167-U	10/4/2013
Alvarado, Frank	8792(a)(i)	10177-U	1/3/2014
Bernales, Joaquin	6787(a)(d)(f)(h)	10074-U	9/9/2013
Billings, Jeff	6787(a)(g)	10155-U	9/9/2013
Bosma, Calvin F	6787(a)(d); 8792(a)	10103-U	7/19/2013
Bosma, Calvin F	6787(a)(g)	10104-U	7/19/2013
Bracklow, Ron	6787(f)(h)	5405-U	3/21/2014
Brewer, David Charles	6787(a)(f)(h)	5261-U	5/14/2014
Brewer, Ray Lenair	6787(a)(d)(f)(g)(h)	10330-U	4/11/2014
Brinton, Daniel	6787(a)(f)(h)	10172-U	12/4/2013
Brinton, Joan	6787(a)(d)(f)(g)	10171-U	12/4/2013
Burke, Thomas	6787(f)(h)	10149-U	2/26/2014
Conklin, Darryl	6787(a)(g)	5389-U	9/11/2013
Harrison, Roy	8792(g)	10295-U	12/6/2013
Havstad, Tom	6787(a); 8792(a)	10248-U	11/13/2013

Cited Person	Violated Code Section(s)	Citation No.	Date Final
Kravets, Igor	6787(a)(d)(f)(g)(j); 6738(a)(3); 8792(a)(i)(j); 8729(a)(3)	10300-U	12/22/2013
Lastre, Juan	6787(a); 8792(a)	10156-U	7/19/2013
Lin, Yu	6787(a)	10287-U	9/15/2013
Mack, John zF	6787(a)	10204-U	1/3/2014
Minor, Regina	6787(a)(g); 8792(a)(i)	5355-U	2/5/2014
Owens, Tom	6787(a)(d)(g)(j)	5404-U	11/9/2013
Rodas, Oscar	6787(a)	10115-U	5/14/2014
Rodriguez, Cesar	6787(a)(d)(g)	10100-U	11/26/2013
Roehrborn, Jason	6787(d)	10288-U	11/6/2013
Romias, Elmo "Sonny"	6787(a)(g); 8792(a)(i)	10097-U	7/19/2013
Safyari, Ben Bahman	6787(a)(f)(g)	5274-U	8/18/2013
Sanchez, Rogelio	6787(a)(g)	10286-U	5/6/2014
Sulic, Velimir	6787(a); 8792(a)	10192-U	10/3/2013
Tafreshnia, Tom	6787(a)(g)	5372-U	8/7/2013
Young, Richard	6787(a)(g)	10179-U	11/8/2013

Poll Questions

In keeping with this issue's *Bulletin* theme, "School's in Session," we polled current members of the Board for Professional Engineers, Land Surveyors, and Geologists (Board) and the Technical Advisory Committees (TACs) and asked for responses to the question, "How did education play a part in your professional career?" Below is a sampling of those responses.

(Also, for more information about the TACs, see article on page 11.)

"[My] career goals influenced the progression of professional licensure from Professional Geologist (P.G.), Certified Engineering Geologist (C.E.G.), finally to Geophysicist (P.G.P.). [My] career developed along the path to licensure, as each successive license opened up another career opportunity. My current position is restricted to someone who possesses a California P.G. license."

—William Owen, P.G., G.E.G., P.G.P.
Geology TAC Member
U.C. Riverside B.S., M.S.

(continued on page 10)

Poll Questions (continued from page 9)

"My post-high school educational experience set the foundation for my professional path and career. The combination of degrees and programs of study was centrally influential to the area of practice in civil engineering that I focus on.

"I currently hold a license as a civil engineer in California, Nevada, and Oregon, and a professional engineer's license in Utah. I also currently hold a license as a Water Treatment Plant operator with the State Water Resources Control Board. For my engineering licenses, the education and degrees were pivotal in preparing me for obtaining those licenses and were a primary basis of my qualification to take the exams. The licenses that I hold allow me to practice the profession that I have been trained for and for which I obtained my post-high school degrees."

—Neal Cowell, P.E.
Civil TAC Member
Cosumnes River College, U.C. Santa Cruz B.A.,
U.C. Berkeley B.A., Oregon State University M.S.

"I attended University of California, Irvine, for one year, then transferred to University of California, Berkeley, where I obtained a B.S. (May 1988) and M.S. (May 1990) in Civil Engineering. Later I attended the University of Tennessee, where I obtained a Ph.D. in August 2000.

"It was at Cal where I decided that I wanted to get a Ph.D. Beyond that, I don't think they [the licenses] actually influenced my career path. I chose my path because of the subject areas and the positions I wanted to achieve. The choice of schools was generally made to help me along the path I wanted to follow. It was not a case where the schools were the reason for the career path.

"I obtained my civil license from Vermont in 1997 and then civil and traffic in California in 2009. Again, I was already on my career path and knew I would need these licenses to get promoted eventually so that is why I pursued them. It also helped that my father was a licensed engineer in civil and pushed me to get licensure."

—Mohammad Qureshi, P.E.
Board Member
U.C. Irvine, U.C. Berkeley B.S., University of Tennessee Ph.D.

"I started at Ventura Jr. College, then transferred to Sacramento State to graduate with [a] BSEEE in 1992. The program at Sacramento State included a Power Electrical program, which introduced me to the licensing world of P.E.

"After graduating from Sac State, I worked for an electrical consultant and obtained my P.E. during that period. I was able to start my own business once I had the experience and the P.E. license.

"I also obtained registration as a Registered Communications Distribution Designer (R.C.D.D.), which supports the low voltage telecommunication side of my business. The combination of both P.E. and R.C.D.D. was a powerful combination for work opportunities."

—Eric C. Johnson, P.E., R.C.D.D.
Board Member
Ventura Jr. College, California State University, Sacramento

(continued on next page)

Poll Questions (continued)

"I attended California Polytechnic State University at San Luis Obispo, and graduated with a B.S. in Architectural Engineering. I started work very soon after college graduation, performing engineering design of buildings, and followed that to the current day. I obtained a civil engineering license after the minimum amount of required work experience. Licensing is very much expected in the area of building structure design, and was crucial to my career advancement. Licensed engineers are valued more highly, given better projects, advance to management more quickly, and are paid higher salaries.

"I obtained a structural engineering license several years later in my career. This license helped advance my career into the area of public school design and also enhanced my standing with professional peers."

—Karen E. Roberts, P.E., S.E.
Board Member
Cal Poly San Luis Obispo B.S.

"The engineering curriculum at Cal Poly San Luis Obispo drove me away from engineering and into geology. The Earth Science degree at U.C. Santa Cruz formed the fundamental underpinnings of my geological experience and continues to be a valuable resource that furthers my career in engineering geology, with licenses as a Professional Geologist (P.G.) and a Certified Engineering Geologist (C.E.G.). Both of those licenses were essential to my stepping forward into a principal geologist role and starting my own company. The certified engineering geologist license in particular allowed me to work on schools and hospitals in California."

—Erik N. Zinn, P.G., C.E.G.
Board Member
Cabrillo Community College, Cal Poly San Luis Obispo,
U.C. Santa Cruz B.S.

Technical Advisory Committee Vacancies

The Board is currently accepting applications to fill vacancies in its civil engineering, structural engineering, and land surveying Technical Adisory Committees (TACs).

The TACs advise and assist the Board and its staff on civil engineering, structural engineering, land surveying, and geology matters. Each TAC generally meets once a year; however, individual TAC members may also be asked to assist Board staff in reviewing applications for licensure, enforcement complaint investigation cases, and other technical issues.

Each TAC consists of five members who are appointed by the Board. In addition, two Board members (one professional member in the appropriate discipline and one public member) and a staff person are assigned as liaisons to each TAC. The TAC members serve a two-year term and can be re-appointed for two additional two-year terms. TAC members receive per diem and expenses but are not paid.

Applicants for appointment to the TACs must be expert civil or structural engineers, land surveyors, or geologists, and must hold current, valid, and unrestricted licenses. Additionally, applicants must not have been subject to enforcement action by the Board and must not be under investigation by the Enforcement Unit of the Board.

The Application for Appointment to Technical Advisory Committee form is available on the Board's website, **www.bpelsg.ca.gov**. The TAC application may also be obtained by calling the Board office at (866) 780-5370 (toll-free). Once received, the applications will be reviewed by the Board member and staff liaisons to the TACs.

ABET NEWS

What is ABET?

ABET is a nonprofit and nongovernmental accrediting agency for academic programs in the disciplines of applied science, computing, engineering, and engineering technology. ABET is a recognized accreditor in the United States by the Council for Higher Education Accreditation.

ABET accreditation provides assurance that a college or university program meets the quality standards established by the profession. ABET accredits postsecondary programs housed in degree-granting institutions that have been recognized by national or regional institutional accreditation agencies or national education authorities worldwide.

Why Accreditation Matters

Simply put, accreditation is value. Accreditation is proof that a collegiate program has met certain standards necessary to produce graduates who are ready to enter their professions. Students who graduate from accredited programs have access to enhanced opportunities in employment; licensure, registration, and certification; graduate education; and global mobility.

ABET is an integral part of each of these areas because we accredit more than 3,100 applied science, computing, engineering, and engineering technology programs at more than 670 colleges and universities in 24 countries worldwide. Approximately 85,000 students graduate from ABET-accredited programs each year.

Accreditation impacts:

- Students
- Programs and institutions
- Public
- Professionals in business, industry, and government

Accreditation is an assurance that the professionals who serve us have a solid educational foundation and are capable of leading the way in innovation, emerging technologies, and in anticipating the welfare and safety needs of the public.

Why Accreditation Matters to Students

Earning a degree is a significant achievement and an important investment in your future. Since so much of your future success depends on your educational foundation, the quality of the education you receive makes a big difference.

Earning a degree from an ABET-accredited program:

- Verifies that the quality of the educational experience you receive meets the standards of the profession.
- Increases and enhances employment opportunities.
- Permits and eases entry to a technical profession through licensure, registration, and certification.
- Establishes eligibility for many Federal student loans, grants, and/or scholarships.

ABET Often Required

ABET accreditation can be of great value to a student. It is often required for eligibility for Federal student loans, grants, and scholarships. Many forms of professional licensure, registration, and certification also require graduation from ABET-accredited programs as a minimum qualification. In addition, many employers, including the Federal government, require graduation from ABET-accredited programs to be eligible for employment in certain fields. Also, multinational corporations are increasingly listing graduation from an accredited program as a requirement for employment. Every day, thousands of jobs requiring graduation from ABET-accredited programs are available.

Why Accreditation Matters to Programs and Institutions

Accreditation provides an opportunity for academic institutions to demonstrate they are committed to maintaining their programs' quality and that their programs are performing at the level required by the professions they serve. Programs undergo periodic accreditation to ensure that they continue to meet quality standards set by the profession. The result provides lasting benefits to students, the institution, employers, the professions, and society as a whole.

(continued on page 14)

BOARD TRIVIA

Challenge your colleagues—can they correctly answer more questions than you? (See bottom of page for answers.)

1. The Oldsmobile automobile is named after the:

a) old factory in which it was first manufactured

b) old workers who manufactured the first automobiles

c) old design that was used for the first production vehicles

d) founder of the business, Mr. Olds

2. The construction method typically used for warehouses, barns, and other places where large, open spaces are required at low cost is called:

a) project frame

b) premier frame

c) pius frame

d) portal frame

3. With which branch of engineering do you associate Wernher Magnus Maximilian Freiherr von Braun?

a) civil engineering

b) rocket technology and astronautics

c) computer engineering

d) geophysical engineering

4. The largest extractor of natural gas in the world is also the largest company in Russia. Its name is:

a) RussiaGas

b) GasRussia

c) Promgaz

d) Gazprom

5. A common engineering fastening is named after the Latin word viriola, or "small bracelet." It is a:

a) link

b) screw

c) ferrule

d) rivet

6. "Caollchouc" is another name for what common substance?

a) PVC

b) natural rubber

c) Teflon

d) sisal

7. What name is given to a beam or similar structure that is supported at one end only?

a) suspension

b) cantilever

c) balanced

d) offloaded

8. Calculus can be defined as the:

a) mathematical study of change

b) study of shape

c) study of theoretical argument

d) study of operations and application to solving equations

1. (d) founder of the business, Mr. Olds (Ransom E. Olds) 2. (d) portal frame 3. (b) rocket technology and astronautics 4. (d) Gazprom 5. (c) ferrule 6. (b) natural rubber 7. (b) cantilever 8. (a) mathematical study of change

ABET News (continued from page 12)

When a program becomes ABET-accredited, it means that it:

- Has received international recognition of its quality
- Promotes "best practices" in education
- Directly involves faculty and staff in self-assessment and continuous quality-improvement processes
- Is based on "learning outcomes" rather than "teaching inputs"
- Can more easily determine the acceptability of transfer credits

Beware of Diploma and Accreditation Mills

The number of fake or unaccredited institutions and programs is rising dramatically. These organizations, also known as "diploma mills," often offer high-cost, low-effort degrees. Businesses and the government are examining employees' credentials more thoroughly to ensure their earned degrees are valid.

Accreditation is Voluntary

In the United States, program accreditation is voluntary.

Many institutions choose ABET accreditation for their programs because it offers many benefits, such as peer-review, recognition of the program's commitment to quality, and insights from the professionals who review the programs.

Global Outreach

ABET has helped pave the way for graduates of accredited programs to work globally. ABET directly supports the development of other countries' national accrediting systems, many of which are based on the ABET model.

In addition, ABET is a signatory to several international agreements that ease the way for graduates of accredited programs to practice internationally. ABET also directly accredits more than 200 programs in 23 countries outside of the United States.

Graduation from an ABET-accredited program offers excellent access to employment in the global market. Read more about Mutual Recognition Agreements at **www.abet.org/DisplayTemplates/Detail.aspx?id=564**.

(continued on page 15)

Patrick Tami, P.L.S.

Tami Begins Term as NCEES Western Zone Vice President

Patrick Tami, P.L.S., recently received his commission as National Council of Examiners for Engineering and Surveying (NCEES) Western Zone vice president at the 93rd NCEES annual meeting, held August 20–23, in Seattle, Washington. He was elected to the position by delegates from the Western Zone during their interim meeting in May 2014. As vice president, Tami will serve on the NCEES board of directors and as the zone's administrative officer through 2016.

A resident of Roseville, California, Tami has been a member of the California Board for Professional Engineers, Land Surveyors, and Geologists since 2006. He previously served as NCEES Western Zone vice president for the 2008–10 term. He has also served on a number of NCEES committees, including chairing the Advisory Committee on Council Activities and the Committee on Uniform Procedures and Legislative Guidelines.

A professional land surveyor for more than 30 years, Tami is currently principal surveyor of R.E.Y. Engineers, Inc., a firm providing civil engineering and surveying services. He is a past president of the California Land Surveyors Association, a past chair of the East Bay Municipal Engineers Association and the Bay Counties Association of Civil Engineers and Land Surveyors, and a former member of the board of directors for the Western Federation of Professional Surveyors.

Your Evaluator Is the Key to Your Success as a Potential Licensee

Larry Kereszt, Licensing Manager

If you are licensed by the Board for Professional Engineers, Land Surveyors, and Geologists (Board), there's a good chance you have spoken with an evaluator at some point during your journey to licensure. Evaluators are an essential component to every license that is given out by our Board. Since the requirements for application for licensure can be confusing and the process lengthy, your evaluator can help you complete the application or answer any questions. Evaluators are the main contact point for applicants prior to applying for licensure, during the application review and approval process, and in the scheduling of your examinations.

All professional engineering applications received by the Board are directed to one of the three evaluators, depending on the applicant's last name. Last names beginning with the letters A through G will have **Amy** (**BPELS.Evaluator1@dca.ca.gov**) as their evaluator; last names beginning with the letters H through N will have **Sarah** (**BPELS.Evaluator2@dca.ca.gov**) as their evaluator; and last names beginning with the letters O through Z will have **Kate** (**BPELS.Evaluator3@dca.ca.gov**) as their evaluator. This division by last name helps to distribute the workflow. That evaluator will remain their evaluator throughout the application process. She will review all information that was submitted and confirm it is sufficient to begin the application process. If the application is incomplete, the applicant will be contacted concerning any missing or incorrect information. Please be certain that your application is ready for filing with the Board—missing or incomplete applications may result in the application being denied for the current examination cycle. All received information is then entered into the office database for review and future reference.

Questions about Engineer-in-Training (EIT) Fundamentals of Engineering (FE) or Land Surveyor-in-Training (LSIT) Fundamentals of Surveying (FS) certification qualifications, applications, and examination results are handled by the EIT/LSIT evaluator **Jen**. She can be reached at the e-mail address: **BPELS.EIT_LSIT@dca.ca.gov**.

Questions about geology and Geologist-in-Training (GIT) Fundamentals of Geology (FG) certification qualifications, applications, and examination results are handled by the geology evaluator, **Dolly**. She can be reached at the e-mail address: **BPELS.Evaluator4@dca.ca.gov**.

Please note that the evaluator is not a licensed engineer, land surveyor, nor a geologist, and does not review the technical aspects of the applications. On staff, we have three Senior Registrars: one civil engineer, one electrical engineer, and one land surveyor. The Senior Registrars review the applicant's work and give their opinion whether the work meets the technical requirements for licensure. Once the Registrars review the applicant's work, the file is given back to the evaluator to complete the file. If the application is approved, the evaluator must then schedule the applicant for the appropriate examination. This process can be lengthy, so we appreciate your patience and understanding.

ABET News (continued from page 14)

More Information

View this video to learn more about accreditation: **www.easywebvideo.com/video.php?v=b96fad9b**.

More international institutions are pursuing ABET accreditation. In this video (Spanish only), Marcelo Mejía, Chair of Engineering at Instituto Tecnológico Autónomo de México, explains why his institution values ABET accreditation: **www.youtube.com/watch?feature=player_embedded&v=Yvx9cSSETu0**.

En este vídeo, Marcelo Mejía, Director de la División Académica de Ingeniería, explica las razones por las cuales el Instituto Tecnológico Autónomo de México valora la acreditación ABET: **www.youtube.com/watch?feature=player_embedded&v=Yvx9cSSETu0**.

ABET

415 North Charles Street, Baltimore, MD 21201
Phone (410) 347-7700; **www.abet.org**

Does My Project Require a Professional Engineer, Land Surveyor, or Geologist?

Know your RESPONSIBILITIES, as well as your RIGHTS.

Before you attempt to do grading or drainage work, install or repair septic systems, build or repair retaining walls, have a survey of your property done, or build, repair, or alter structures, consider the following:

- Your city or county building department and county surveyor's office know about local conditions, including heavy snow falls, high winds, earthquake activity, or tidal action, that could affect your project.
- Your city or county Building and Safety Department, Department of Public Works, Planning Department, or Municipal Utility District will also be able to advise you about building code requirements and what permits, plans, and maps are required. These agencies can also tell you when an engineer, land surveyor, or geologist is required.

If your project requires the services of an engineer, land surveyor, or geologist, be sure that he or she is properly licensed by the Board for Professional Engineers, Land Surveyors, and Geologists.

Professional Engineering

California State law requires all California-licensed engineers to have many years of education and experience prior to being licensed. Professional Engineers apply their knowledge and skills to provide design, analysis, and evaluation, as well as consultation and technical advice on projects such as:

— **masonry walls and retaining walls**
— **bridges**
— **dams, flood level studies, and water supply systems**
— **structural beams and trusses**
— **foundations**
— **grading plans**
— **commercial buildings**
— **residential buildings**
— **electrical systems**
— **heating, ventilation, and air conditioning systems**
— **drainage and sewage disposal systems**

So who can do what? Here are brief explanations of the different professions licensed by the Board for Professional Engineers, Land Surveyors, and Geologists (Board).

Engineers

Civil engineers analyze and design buildings to withstand the natural forces of gravity, earthquakes, or wind, and can provide advice regarding structural design requirements to architects and contractors, as well as to consumers, and may design any building or structure except a hospital or public school. Civil engineers also may design swimming pools.

Structural engineers are civil engineers who have obtained additional experience and passed a specialized engineering

(continued next page)

examination. Their specialized engineering knowledge and experience enables them to analyze and design buildings or other structures, including public schools and hospitals.

Geotechnical engineers are civil engineers who have obtained additional experience and passed a specialized geotechnical engineering examination. Geotechnical engineering includes the investigation and engineering evaluation of earth materials including soil, rock, groundwater, and man-made materials and their interaction with earth retention systems, foundations, and other civil engineering works.

Electrical engineers may design electrical systems in commercial buildings, educational facilities, and other projects.

Mechanical engineers may design mechanical systems in commercial buildings, educational facilities, and other projects, including the design of heating, ventilation, air conditioning, plumbing, and other mechanical systems.

Professional Land Surveyors

Professional land surveyors licensed in California are required to have qualifying experience and to pass an examination before the Board licenses them. A licensed professional land surveyor can, among other services, perform boundary line adjustments; replace lost or obliterated property corners; retrace boundaries for fences and other purposes; locate, relocate, establish, re-establish, or retrace any property line or boundary of any parcel of land, right-of-way, easement, or alignment of those lines or boundaries; prepare legal descriptions and information shown with the description of any deed or other title document; and determine boundary discrepancies. It is unlawful for anyone to do land surveying or offer to do land surveying unless he or she is currently licensed as a land surveyor. Civil engineers licensed before January 1, 1982, (or who have a license number below C33966) may also perform land surveying services if they are competent.

Professional Geologists, Geophysicists, and More

Only a person licensed with the Board in the appropriate discipline may practice or offer to practice geology and geophysics.

Geology is the science that studies the Earth's crust and the materials that compose it—including rocks, minerals, soils, and fluids. A variety of techniques are used by professional geologists to determine the location, composition, and orientation of Earth materials.

Geophysics is the science involving the study of the physical Earth by means of measuring its natural and induced fields of force, including electric, gravity, and magnetic, and its responses to natural and induced energy. Professional geophysicists also search for groundwater, oil, minerals, and gas; map earthquake faults; and assess strong ground motion and buried hazardous waste.

(continued on page 18)

Legislation and Regulation News and Updates

Road Map to the Regulation Process

The Board for Professional Engineers, Land Surveyors, and Geologists (Board) adheres to California Code of Regulations Title 16, Division 5, Sections 400–476; and Division 29, Sections 3000–3067 relating to the Practices of Professional Engineering, Professional Land Surveying, Geology, and Geophysics.

Regulations are rules that outline how statutes will be enforced and have the force of law. The Board adopts, amends, or repeals regulations through the rulemaking process. The graphic on the next page identifies the regular rulemaking process provided for this publication from the Office of Administrative Law (OAL). OAL ensures that agency regulations are clear, necessary, legally valid, and available to the public.

Documents pertaining to the regulation changes can be found on the Board's website at **www.bpelsg.ca.gov/about_us/rulemaking.shtml**.

Coming soon! The Board will provide legislative information that impacts our licensees and a flowchart that identifies the "life cycle of legislation."

(continued next page)

Professional Engineering (continued from page 17)

Professional geologists may choose to obtain additional licenses, giving them the authority to use the titles Certified Engineering Geologist (CEG) and Certified Hydrogeologist (CHG). Only a CEG may participate in the design of a hospital or public school (primary, secondary, and junior college). CEGs are professional geologists who have obtained a specialty certificate based on their experience and additional testing. They typically investigate geologic development constraints such as landslides, ground subsidence, earthquake faults, and erosion, and have special training in geology for working on civil engineering problems. CHGs are professional geologists who have obtained a specialty certificate based on their experience and additional testing. They typically work on the clean-up of contaminated soils and water, as well as the discovery and development of groundwater resources.

For more information, please visit the Board website at **www.BPELSG.ca.gov**.

In the Event of a Natural Disaster

For a home or other building that has been damaged by natural forces such as earthquake, wind, flood, or fire, consultation with a civil or structural engineer is recommended to determine if the building is safe to occupy and can safely be repaired or rebuilt.

Civil and/or structural engineers can judge whether damage has made a building unsafe to live or work in, or if its condition endangers nearby buildings or the public. Sometimes a geotechnical or soils report is necessary. If so, both civil and geotechnical engineers can provide this service. It is also possible that a survey would need to be done to relocate your property boundaries.

Contact your county or city Building and Safety Department, Department of Public Works, and County Surveyor's Office immediately. They will tell you about the requirements necessary to repair damage to your home or building or if you need to have your property resurveyed before the repair work can be started.

REGULAR RULEMAKING

Legislature Grants Authority to Adopt Regulations to State Agency

State Agency

PRELIMINARY ACTIVITIES
Economic Impact Assessment
Fiscal Impact (STD 399)
Regulation Development

- Notice of Proposed Rulemaking
- Initial Statement of Reasons
- Text of Regulations

PUBLICATION AND ISSUANCE OF NOTICE OPENS RULEMAKING RECORD

Minimum 45-Day Public Comment Period

Agency Receives and Considers Comments

Agency Holds Public Hearings as Scheduled or by Request

Changes Made to Regulations?

MAJOR CHANGES: New 45-Day Notice

NO CHANGES
or Nonsubstantial and Sufficiently Related

- Updated Informative Digest
- Final Statement of Reasons (with summary and response to comments)
- Final Text of Regulations

SUBSTANTIAL AND SUFFICIENTLY RELATED: 15-Day Comment Period; Agency Mails Notice and Text of Proposed Changes

Agency Adopts Regulations

RULEMAKING RECORD CLOSED

California Board for Professional Engineers, Land Surveyors, and Geologists
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www.bpelsg.ca.gov

BOARD FOR PROFESSIONAL ENGINEERS, LAND SURVEYORS, AND GEOLOGISTS

BULLETIN

Social Media: Board Facebook and Twitter Pages

The Board for Professional Engineers, Land Surveyors, and Geologists (Board) is asking for your help in getting the word out regarding the launch of its Facebook and Twitter pages. The Board is now posting information of interest to postsecondary institutions and students on a regular basis. This information includes regulatory changes, updates to our website, interesting articles, useful resources, and a host of other Board-related data.

For those institutions that communicate with students through e-mail or some other means, we invite you to share this information with them. The Board is anxious to use these social media outlets as an ongoing way to reach our stakeholders. Thank you for your assistance in spreading the word.

Please take a few minutes to "like" us on Facebook and follow us on Twitter:

Facebook - www.facebook.com/pages/The-Board-for-Professional-Engineers-Land-Surveyors-and-Geologists/107020752801578

Twitter - twitter.com/CA_Engineers

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