



S.3287 (Cooney) / A.4942 (O'Pharrow)

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BILL

S.3287 (Cooney) / A.4942
(O'Pharrow)

SUBJECT

Relates to an engineering
technology degree

DATE

February 11, 2025

SUPPORT

The Business Council supports S.3287 (Cooney) / A.4942 (O'Pharrow) which relates to amending the Education Law to ensure that applicants holding a bachelor's degree or higher in engineering technology are subject to the same education and experience credit requirements, eligibility for certification as "engineers in training," and examination requirements as those holding a degree in engineering. The bill proposes to amend Section 7206 of the Education Law to align the education and experience credit requirements for engineering technology graduates with those of engineering graduates, grant engineering technology graduates the same eligibility for certification as "engineers in training," and standardize examination requirements for both groups of graduates.

Engineering technology programs offer an application-focused approach to engineering education and often attract a higher number of under-represented, disadvantaged, and first-generation college students. Institutions such as the Rochester Institute of Technology, New York City College of Technology - CUNY, Farmingdale State College, Buffalo State College, and SUNY Polytechnic have robust baccalaureate programs in both engineering and engineering technology. These institutions are committed to ensuring that all students have equal opportunities to advance their careers by obtaining licensure as professional engineers.

Currently, applicants with engineering technology degrees are required to complete two additional work experience credits compared to their engineering counterparts. This disparity prolongs the licensure process, creates economic disadvantages, and may discourage talented individuals from pursuing professional engineering licensure. When comparing the two degrees, licensure application rules and laws nationwide show that engineering technology degrees are considered equivalent to engineering degrees in only 12 states. However, there is no data to suggest that students from engineering technology programs are less prepared for licensure exams or underperform once licensed. By

standardizing the requirements, this bill aims to remove unnecessary barriers, promote inclusivity, and recognize the value of engineering technology education.

The additional work requirement serves as a barrier in the engineering field. It is a barrier that keeps these individuals from progressing in their field and being able to hold certain positions. Economically, it is a barrier that keeps these individuals from increasing their earnings over a lifetime at a steady rate in comparison to their counterparts. Mechanical engineers with a professional engineering license earned a median income of \$133,000, nearly \$16,000 more than those lacking the PE license.

This legislation is not expected to have significant fiscal implications for the state, as it primarily involves regulatory adjustments to existing licensure processes. By facilitating the licensure of more qualified professionals, it may contribute to economic growth and increased tax revenues over time.

For these reasons, The Business Council supports S.3287 (Cooney) / A.4942 (O'Pharrow).

Background Information:

- <https://ira.asee.org/wp-content/uploads/2019/07/2018-Engineering-by-Numbers-Engineering-Statistics-UPDATED-15-July-2019.pdf>
- <https://www.asme.org/topics-resources/content/salaries-up-for-mechanical-engineers>
- <https://publicintegrity.org/education/black-engineers-face-barriers-in-states/>