



Setting course

We have asked some in our academic community to give us the sense of what's new in engineering education now, what they see on the horizon, and what external factors are driving these developments. Scanning the environment for the readers, their reports show a few things:

- ◆ that renewed focus has been placed on design;
- ◆ that students and new engineers need to understand how their designs will impact on human life and society; and
- ◆ that students need to be exposed to a wider range of subjects and become more well-rounded to be equipped for the complex interactions of real-world, engineered systems.

The trend toward more hands-on learning opportunities, in the form of internships and co-op programs, will be covered in our next issue. Examining this trend also gives us an opportunity to write about how PEO recognizes pregraduation experience as part of the 48 months required experience for licensing.

Just as we have asked our educators to fill us in on the trends in academe, now we ask you, our entire readership, what topics concern you and affect your professional life that you would like to see covered in the magazine.

All of your ideas are valuable and we continually tweak the editorial calendar to allow for new themes, or treatments, and also to allow for topics that do not fit, because of space or timing, into the current issue theme, to be published in an upcoming issue.

Our Formation column, discussing educational and licensing issues, was res-

urrected in 2001, and gives us leeway to run the coverage of work terms in a subsequent issue.

Similarly, we introduced a new column in our March/April issue, which we will feature regularly. The Regulation column gives us an opportunity to discuss issues related to the Act and Regulations and the wording of particular sections that is often misunderstood or requires interpretation, and to look at practical examples in the workplace. The first column, dealing with the myth of the Industrial Exemption, also showed how the rules may be administered and presented examples, which in this case were provided by PEO's legal counsel. We hope that the column will clarify the Act and Regulations and aid understanding of why the laws are important, and what you need to do to comply.

With recent changes to the Act (see *Gazette*, March/April 2003 and News in the same issue) and likely more changes to come (see "Getting tough on enforcement," p. 3), we need a space to explain the ramifications of these changes in greater detail than the news section allows. We intend the new column to be that place, as well as a place to examine current requirements that need discussion.

So our editorial is not set in stone. We appreciate your input and feedback throughout the year, but my purpose here is to ask for your ideas for our 2004 editorial calendar.

What issues are you facing in your professional practice? What ethical concern do you face? What is being discussed at your meetings? Perhaps an article or series of articles on the issues would be useful to other engineers in your discipline.

As a guideline, the editorial objectives follow. Even if you're not sure if your

ideas fit in with the objectives, send them along to jbailey@peo.on.ca.

Joan Bailey
Managing Editor

Getting the gist

When deciding on material for the magazine, it should be tested against the objectives, which are:

- ◆ to provide information on standards of knowledge, skill, qualification, practice, ethics and conduct relevant to the practice of professional engineering;
- ◆ to showcase the achievements of members in the service of the profession and in illustration of best professional engineering practices;
- ◆ to be a forum for the exchange among members of ideas and knowledge related to the practice of professional engineering and the activities of the association;
- ◆ to provide information to members on events, issues and public policy developments in Ontario and elsewhere relevant to the practice of professional engineering, such as emerging areas of practice or legislative change; and
- ◆ to promote public awareness of the *Professional Engineers Act*, the role of the association and the responsibilities of professional engineers, including how the public interest is served and protected through the practice of professional engineering.