Summary of "Surveying Body of Knowledge - SBOK"

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The Surveying Body of Knowledge document was compiled by a committee Chaired by Josh Greenfeld, Professor Emeritus, NJ Institute of Technology, under the auspices of ACSM and published as the September/ December 2011 issue of "Surveying and Land Information Science – SALIS." That double issue of SALIS is available online for NSPS, GLIS, and AAGS members at www.ingentaconnect.com. "Print-on-demand" copies are also available for a fee (\$10) – contact Curtis.sumner@nsps.us.com.

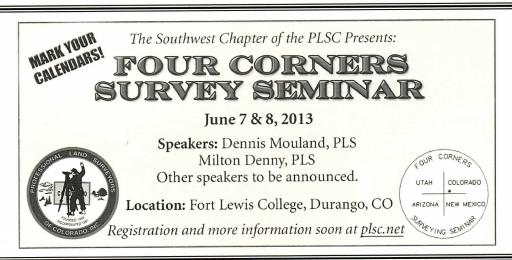
The SBOK document (entire SALIS issue) consists of:

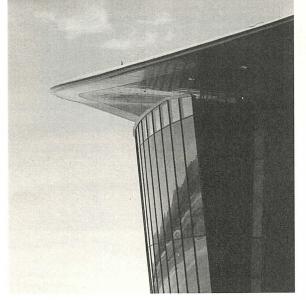
- Foreword by Josh Greenfeld (summarized herein)
- Surveying Body of Knowledge macro/micro overview by Josh Greenfeld
- SBOK for Positioning by Joseph Paiva
- Imaging Body of Knowledge for the Professional Surveyor by Jim Bethel
- Surveying's Legal Body of Knowledge by Wendy Lathrop and Jeffrey Lucas
- SBOK Land Stewardship (Land Development) by Wendy Lathrop

A paragraph by paragraph summary (including some commentary) of the Foreword is:

- 1. As one of the oldest professions, surveying is unique and well-defined. The digital revolution has eroded the recognition of surveying as having exclusive responsibility for mapping the earth.
- 2. Licensure is being challenged because "PVC pipe made everyone a plumber, the wire welder made everyone a welder, and GPS made everyone a surveyor." It seems that related professions view the scope of surveying narrowly "reflecting the limited scope of survey practice within the geospatial field."
- 3. The argument is made that surveyors need to not only "keep pace with technical 'know-how' but also the theoretical 'know-why. A true professional must understand and knowledgeably stand behind his/her actions."
- 4. The point is made that surveying needs to define its specialties within the geospatial industry and convey the value of services to the public (& other professionals). It states that "many civil engineers who took a surveying 101 course truly believe that they know everything needed to be known about surveying." I'd prefer to believe that the difference is not so much the courses one takes in college but, given that a huge part of education is "learning how to learn," the difference is gaged by how well a professional is able to understand and competently utilize new technology.
- 5. The historical development of the SBOK is summarized, starting with a Greenfeld presentation to the 2007 North American Surveying & Mapping Educators' Conference, describing the involvement of ACSM and the ACSM Committee on Curriculum, Accreditation, Registration, and Education (CARE), and finally publication of the SBOK in the September/December 2011 issue of SALIS.

- 6. The six components of the SBOK (as listed above) and their overlaps are described. The committee did not rank one component over another. Observation many spatial data professionals acquire competence in various areas but, in my opinion, survival of the surveying profession depends upon surveyors being "better" than anyone else in establishing/tracing boundaries. Licensure and protecting the public remain essential! However, it is a stretch of reality to suggest that those skills qualify a licensed person to sit in judgment over persons more qualified in other areas.
- 7. Not all areas require the same level/depth of knowledge/specialization/education. The macro/micro overview describes some of the rationale used to relate various levels of education practice specialties.
- 8. The remaining 5 papers provide details and specifics organized beginning with an introduction followed by a rationale for the specialty. A description of the knowledge areas and depth requirements are discussed in each paper. As appropriate, tables listing topics and depth-of-specialty are included. Members of the committee are listed along with consideration of balance between academia and practice. Yours truly served on the committee. Δ





More amazing photos Amanda Allred, PLS sent in, taken at the Space Port on a tour there last spring.

