

**AMERICAN COUNCIL FOR  
CONSTRUCTION EDUCATION**

**DOCUMENT 101**

**ACCREDITATION MANUAL**





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### DOCUMENT 101

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# ACCREDITATION MANUAL

## DOCUMENT 101

### 1. INTRODUCTION

#### 1.1. Mission and Purposes of the American Council for Construction Education (ACCE)

The mission of ACCE is to be a leading global advocate of quality construction education, and to promote, support, and accredit construction education programs.

The purposes established for ACCE are listed in Document 100, Policies Manual.

#### 1.2. Purposes of Accreditation

The purposes of ACCE's accrediting process are:

- i. to formulate policy;
- ii. to develop and promulgate accreditation criteria and standards;
- iii. to carryout the accreditation process; and
- iv. to publicize its accreditation actions for the benefit of all concerned.

Accreditation serves the following purposes:

- i. **Assuring Quality:** Accreditation is the primary means by which institutions and programs assure quality to students and the public. Accredited status is a signal to students and the public that a program meets certain standards for its faculty, curriculum, student services etc. Accredited status is conveyed only if the programs provide evidence of fiscal stability.
- ii. **Engendering employer confidence:** Accredited status of a program is important to employers when evaluating credentials of job applicants, when deciding whether to provide tuition support for employees seeking additional education, and when deciding to support construction education programs.
- iii. **Easing transfer:** Accreditation is important to students for a smooth transition of courses and credits among colleges, universities and programs.

#### 1.3. Definition of Construction Programs

To be considered for accreditation, a program in construction education must:

- i. be located in an institution of higher learning that is legally authorized under applicable law to provide a program of education beyond that of the secondary level;
- ii. in the case of those institutions in the United States, be accredited by the appropriate regional accrediting agency, and in the case of other countries, be accredited by the accrediting agency appropriate for its locale, if such exists; and
- iii. have been in operation for sufficient time to permit an objective evaluation by ACCE of its educational program.

#### **1.4. Baccalaureate Degree Programs**

To be considered for accreditation the institution must offer a baccalaureate degree program with a major emphasis on professional construction education.

#### **1.5. Associate Degree Programs**

To be considered for accreditation the institution must offer an associate degree program with a major emphasis on professional construction education.

## **2. ACCREDITATION ADMINISTRATIVE ORGANIZATION**

### **2.1. Board of Trustees**

The governing body of ACCE is known as the Board of Trustees or Board as a collective body or individually as Trustees. The Board consists of an equal number of Association and Educator Trustees and at least one each Public Interest Trustee and Industry-at-Large Trustee. The specific number of trustees and their functions are stated in the By-Laws of ACCE.

### **2.2. Accreditation Committee**

The Accreditation Committee is one of three Operations committees of ACCE. This Committee considers all accreditation reports and other materials submitted in conjunction with the accreditation of a construction education program. After review and deliberation, the Committee makes recommendations to the Board of Trustees for initial accreditation, renewal of, or reinstatement of accreditation for any construction education program which has applied for, been reviewed and which in the opinion of the Committee has met the standards and criteria established by ACCE for accreditation. The committee may also make recommendations to the Board for the denying of accreditation, revoking or suspending the accreditation of any construction education program which in the opinion of the committee does not or has ceased to comply with the standards and criteria for accreditation. The composition for the Accreditation Committee is stated in the By-Laws of the ACCE.

### **2.3. Visiting Team**

The on-site accreditation visit for a construction education program requesting accreditation is accomplished by a Visiting Team selected by ACCE and consisting of at least three members as described in Section 3.3 of this Document.

The purpose of the Visiting Team is to evaluate the program based on the institution's stated goals and objectives for the program and to establish compliance with ACCE standards and criteria in those areas that cannot be determined without visiting the institution. The Visiting Team shall submit a report of its findings along with a recommendation regarding accreditation to the Accreditation Committee in accordance with procedures established herein.

## **2.4. Appeals Committee**

The Appeals Committee is a special panel selected by the President of ACCE to act in the event of an appeal received from an institution in regard to an adverse accreditation action. These panels shall consist of five members, plus two alternates, who shall serve for the term of the appeal. The panel members are to have served as full members on at least one unrelated Site Visit and not have voted on the action under review as a team Member, Accreditation Committee Member or Board Member. No panel member shall have any affiliation with the institution requesting the appeal. Procedures related to appeals committee actions are stated in Section 3.9 of this Document.

## **3. ACCREDITATION POLICIES**

### **3.1. General Policies**

The accreditation procedure consists of the following major steps:

- i. Voluntary application by the institution to ACCE for candidate status and/or accreditation review.
- ii. Preparation and submittal by the institution of a self-evaluation study to ACCE.
- iii. Performance of an on-site evaluation by a team of visitors, selected by ACCE and acceptable to the institution, for the purpose of verifying and augmenting findings from the self-evaluation study report.
- iv. Evaluation of the Visiting Team report by ACCE's Accreditation Committee and evaluation of both the Visiting Team report and Accreditation Committee report by ACCE's Board of Trustees prior to taking an accreditation action. Possible accreditation actions are listed in Sections 4.6 and 4.7 of this Document.

### **3.2. Pre-accreditation Classification of Programs**

Upon application to and acceptance by ACCE in accordance with procedures stated in Section 4.1 of this Document, a construction education program will be classified as a program in "Candidate Status". An institution is allowed to have its program(s) remain in Candidate Status up to five years from the date of acceptance into that status, after which a complete reapplication is required.

An institution may withdraw its program from Candidate Status at any time.

### **3.3. Visiting Teams**

#### **3.3.1. Classification of Members**

##### **i. Team Chair**

To be qualified as a Visiting Team Chair, an individual must have served as a team member on three or more accreditation visits.

## **ii. Member**

To be a qualified visitor, an individual must have attended at least one scheduled visitor training session and served on a team as a member-in-training.

Further, to be a qualified visitor:

A practitioner must have a knowledge of higher education and have had meaningful experience in construction at the middle management level or above. A degree in construction or an allied discipline (e.g., architecture or engineering) also is desirable.

An educator must have a degree, preferably an advanced degree, in construction or an allied discipline (e.g., architecture or engineering), significant experience in construction education (preferably in an accredited construction program), and have had construction management experience.

A public interest visitor must have knowledge of higher education and at least a baccalaureate degree.

## **iii. Member-in-Training**

In order to develop a well-qualified cadre of Visiting Team members, it is the practice of ACCE to send team Members-in-Training as additional members on site visits.

Those persons who have attended at least one scheduled visitor training session or have acted as an industry observer with a visiting team and have thus been qualified to serve as a team Member-in-Training.

Members-in-Training must possess the same qualifications as qualified visitors.

## **iv. Observer**

The ACCE system of visitation to institutions for the purposes of accreditation recognizes that on occasions there may be need for observers from other constituencies to accompany the Visiting Team.

Observers accompanying the visiting team may include:

Representatives from the Council for Higher Education Accreditation (CHEA); the State educational board to which the institution is responsible, and/or the regional accrediting agency responsible for the overall accreditation of the institution, may wish to observe and evaluate the operations, procedures, and conduct of an ACCE accreditation visit to ensure that they comply with criteria which they have established for such visits.

Representatives of members of the public and of the professional or technical press may also desire to observe as a means of learning more about accreditation's contribution to the advancement of construction programs.

**v. Industry Observer**

Representatives of the local construction industry may desire to observe a visit as a means of learning more about accreditation's contribution to the advancement of construction programs. Such industry observers may also be included on the Visiting Team.

**3.3.2. Register of Visitors and Visitor Training**

A Register of Visitors is maintained by the Accreditation Committee and is divided into six geographic regions and two categories based on training and experience. Those designated as "qualified visitors" have been qualified as shown in paragraph 3.3.1 B. above; and have completed a visitor training session during the past five years. Those shown as "trained" have been qualified in accordance with paragraph 3.3.1c) above. Visiting team members and chairs are, as a general rule, drawn from the list of "qualified visitors" and members-in-training, as a general rule, from the list of those having been "trained."

All persons applying for participation in the Register of Visitors, preferably prior to attending a training session, are to be evaluated for their qualifications to serve as visitors by the Accreditation Committee.

Required Visitor Training may be completed at scheduled sessions at each meeting of the Board of Trustees of ACCE or by completing the on-line training program provided by ACCE.

Those who, in the judgment of the Accreditation Committee, satisfy the requirements will be included in the Register of Visitors. Those who do not satisfy the requirements will be so notified with an expression of appreciation for their interest, and, to the extent possible, will be given opportunity to otherwise participate in the non-visitation aspects of ACCE.

The Register of Visitors will be reviewed at each Mid-Year Meeting by the Accreditation Committee to identify those persons on the Register who should be removed for lack of appropriate retraining. Those so identified will be notified by the Executive Vice President prior to the Annual Meeting to insure that a current Register is presented to the Accreditation Committee.

**3.4. Visiting Team Selection and Composition**

Members of each on-site visiting team, with the concurrence of the institution to be visited, are selected by the Executive Vice President from the current Register of Visitors. The team must be representative of construction education and practicing

professionals in the industry, and include, when possible, a representative of the public interest. The composition of the team will include a Team Chairperson (if an educator, the chairperson must be from an accredited program) and two or more other members, one of whom must be a practitioner or a public interest representative. The Executive Vice President will determine the number of members constituting the Visiting Team. The Visiting Team may also include one or more members-in-training. It is also the policy of ACCE to include as part of any Visiting Team an industry observer from the area adjacent to the institution.

### **3.5. Protocol for Members-in-Training and Observers Accompanying a Visiting Team**

In order to develop a well-qualified cadre of Visiting Team members, it is the practice of ACCE to send team members-in-training as additional members on site visits. ACCE pays all travel and living costs for the members-in-training. The members-in-training are subject to all rules governing team members and are to undertake responsibilities and duties assigned by the Team Chairperson. Representatives of the local construction industry may desire to observe a visit as a means of learning more about accreditation's contribution to the advancement of construction programs. Such industry observers may also be included on the Visiting Team. Industry observers are responsible for all travel and living costs. These costs are not charged to the institution and are not paid by ACCE. Industry observers generally have not attended visiting team training, but are subject to all rules governing team members and members-in-training.

Permission must be received from the Accreditation Committee before arrangements are made for an observer to be present during a site visit. To obtain permission, the person or group proposing the addition of an observer, or an individual or group requesting permission to observe the site visit, must submit to the Executive Vice President the names and affiliation of the people proposed as observers and the reasons for their presence during the visit. To permit full and fair consideration of any such request, it must be made to the Executive Vice President at least 60 days before any scheduled visit. The institution and construction program(s) being visited must be informed of the request and have the right to voice objections to any observer. However, the final decision on observers will be made by ACCE.

While there are desirable and indeed necessary reasons for authorizing observation of the accrediting process, observers nevertheless must not interfere with the process nor hamper an institution's right to a full and fair evaluation of its program(s). The observer must realize that his or her presence is a privilege which carries with it responsibility for adhering to the code of ethics for accreditation and to constraints and limitations on their participation in the visit. Any observer seeking permission to accompany a Visiting Team must agree to abide by the following limitations:

Observers are permitted to accompany a team for the purpose of observing. They may attend certain team meetings; but with the exception of authorized representatives of the Council for Higher Education Accreditation (CHEA), and the

regional accrediting agency, they will not be permitted to attend executive sessions in which the team discusses the program or formulates its recommendations. Any official representatives who are permitted to observe these executive sessions must agree to adhere to the rules of confidentiality required by the accrediting process.

Observers are not permitted to be involved in questioning at interviews nor in the collection of data. They are prohibited from expressing their opinions, analyses, or evaluation of the program(s) to any member of the team at any time during the site visit. If they wish to make such observations they may do so by writing to the Chairperson of the Accreditation Committee under the normal procedures set up whereby any person may comment on the criteria and standards for accreditation or the quality of any construction program accredited by ACCE. Observers may not participate in any team or team member dialogues with administrators, faculty, or students. They may visit with any of these people and pursue questioning and interviewing when a team member is not present, in much the same way as they would on a normal visit to any institution. They may also join in any meal sessions programmed as part of the visit providing they adhere to the limitations and constraints set forth. However, in these latter instances they should identify themselves as observers and explain to the person or group that they have no official position with the Visiting Team and that the observations they make do not reflect the opinions of the team nor of ACCE. Members of the press should identify themselves as such, and the publication(s) they represent.

Representatives of any official and recognized accrediting agency or body such as the Council for Higher Education Accreditation (CHEA), should request and will receive these reports for the purpose of evaluating the accreditation process from ACCE's Executive Vice President before the visit. It will be considered a breach of ethics for any observer to request or pressure the Chairperson or any member of a Visiting Team to have access to any confidential material. Observers are requested to refrain from making any such request.

The expenses of the observers will not be included as a part of the accreditation costs and will not be charged against the institution, unless the institution has specifically requested permission for the observer(s), in which case the arrangement for payment of expenses is a matter of separate agreement between the individual(s) and the institution.

The Visiting Team will be working to a very tight time schedule, and observers are requested to respect the prime purpose of the visit. Where observers are authorized to accompany a team, the Chairperson shall inform the observers and the administrative head of the construction program being visited of policies governing the observers' presence during the visit. Observers must agree to adhere to these policies. Should they feel that they are too restrictive or inhibit observation, they may appeal to the Chairperson of the team; and if they are not granted the privilege they request, they may write to the Chairperson of the Accreditation Committee stating the cause of complaint. If in the opinion of the Chairperson of the Visiting

Team, an observer is deemed to be interfering with a full and fair evaluation, the Chairperson has the right to deny that observer any further observations of the team's work and shall document his action and the reasons for it in a supplement to the Visiting Team report.

Institutions and construction program(s) are asked to extend every hospitality to the observers, short of interfering with the institution's responsibility to present full and factual information to the visiting team.

### **3.6. Cost of Accreditation**

The costs of accreditation and a portion of the administrative expenses associated with the accreditation process are borne by the institution requesting program(s) accreditation.

Fees paid while a program is in Candidate Status are not refundable. Fees paid by an accredited program against the cost of a renewal visit are refundable, if the program elects not to seek renewal of accreditation.

The Board of Trustees of ACCE establishes costs associated with accreditation. Current costs for various accreditation actions are provided in Document 100, Policies Manual.

### **3.7. Publicity**

Accreditation by ACCE is based on the institution meeting Standards and Criteria established by ACCE. The period of accreditation is not a measure of ranking of the institution. At no point is an institution authorized to publish or imply the term or period of accreditation. An institution may indicate ACCE accreditation of its construction program(s) only during the period for which accreditation is granted.

Information published for students and the general public should provide sufficient definition of the program to show that it meets ACCE accreditation criteria. Institutions should broadly and accurately publish the objectives of the program, admission requirements, the program assessment measures employed, and the information obtained through these assessment measures, the rate and type of employment of graduates, and any data supporting quantitative claims made by the program. Such information shall not be used in a self-serving or laudatory manner.

Correspondence and documents between ACCE and the institution are confidential documents. The institution is free to distribute these items to authorized personnel, with the exception of Visiting Team reports. Direct quotation in part or whole from any statement by ACCE is unauthorized. Release of any confidential document required by institution policy, state or federal laws must include the entire document. Visiting Team reports remain the intellectual property of the American Council for Construction Education. They are for the sole use of the institution, and are not to be provided to or discussed with third parties not officially connected to the institution except with the express written permission of ACCE or unless required by law.

### **3.8. Complaints**

Complaints may be received by the offices of ACCE either as a formal complaint pertaining to a program or as an informal inquiry and request for assistance.

Upon receipt of a complaint, the ACCE Executive Vice President will notify the President of ACCE as to the nature of the complaint. The Executive Vice President will then take actions necessary to determine the basis for the complaint, its validity and/or scope and the impact of the complaint on the status of the construction program. The Executive Vice President will determine through contact with the administrator of the construction program whether the complaint can be resolved by the institution without action on the part of ACCE. The President of ACCE will request that the program take such action as is necessary and inform ACCE within thirty days of the results.

Complaints which the President and Executive Vice President determine may affect the accreditation status of a program and require actions by ACCE will be submitted to the Chairperson of the Accreditation Committee for evaluation and determination of a course of action to resolve the complaint. Prior to any actions being initiated, approval of the ACCE Board of Trustees must be obtained.

Where complaints are of such serious nature that resolution cannot be accomplished without a visit to the institution, the costs of the visit will be the responsibility of the institution.

Actions taken on complaints referred to the Accreditation Committee will be discussed and reviewed by the Accreditation Committee at a regularly scheduled or special meeting and submitted to the ACCE Board of Trustees for final action. The institution will be notified of the meeting of the Committee, the actions being discussed and will be afforded the opportunity to have representatives appear at the Committee meeting.

Board of Trustee actions on complaints which result in a change in the accreditation status of a program may be appealed under the procedures stated in Section 3.9.

The Executive Vice President will insure that the person(s) making the complaint are kept informed of the status of the complaint and of its final resolution.

### **3.9. Appeals of Adverse Actions**

- vi. The appeals process is as follows:
- vii. Within thirty (30) days of receipt of an adverse ACCE accreditation or candidate status decision, the Chief Executive Officer of the institution must notify ACCE in writing of the intent to appeal and give specific reasons for doing so.
- viii. Upon receipt of the institution's notification, the President of ACCE will name a special five-member panel, plus two alternates, to hear the appeal, and will designate one of the five to be the chair. Persons named are to have had no

previous association with the institution or program and may not have served on any visiting team or Accreditation Committee which dealt with the program under appeal. These names will be submitted to the institution for its review within fifteen days following receipt of the written notification.

The appropriate official of the institution will review the list for acceptability of those selected and inform the President of ACCE of same within fifteen days of receipt of the list.

- a. Based upon the institution's response, ACCE's President will finalize the panel membership, and within fifteen (15) days of receipt of that response, will appoint the members and chair of the special panel. All pertinent materials (candidate status application, self-study report, visiting team report, Accreditation Committee report, and the institution's appeal) will be sent to the panel members for their examination.
- b. The panel chair will call a meeting of the panel within sixty (60) days of its appointment and advise the institution of the date and place of the meeting. All expenses incurred by the institution with respect to the appeal shall be borne by the institution, and all expenses incurred by ACCE with respect to the appeal shall be borne by ACCE.
- c. The hearing shall be conducted as an open proceeding unless the institution requests that it be closed. The chair shall conduct the hearing in an informal manner and the panel shall determine its own operating procedures. A panel member designated by the chairperson for that purpose shall keep minutes of the panel meeting.
- d. The institution shall present to the panel clear and acceptable evidence, documentary and/or oral, that the candidate status or accreditation decision being appealed is, in its view, unreasonable or erroneous.
- e. The discussion of the panel shall be based upon all the evidence presented to it and decisions shall represent a majority of its members. The decision shall be submitted in writing to ACCE's President within fifteen (15) days of the closing of the hearing.
- f. Copies of the panel report shall be submitted to the Board of Trustees of ACCE for review at least fifteen (15) days prior to its next scheduled meeting. The Board shall review the report in executive session and shall communicate its decision to the institution in writing within fifteen (15) days following the close of the meeting. The action of the Board of Trustees on the appeal is final.

While an accreditation or candidacy action is under appeal, there shall be no change in accreditation or candidacy status of the institution.

### **3.10. Program Changes During the Period of Accreditation**

ACCE accreditation is conditional upon notification to ACCE of major changes of status or circumstances affecting the satisfactory operation of the program.

Inasmuch as ACCE accreditation is based on standards and criteria defined in ACCE Document 103, the expectation is that any change which causes a program to be in non-compliance with that document be reported to ACCE.

The Head of the Department or Coordinator of the accredited program shall make such notification to the ACCE Executive Vice President.

Such notification will be for information only, unless the operating institution indicates otherwise, or unless ACCE receives a complaint. In the event of a complaint, ACCE will proceed in accordance with the steps defined in the relevant section of this document.

Illustrative examples of significant changes, which should be reported, are:

- i) Curriculum revisions
- ii) Change in program leadership
- iii) Degree title
- iv) Change of college or college administration
- v) Program amalgamation or closure

The decision to notify ACCE is left to the operating institution. However, failure to notify ACCE of a major change will be considered during renewal of accreditation.

### **3.11. Related Accreditation Agency Status**

ACCE and the Chartered Institute of Building (CIOB) in the United Kingdom have a reciprocity agreement whereby ACCE recognizes university degree programs accredited by CIOB as equivalent to baccalaureate programs accredited by ACCE. In turn, CIOB recognizes baccalaureate programs accredited by ACCE as equivalent to university degree programs accredited by CIOB.

### **3.12. Outside Interests**

Persons serving on Visiting Teams, the Accreditation Committee or the Board of Trustees must insure their conduct is in compliance with Article Fourteen of the By-Laws with regard to Conflicts of Interest and Section 9.5 of Document 100, Policies Manual.

## 4. ACCREDITATION PROCEDURES

### 4.1. Initial Accreditation

#### 4.1.1. Application Procedures for Accreditation

Any institution may request information, guidance, and/or a list of qualified consultants from ACCE, whether or not it wishes to actively pursue accreditation at the time.

Application procedures are as follows:

- i. The institution desiring to pursue ACCE accreditation contacts the ACCE Executive Vice President to obtain the following materials:
  - a. Form A-1, Application for Candidate Status and/or an Accreditation Review (Appendix A);
  - b. ACCE Document 101, Accreditation Manual;
  - c. ACCE Document 103, Standards and Criteria for Accreditation of Post Secondary Construction Education Degree Programs; and information on how to obtain guidance and consulting services.
- ii. The institution will file with ACCE the following:
  - a. Form A-1, Application for Candidate Status and/or Accreditation Review (Appendix A);
  - b. Five copies each of:
    1. Institution catalog
    2. Construction program mission and goals statement
    3. Construction program curriculum and course descriptions
    4. Program curriculum placed in the following categories:
      - Baccalaureate degree programs
        - General Education
        - Mathematics and Science
        - Construction Science
        - Business and Management
        - Construction
        - Other Requirements
      - Associate degree programs
        - General Education
        - Mathematics and Science
        - Construction Design Principles and Practice

- Business and Management
- Other Requirements;

a syllabus for each course taught by the construction unit, stating course objectives in relation to the program goals and objectives, outlining instructional methods, and containing a topical outline; and resumes of all faculty members assigned to the construction program.

The application, which is held in ACCE's confidential files, must be signed by the program director, the next higher administrative officer (i.e., Dean of the College), and the Chief Executive Officer (or his/her designee) of the institution. The completed Form A-1 and accompanying materials, along with the initial accreditation fee of \$500 for the first program and \$100 for each additional program located on the same campus or campuses within the same community or metropolitan area, are submitted to the Executive Vice President.

#### 4.1.2. Review of Applications

The completed application and accompanying materials are submitted to a Screening Committee comprised of the Chair and Vice Chair(s) of both the ACCE Accreditation Committee and the Guidance Committee for review as to the institution's status in the accreditation process. This committee will make their recommendation to the President of ACCE. The recommendation can be one of the following:

- i. **Candidate Status (with a Preliminary Self-Evaluation Review):** If, as determined by the Screening Committee, the institution has a viable construction program that is not ready for an accreditation review in that it does not adequately comply with ACCE Standards and Criteria, but appears able to complete the full accreditation process within five years, the recommendation will be for Candidate Status with a Preliminary Self-Evaluation Review. If the President concurs with the recommendation, the Executive Vice President notifies the institution.
- ii. **Candidate Status (with a Full Self-Evaluation Review):** If, as determined by the Screening Committee, the construction program is ready for an accreditation review in that it appears to meet ACCE Standards and Criteria and at least one class will have graduated by the time of the required on-site visit, the recommendation will be for Candidate Status with a Full Self-Evaluation Review. If the President concurs with this recommendation, the Executive Vice President notifies the institution.
- iii. **Candidate Status not Granted:** If, as determined by the Screening Committee, the program does not appear to be able to be brought into compliance with ACCE Standards and Criteria within the five-year period, the Committee recommendation will be for denial of Candidate Status.

If the President concurs with this last recommendation, the Chief Executive Officer of the institution is notified by the Executive Vice President with the reasons for the decision, and is given a copy of the appeals procedure. The institution then may request reconsideration for cause or withdraw its application and make new application at such time that the deficiencies have been corrected.

#### **4.1.3. Candidate Status**

Public notice will be given only if the program is admitted to Candidate Status. Institutions must avoid implication in any publication or statement that the program is accredited while in Candidate Status. If another recognized accrediting agency has denied accreditation or reaccreditation to an institution or its construction education program, has placed the institution or the program on public probationary status, or has revoked the accreditation or reaccreditation status of the institution or the program, then ACCE will not grant candidate status or initial accreditation to a construction education program in that institution.

#### **4.1.4. Actions Required After Acceptance into Candidate Status.**

- i. The following steps apply to the accreditation process if the institution has been accepted into Candidate Status with a Preliminary Self-Evaluation Review:
  - a. The institution receives ACCE Document 102P, Manual for Preparation of the Preliminary Self-Evaluation Study and Program Guidance Procedures, and ACCE Document 102, Manual for Preparation of the Self-Evaluation Study. Document 102P indicates those parts of Document 102 to be included in the preliminary self-evaluation study.
  - b. Three copies of the preliminary self-evaluation report must be filed with ACCE within the first year of candidacy. This preliminary self-evaluation report will be analyzed by the members of the ACCE Guidance Committee and the institution will be provided with a guidance report indicating the steps felt to be necessary to bring the program into compliance with ACCE Document 103, Standards and Criteria for Accreditation of Post Secondary Construction Education Degree Programs.
  - c. If the analysis by the Guidance Committee indicates that the program is sufficiently developed to receive an on-site visit or when the institution has taken the recommended actions to bring the program into compliance with ACCE Standards and Criteria, the institution will be asked to complete the full self-evaluation study as required in Document 102 and submit four copies to the Executive Vice President. At this time, the report evaluation process becomes the province of the Accreditation Committee.

- ii. The following applies to those programs granted Candidate Status with a Full Self-Evaluation Review:
  - a. The institution receives Document 102, Manual for Preparation of the Self-Evaluation Study, which provides both a recommended outline of the information that needs to be developed in a full self-evaluation study and a format for the report.
  - b. Upon its completion, the institution submits four copies of the self-evaluation study, four copies of the current institution catalogue, and one copy of a current Form A-1, Application for Candidate Status and/or an Accreditation Review, to the Executive Vice President. A copy of the catalogue, the self-evaluation study, and Form A-1 will be provided to the Chair and Vice Chair(s) of the Accreditation Committee. These individuals review both documents and make their recommendations independently to the President for or against proceeding with the required on-site visit.
  - c. If the recommendation of the majority of reviewers is not to proceed with the visit because it is felt the program is not ready for an on-site visit, and the President concurs with this recommendation, the institution will be so notified together with a report of the reasons for this determination. At this point, the institution may:
    - 1. request reconsideration for cause,
    - 2. elect to have the on-site visit conducted regardless of the committee recommendation,
    - 3. elect to remain in Candidate Status, or
    - 4. withdraw its application.

If the institution decides to remain in Candidate Status, it has five years, from the date of approval of Candidate Status, to correct any deficiencies, revise, and resubmit its self-evaluation study to ACCE. If the institution cannot correct the deficiencies within the stated time period, it can withdraw its application and make new application at such time as the deficiencies have been corrected.

If the recommendation is to proceed with the visit and the President concurs, the institution will be notified and required to submit additional copies of the self-evaluation study and the required site visit fee.

## **4.2. Renewal of Accreditation**

### **4.2.1. Application Procedures for Accreditation**

At regularly scheduled (annual and mid-year) meetings of ACCE's Board of Trustees, the Executive Vice President submits a list of those accredited construction programs which are entering their final year of accreditation and are due for renewal. Each institution listed is advised by the Executive Vice

President at least one (1) year prior to the date of expiration of accreditation and informed of the process for renewal.

#### **4.2.2. Review of Applications**

Upon receipt of Form A-1, Application for Candidate Status and/or an Accreditation Review, from the institution, the Executive Vice President requests submission of the self-evaluation study and initiates site visit procedures as outlined above.

In the event that no reply is received or ACCE Form A-1 is not received from an institution due to be visited as part of an accreditation renewal, a second notification is sent to the Chief Executive Officer of the institution by certified mail. Should the institution fail to respond to this second notification, it is assumed by ACCE that the institution is no longer interested in accreditation.

In this event:

- i. The President of ACCE will notify the Chief Executive Officer of the institution, the regional accrediting association serving the institution and the ACCE Accreditation Committee of the failure on the part of the institution to respond and the lapsing of accreditation at the end of the period for which it was granted.
- ii. If no action is taken by the institution on this matter, the President of ACCE will, at the end of the period for which accreditation was granted, have the name of the institution removed from the list of Accredited Programs of Construction Education as published by ACCE, and notify the Chief Executive Officer of the institution of this action, returning the fees credited against the renewal visit.

#### **4.3. Scheduling of Visits and Notifications**

When the self-evaluation studies are received and the required fee paid, the Executive Vice President selects the visiting team utilizing procedures stated in Section 3.4 above. These names are submitted to the administrator of the construction program to be visited, who has the right of concurrence. The program administrator will also be asked to name an industry observer to accompany the Visiting Team. Once appointed, the team members [and member(s)-in-training, industry observer and other observers, if any] are provided a copy of the self-evaluation report and any other appropriate documents.

The Executive Vice President then:

- i. Establishes dates for the visit suitable to all persons involved.
- ii. Requests the construction program(s) administrator to provide opportunities for visits with the executive officers of the institution, faculty and students, persons outside of the construction program who are familiar with it, and members of the local construction industry; and, for

visits to classes, laboratories, and other facilities. Final coordination of the visit is the visiting team chairperson's responsibility.

#### **4.4. On Site Visit**

The purposes of the on-site visit is to supplement information provided in the Self-Evaluation Study from the point of view of experienced and objective observers as follows:

- i. To ascertain the correctness of information presented.
- ii. To assess qualitatively and quantitatively factors that cannot be documented, such as caliber of the student body and general morale of faculty and students.
- iii. To inspect materials compiled by the institution, such as student work, course outlines, and documented classroom procedures.

Although considerable latitude is granted in determining procedures and methodology in site visits, general procedures to be followed are provided in section 5 of this document.

#### **4.5. Visiting Team Report**

This is the document prepared by the Visiting Team of qualified professional education peers and industry and public interest representatives to report to the ACCE Accreditation Committee its impressions and observations of the construction program being evaluated. For clarity and uniformity of record, this report must follow a general format described in section 5 of this document. The document is confidential between ACCE and the institution. However, the institution is free to distribute the document to authorized personnel.

#### **4.6. Approval Sequence on Initial Accreditation Actions**

##### **4.6.1. Accreditation Committee**

In executing its responsibility for reviewing the visiting team report, the Accreditation Committee takes the following actions:

Upon completing the review, members of the Accreditation Committee submit their recommendations and comments, using either Form A-5 Accreditation Committee Recommendation and Comments Regarding Initial Accreditation, or Form A-6, Accreditation Committee Recommendation and Comments on Renewal of Accreditation, to the Chair of the Committee.

Upon receipt of the responses from members of the Committee, the chair prepares an initial report of Committee action for the President utilizing ACCE Form A-7(2), Report of Accreditation Committee Action, which includes the initial vote of both the Visiting Team and the Committee

members along with an executive summary of the recommendations and comments of both the visiting team and the Accreditation Committee.

The final recommendation of the Accreditation Committee will be determined at the Mid-year or Annual Meeting of ACCE at which time a Final Report of Committee Action will be submitted to the Board of Trustees utilizing Form A-7(1).

A representative of an education institution seeking accreditation has the right to appear before the Accreditation Committee at a scheduled meeting upon written notification at least seven days prior to the meeting. This appearance is solely to inform the Committee of actions taken since the on-site visit.

Discussion on disagreements the institution might have with the conclusions of the visiting team will not be allowed, unless the institution representative has been requested by the Committee to attend to speak to such disagreements.

At a regularly scheduled meeting, or at any other meeting of the Committee called by the Chairperson for the purpose of consideration of visiting team reports, the Committee reviews the extent to which the program being considered meets ACCE's Standards and Criteria using the visiting team report, and any additional information brought to the attention of ACCE by the Chief Executive Officer of the institution and/or the construction program administrator during the comment period. If questions remain unanswered, the chairperson of the Accreditation Committee requests further information from the appropriate source. Copies of such additional information are made available to the visiting team for review and comment.

Recommendations on initial accreditation by the Accreditation Committee are one of the following:

- i. Accreditation for five years, with a progress report at the end of three years.
- ii. Accreditation for five years, with a progress report at the end of the first year, or at the end of the first and second years in addition to the three-year report.
- iii. Deferral of action by the Board until a date recommended by the Committee. (This recommendation may include recommendations for additional information to be supplied by the institution or by other means.)
- iv. Denial of accreditation.

#### **4.6.2. Executive Vice President /President**

When the recommendation of the visiting team and Accreditation Committee are for accreditation, the President of ACCE includes consideration of the recommendation on the agenda of the next scheduled meeting of the Board of

Trustees, or at any other meeting of the Board as may be called for the purpose of considering such recommendations.

When the recommendation of the visiting team or the Accreditation Committee is for deferral of accreditation, the President of ACCE notifies the Chief Executive Officer of the institution. The Chief Executive Officer may:

- i. withdraw the application for accreditation, or
- ii. request to remain in Candidate status, or
- iii. acknowledge the deferral and provide supplemental information as desired or requested, and request to appear before the Accreditation Committee and/or the Board to provide supplemental information.

When the recommendation of the visiting team is for denial of accreditation, the President of ACCE will notify the Chief Executive Officer of the institution of such recommendation. The Chief Executive Officer of the institution may:

- i. Withdraw the application for accreditation, or
- ii. Request to remain in Candidate status, or
- iii. Elect to have the Accreditation Committee consider the visiting team report. The institution may provide supplemental information to the Accreditation Committee and may appear before the Accreditation Committee to provide additional information for consideration by the Committee.

When the recommendation of the Accreditation Committee is for denial of accreditation, no further action will take place until the President of ACCE notifies the Chief Executive Officer of the institution of the Accreditation Committee recommendation for denial and that this could result in denial of accreditation by the Board of Trustees. The Chief Executive Officer of the institution may:

- i. Withdraw the application for accreditation, or
- ii. Request to remain in Candidate status, or
- iii. Elect to have institutional representatives appear before the Accreditation Committee at their next scheduled meeting prior to the presentation of the Accreditation Committee's recommendation(s) to the Board of Trustees for their action. (For reaccreditation, this option will result in an extension of the previous accreditation until the Board of Trustees action is complete.) The Chief Executive Officer of the institution is also informed that representatives of the institution have the opportunity to request reexamination or reconsideration of the recommendation(s) and/or submit additional facts and information to the Committee. Following this meeting of the Accreditation Committee, a committee recommendation on accreditation will be forwarded to the Board of Trustees for their action.

If this Committee recommendation is for deferral or denial of accreditation, the Chief Executive Officer will be notified by the Executive Vice President and be informed that the institution may at this point either withdraw their application for accreditation, request to remain in Candidate status or request that the Accreditation Committee recommendation be referred to the Board of Trustees for action.

#### **4.6.3. Board of Trustees Actions**

At regularly scheduled (Annual and Mid-Year) meetings of ACCE's Board of Trustees or at any other meeting of the Board as may be called for the purpose of considering such actions, recommendations for accreditation actions as stated above in this manual will be presented to the Trustees by the Chair of the Accreditation Committee and acted upon by the Board. Only those Trustees seated at the meeting may cast votes on any accreditation action.

Within thirty days following the meeting of the ACCE Board of Trustees at which action has been taken on accreditation recommendations, the President of ACCE notifies the Chief Executive Officer of the institution of the ACCE Board action. A copy of the visiting team report is sent to the Chief Executive Officer, the construction program administrator, and the administrator to whom the construction program reports, along with any additional comments emphasizing the appraisal of strengths and weaknesses and including any recommendations that the Board of Trustees wishes to make. While these documents are confidential between ACCE and the institution, the institution is free to distribute them to authorized personnel, with the exception of the Visiting Team reports. Direct quotation in part or whole from any statement by ACCE is unauthorized. Release of any confidential document required by institution policy, state or federal laws must include the entire document. Visiting Team reports remain the intellectual property of the American Council for Construction Education. They are for the sole use of the institution, and are not to be provided to or discussed with third parties not officially connected to the institution except with the express written permission of ACCE or unless required by law.

If the action is to accredit, that decision will be announced in ACCE's newsletter and be published in the ACCE Annual Report, together with a listing of the specific construction program(s) accredited and the program(s) is added to the list of those currently accredited by ACCE.

If, after the appeals process of an adverse decision is complete, the action is for the denial of accreditation, the program is removed from ACCE's list of candidate programs (initial accreditation) or from ACCE's list of accredited programs (renewal of accreditation). The program may not reapply for Candidate Status until the noted deficiencies have been substantially eliminated.

An affirmative vote on accreditation by the Board of Trustees does not provide any connotation that credits earned at the accredited institution are automatically transferable to any other institution.

#### **4.7. Approval Sequence on Renewal of Accreditation Actions**

The procedures for processing the self-study report, the on-site visit and other accreditation actions for a renewal of accreditation will be as previously outlined herein for initial accreditation, except that deferral of accreditation and remaining in Candidate status are not options for renewal of accreditation, and copies of the self-study are not submitted to the Chair and Vice Chair(s) of the Accreditation Committee for determination as to whether to proceed with the on-site visit.

A renewal of accreditation action may result in a revisit to the institution after a shorter interval of time than the normal six years, if such a visit is determined desirable by ACCE's Board of Trustees or the institution. In such instances, the extra costs entailed by the visit are borne by the institution.

Decisions by the Board on renewal of accreditation may be one of the following:

- i. Renewal of accreditation for six years, with a progress report at the end of three years.
- ii. Renewal of accreditation for six years, with progress report(s) at the end of the first year or at the end of the first and second years, in addition to the three-year report.
- iii. Renewal of accreditation for three years with no progress report or with a progress report at the end of the first year, or progress reports at the end of the first and second years.
- iv. Denial of accreditation.

If the decision of the Board of Trustees is for denial of accreditation, the institution has the right to appeal the decision.

An appeal action by the institution shall be done in accordance with procedures as stated in Section 3.9 of this Document.

If, at any time during the three-year period of renewal of accreditation, the institution believes it has met all requirements for a full six-year accreditation, the institution may request an extension to full six-year accreditation. An institution wishing to request such change in the three-year accreditation must:

- i. Limit its request for granting a six year accreditation to the six year period beginning with the date the Board granted the three-year accreditation.
- ii. Apply for the extension through the Chief Executive Officer of the institution.
- iii. Provide written evidence to justify a verification visit by ACCE.
- iv. Agree to pay the ACCE administration fee and bear all costs associated with checking such an application, regardless of the eventual outcome.

- v. Agree to and provide all additional evidence requested by the ACCE appointed visiting team.

The Executive Vice President of ACCE, when receiving an application from an institution wishing to extend its three-year accredited status must:

- i. Submit the written evidence to the Accreditation Committee Chair and Vice Chair(s) to determine whether it is prudent to proceed.
- ii. Invoice the institution with the current administration fee if the application proceeds.
- iii. Appoint at least two visiting team members (no members in training) after consulting the Accreditation Committee Chair.
- iv. Ensure the visiting team members are adequately briefed.
- v. Limit the terms of reference of the visiting team to checking the veracity of the institution's application.
- vi. Submit the written evidence and the visiting team's report to the Accreditation Committee for their recommendation to the Board of Trustees.

#### **4.8. Other Accreditation Actions**

##### **4.8.1. Probation**

Probation is a status which may be designated only for an accredited program, and then may only be given during the period of accreditation, i.e., probation is not an option at the time of renewal of accreditation. This status is reserved for those accredited programs that are found to have fallen below ACCE Standards and Criteria. Probationary status, if designated by the Board of Trustees, will be for a specific period of time not to exceed the period of remaining accreditation of the institution, after which a determination must be made by the Board of Trustees of ACCE to continue or withdraw accreditation. If such a status is assigned to a program, publication of the fact that the program has been put in this category is required until such time as the institution withdraws from ACCE's accreditation process or is returned to full accreditation. The Board of Trustees can remove probationary status upon receipt and acceptance of evidence from the institution that the deficiencies resulting in the probation have been corrected. Normally, a special on-site reaccreditation visit is required. In such instance, the institution is required to pay an additional fee to defray the costs of the unscheduled visit.

##### **4.8.2. Loss of Accreditation**

The Board of Trustees may withdraw accreditation from a construction program if the problems that led to the program being placed in a probation status are not corrected by the institution and accepted by ACCE. If accreditation is withdrawn, the Chief Executive Officer of the institution is notified by the President of ACCE and is given a copy of the appeals procedure.

### **4.8.3. Extension of Accreditation Period**

Under extenuating circumstances, an accredited program may request an extension of the period of accreditation. The request for an extension originates with the Institution Chief Executive Officer and is submitted to the ACCE Executive Vice President no later than December 1, for an accreditation that terminates the following July and June 1 for an accreditation that ends the following February. The Executive Vice President transmits the request to the Accreditation Committee, with all relevant information concerning the request, and the Accreditation Committee makes a recommendation to the Board of Trustees on granting the extension. The Board of Trustees, at its next regularly scheduled meeting, makes a decision on the request and the ACCE President notifies the institution of the Board's decision.

## **5. ON SITE VISITATION PROCEDURES AND GUIDELINES**

### **5.1. Guidelines for ACCE Visits**

The accreditation of postsecondary education institutions or units therein by a professional group is a sound practice affording both the institution and the profession an opportunity for reflection on their objectives and the levels attained in their achievement. This is a difficult task, calling as it does for an evaluation of the program objectives and philosophies that have been developed, tried, and tested over a period of years. To maintain perspective of the accreditation process and procedures, it is helpful to remember that the profession has declared certain standards for construction education as necessary to produce graduates who can perform in the profession in a responsible, efficient, and effective manner.

Educational programs seeking accreditation do so on a voluntary basis, thereby subscribing to a belief in the mutual advantages of accreditation. It is presumed that institutions applying for accreditation have familiarized themselves with the stated goals and objectives of the profession as reflected in the standards it has set and, as a result, feel that their program meets those standards. The fact that an institution does not choose to seek accreditation is not of itself a commentary on the quality of education offered in that institution and must not be so interpreted.

The profession, organization and each member of the Visiting Team must remember that they are visiting at the invitation of the institution. The purpose is to evaluate a program on the basis of the institution's stated goals and objectives for that program and to establish the compliance with ACCE standards and criteria. The visitation and subsequent analysis are intended to help the institution and the profession. While the analysis will undoubtedly show strengths and weaknesses in the educational program, at the same time it will demonstrate strengths and weaknesses in the profession's objectives and standards. It is important that both are treated in the analysis; and, where change is needed, it must be sought in the appropriate areas, educational or professional. This becomes a contribution to the process of reevaluation of professional standards and procedures.

## **5.2. Procedures Prior to Visit**

When the self-evaluation study in the correct number is received at the ACCE office, the Executive Vice President, if he has not already done so, selects the Chairperson for the Visiting Team and the remaining members of the team as described in Section 3.4 of this Document.

Once appointed, the team members and members-in-training, if any, are provided a copy of the self-evaluation study and any other appropriate documents.

The Executive Vice President then does the following:

- i. Establishes dates for the visit suitable to all persons involved, and, if requested by the institution indicates the desirability of doing so, cooperates in scheduling a joint visit.
- ii. Requests the construction program(s) administrator to provide opportunities for visits with the executive officers of the institution, faculty and students, persons outside of the construction program who are familiar with it, and members of the local construction industry; and, for visits to classes, laboratories, and other facilities. Section 5.5 below outlines a typical schedule for a Visiting Team. Final coordination of the visit is the Visiting Team Chairperson's responsibility.

## **5.3. Duties and Responsibilities of Visiting Team Members**

Members of a Visiting Team are acting on behalf of the entire construction profession and the public-at-large. They are expected to provide expert knowledge concerning construction education; evidence careful preparation and skill in determining important relevant facts, broad outlook and sympathy for the institution's objectives and environment in which it operates, sound judgment objectively exercised, and a full sense of responsibility to professional ideals. They also must agree to perform these responsibilities in accordance with the following policies of the American Council for Construction Education:

- i. evaluate or visit a program of study in construction only on the express invitation of the chief executive officer or that officer's officially designated representative, or, when the action is initiated by ACCE with respect to a program already accredited by them, with the specific authorization of the chief executive officer of the institution, or that officer's officially designated representative;
- ii. permit an institution to withdraw a request for accreditation of a construction program at any time (even after evaluation) prior to final action by the Board of Trustees;
- iii. recognize the right of a program to be evaluated in the light of its own stated purposes, so long as those purposes demonstrably fall within and reflect the definitions of general purpose established by ACCE;

- iv. consider a construction program(s) at an institution, including its administration and financing, not on the basis of a single predetermined pattern but rather in relationship to the operation and goals of the entire institution;
- v. rely upon the regional accrediting agency for evaluation of the general quality of the institution;
- vi. state relevant, qualitative, and quantitative information in its evaluation process and in its report;
- vii. stimulate and assist in improvement of the educational effectiveness of a construction program, and, to this end, be prepared to provide advisory assistance separate from the accrediting process;
- viii. encourage sound educational experimentation and innovation;
- ix. conduct an evaluation visit to a construction program by experienced and qualified examiners under conditions that assure impartial and objective judgment, including representation from the staffs of institutions offering programs of study in construction;
- x. avoid appointment of visitors who may not be acceptable to an institution while retaining final authority in the formation of visiting teams;
- xi. cooperate with other accrediting agencies so far as possible in scheduling joint visits when an institution so requests;
- xii. provide for adequate consultation during the visit between the team of visitors and the faculty and staff of an institution, including the chief executive officer or that officer's designated representative;
- xiii. provide adequate opportunity for inclusion of students in the interviewing process during accrediting visits;
- xiv. provide the chief executive officer of an institution being evaluated an opportunity to become acquainted with the factual part of the report prepared by the visiting team and to comment on its accuracy before final action is taken;
- xv. consider decisions relative to accreditation only after an opportunity has been given to the chief executive officer of the institution to submit comment, as provided above, and when the chairperson of the visiting team is present or the views of the evaluation team are otherwise adequately represented through a written report of the visiting team;
- xvi. regard the text of the Self-Evaluation Study as confidential between the institution and ACCE, with the exception that it may be made available by ACCE to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking;
- xvii. permit, except as provided herein, an institution to make such disposition of the Self-Evaluation Study as it desires;

A primary purpose of ACCE accreditation is to provide recognition of the attainment of a certain level of achievement in professional construction education. A secondary purpose is to encourage others to strive toward this goal. Each curriculum pattern will be reviewed in terms of its own stated objectives, content, methods, and evaluation. These curricula will be within the framework of ACCE's definitions and purposes which are presented in its Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs. Each member of the Visiting Team must be familiar with these standards and criteria.

The following describe guidelines for Visiting Team members' responsibilities:

- i. A major purpose of accreditation is to help program administrator(s) achieve professional standards in their construction program(s). In conveying this purpose, much will depend on the team. An objective attitude and a courteous manner are essential characteristics of a good team. They should approach their task as colleagues, deeply interested in understanding the institution within its own framework and objectives. They should never surrender their keenest critical faculties but should always use them constructively.
- ii. Members of the team should not attempt to judge a program based on any present notion or on formats used in the institution in which the member teaches or is otherwise associated, nor those of his alma mater. Above all, Visiting Team members should refrain from telling "how we do it!"
- iii. Quantitative criteria shall not be considered as a list of required courses, but rather as a guide to subject matter which is desirable to include in varying amounts in all curricula in construction education. Sound educational experimentation and innovation should be considered with sympathy.
- iv. A basic responsibility of each team member is: to act as a reporter to record information about the institution and to interpret that information in order to help ACCE and the institution assess the strong and weak points and undeveloped potential of the construction program. The entire procedure is of a confidential nature, both between Visiting Team members and between team members and ACCE.
- v. Team members are not authorized to make any comments regarding their recommendations except through regular ACCE channels, nor should they inform the institution regarding the nature of their recommendations. The recommendations of the individual visitors are not necessarily the same as the actions that will be taken by ACCE.
- vi. Visiting Team members are not to accept invitations involving purely social entertainment. ACCE firmly believes that the primary function of a Visiting Team is evaluation and review. No distraction from this purpose can be permitted. However, a coffee hour, tea, or dinner at which faculty members and the team meet may be a desirable introduction to the visit. When such a meeting can be scheduled sometime during the first day of the visitation, it does much to set all at ease. Likewise, having lunch, a cup of coffee or tea, or even dinner with members of the

faculty and with representatives of the local construction industry may be a helpful experience and need not take an undue amount of time.

- vii. The Self-Evaluation Study, catalogs, and other pertinent materials will be mailed to each Visiting Team member prior to the site visit. Each team member is expected to have reviewed the entire Self-Evaluation Study in detail prior to the site visit and to have analyzed details contained in that portion of the report assigned for evaluation. Any suggestions or questions regarding the Self-Evaluation Study or requests for additional information should be made to the team chair.
- viii. Visiting Team members are expected to plan time away from their office to permit attendance during all scheduled conferences. On any day designated for the visitation, the team or individual members of the team may not be absent from the institution during the normal working hours for the purpose of transacting personal business in the area or for sightseeing or other pursuits not associated with the accreditation process.

#### **5.4. Duties and Responsibilities of The Visiting Team Chair**

A well-structured team will include persons with diversified backgrounds so that each curriculum or option can be assessed fairly. In the event of options, the Visiting Team Chair has the responsibility of insuring adequate curriculum evaluation possibilities within a "single curriculum" designation.

In preparing for and carrying out the visitation, the Visiting Team Chair shall:

- i. Familiarize himself/herself and members of the team with all current and past Accreditation Committee reports, self-evaluation studies, progress reports, and actions by ACCE on the construction program(s) being visited.
- ii. Assign specific aspects of the Visiting Team report to each team member.
- iii. Arrange a schedule with the institution, including a list of people to be interviewed so that all facets of the construction program(s) are reviewed.
- iv. Schedule time during the visit to enable members of the team to review their reaction to the characteristics and effectiveness of the construction program(s) being observed.
- v. Schedule adequate time near the end of the visit, but before the final meeting with the respective administrators of the program(s) and institution, to consider, in private, team findings and to prepare a preliminary draft report to the Accreditation Committee.
- vi. Meet with the appropriate administrator(s) of the program(s) and institution in a summary session to inform them of further processing and timing of the Visiting Team report and to convey in general terms the findings of the team (including all strengths, weaknesses, concerns and undeveloped potentials which will be in the report). Neither the Chair, nor any member of the team, shall project or predict what accreditation action might be taken as a result of

the visit. This action is the prerogative of the ACCE Board of Trustees acting upon the findings and recommendations of the Visiting Team and the recommendations of the Accreditation Committee.

- vii. Supply each member with expense account forms in triplicate, these to be returned in duplicate to the team Chair for endorsement and forwarding to the Executive Vice President.
- viii. Prepare a draft of the Visiting Team report, based upon the preliminary report prepared during the visitation, and circulate it to the team for comment and/or approval.
- ix. Forward the team approved draft report with recommendations to the Chairperson of the Accreditation Committee and the Executive Vice President for editing.
- x. Incorporate any corrections noted by the Executive Vice President and Accreditation Committee Chair and return the final draft to the Executive Vice President for forwarding of the final draft report to the institution for concurrence of accuracy of facts in the report.

### **5.5. Procedures During the Visit**

Unless otherwise requested by the Chair of the Visiting Team, it is expected that the construction program(s) administrator(s) will not remain in the room with the Visiting Team during conferences with faculty, students, alumni, or employers. Visiting Team members are free to discuss department and division programs with the department chairperson and faculty members throughout the site visit. As a general rule, the recommendation of the construction program(s) administrator(s) determines protocol to be followed during conferences with the chief executive officer of the parent institution and/or the appointed representative of the chief executive officer.

The following additional guidelines for Visiting Team members describe their responsibilities during the visit:

- i. Although Visiting Team members discuss their general findings and observations regarding the program(s) with the construction program administrator(s) during the summary conferences, Visiting Team members must insure they do not express personal or team views that relate in any way to the accreditation status of the unit undergoing evaluation. Decisions regarding the accreditation status of program(s) under consideration are determined only by the ACCE Board of Trustees at regularly scheduled meetings following discussion and review of the Self-Evaluation Study, the team report, and recommendations of the Visiting Team and Accreditation Committee.
- ii. Visiting Team members are expected to participate actively in conference discussions and individually review administrative or academic problems with administrators, department chair, and faculty. In view of the tight scheduling of conferences, Visiting Team members are expected to cooperate with the Chair of the Visiting Team in adhering closely to prearranged conference

schedules. Visiting Team members are requested to refrain from expressing personal observations regarding teaching methodology or techniques not considered relevant to the conference. Visiting Team members are reminded that department chair and faculty have given considerable time and thought in preparation for the team's visit; therefore, the Visiting Team should allow administrators and faculty members an opportunity to explain their teaching methodology, course content, and program philosophy.

- iii. During executive sessions, team members are expected to review, evaluate, and discuss all aspects of the program(s) being evaluated. In this manner, the team develops a consensus that subsequently serves as a basis for drafting a site visit report.
- iv. Team members are expected to study, review, and comment on the drafts of the Visiting Team Report mailed to them by the Chair after the site visit. Prompt response to drafts by Visiting Team members is essential to the presentation of reports for review and recommendation at regularly scheduled meetings of the Accreditation Committee. It is not enough to assume that no reply from a team member means approval.
- v. Visiting Team members are expected to regard all information and data obtained during the site visit as confidential. All evaluation reports and accreditation recommendations of ACCE are regarded as confidential and privileged information; therefore, disclosure of personal or team views at any time before, during, or after site visits and Board review is not authorized. If the team chair has not already done so, subsequent to the site visit and approval of the formal report, team members are to be requested to return to the Executive Vice President their copies of the Self-Evaluation Study and all other documents pertaining to the visit.

## **5.6. Schedule of Activities During the Visit**

The visitation will normally take three days beginning on Sunday and concluding on Tuesday. The Visiting Team members should make arrangements to arrive at the institution on Saturday. Final adjournment of the site visit should be timed to permit Team members to make air or other transportation connections so that they may arrive home on the evening of the third day.

It is expected that a site visit will include some or all of the following:

- i. Evening of the Date of Arrival (Saturday)

Prior to the start of the formal visitation, the Team will meet with the construction program(s) administrators to review final details of the visit including the time schedule. This conference is held so that the Visiting Team members may be made aware of any unique problems. It also is intended to orient the administrators to the methods and procedures of the Team. After this conference, an executive session of the Team should be held to review assignments and the work schedule; to review the appropriate ACCE documents dealing with accreditation visits and those dealing with the institution; and to consider other necessary details.

At this time, the Visiting Team Chair may make additional assignments to team members to be accomplished during and subsequent to the visit, including but not limited to the following:

Tour of laboratories, classrooms, offices and other physical plant facilities and equipment, with the instructor(s) responsible for each.

Conduct of interviews with faculty members so that each will have been visited with individually. Topics to be discussed should include faculty members' opinions of the construction program, its role or function, whether its goals and objectives are realistic and are they being met, program strengths, weaknesses and areas for possible improvement, and the instructors' teaching philosophies and personal goals.

Conduct of short interviews with representative groups of students utilizing the same topics as above.

Observation of a sampling of lectures, laboratories and related instruction.

Conduct of interviews with: the admissions officer; representatives of supporting academic disciplines; the librarian most concerned with the construction education holdings; administrative units who contribute to the success of the construction program; representatives of agencies with which students have had or are gaining work experiences; placement office representatives; local professionals and community college personnel who are regularly associated with the construction program.

Conferences with the administrative officer to whom the construction program administrator(s) report focusing on progress and changes being effected by the institution which apply to the program.

During conduct of the visitation, team members should record their observations and make comments for use in preparing their assigned portions of the team report.

ii. Morning of the First Day of Visit (Sunday)

During the morning of the first day, the team should have scheduled an orientation tour of the institution campus, and the facilities of the construction program, including classrooms, laboratories and other resources. Team members should also visit the library to review holdings related to the construction program.

The remainder of the morning should be utilized to review the following materials and data, which should be readily available to the team:

- A syllabus for each course required in the curriculum stating the course objectives in relation to the program goals and objectives, outlining instructional methods, outlining in reasonable detail the topical content of course, and a course calendar.
- Copies of textbooks, laboratory manuals and reference materials used, to determine appropriateness, adequacy of coverage, and currency of texts and other reference materials.
- For each course in the curriculum, copies of actual homework, quizzes, midterm and final examinations, term papers, and special study assignments given which are typical of all student work. To ensure accurate evaluation, more than one set of student work must be provided and the materials presented must be a reasonable cross-section, not a compilation of only the best work.
- Copies of grade reports and other measures of student competency in the courses taken. Such grade reports should correlate with student work displayed.
- Student records for compliance with program curriculum requirements and policies.
- Evidence of any contact the undergraduate students may have with research, community service and internship or similar professional experiences.

iii. Afternoon of the First Day of Visit (Sunday)

Team members continue with their assigned duties.

iv. Evening of the First Day of Visit (Sunday)

A dinner may be held at this time with local construction industry and program alumni representatives. After dinner the team reassembles for a review of findings concerning program and administrative elements examined that day. Strengths and weaknesses discovered in both program and supporting areas should be discussed.

v. Morning of the Second Day of Visit (Monday)

On the morning of the second day, a conference with the Chief Executive Officer of the institution or his representative should be held to explain the purposes of the visit and the procedures to be followed. A conference with the construction program(s) administrator should be held to discuss the following: operating finances, relationships with the next higher administrative level and with administrators of the institution, and other topics as deemed necessary for the accomplishment of the visit by the Team.

At these conferences, the Team Chair should explain to the administrators the purposes of the visit, how it is to be carried out and the fact that an analysis of the findings will be presented prior to the Team's departure. All Team members should attend and actively participate in these conferences.

After completion of these conferences, Team members proceed to carry out their assigned responsibilities.

vi. Luncheon Meeting on the Second Day of Visit (Monday)

Representatives of the institution and the members of the Team may join in a luncheon, if they so desire. Normally a small group, including the Dean or Administrator, other department heads and construction program faculty will be involved.

vii. Afternoon of the Second Day of Visit (Monday)

Team members proceed with their assigned duties. If any additional time is available, team members should continue reviewing course materials.

viii. Evening of the Second Day of Visit (Monday)

A dinner meeting with representatives of the local construction industry and program alumni representatives may be held if not held on the evening of the first day. The Team reassembles after dinner for another review of findings concerning program elements examined that day. Strengths and weaknesses related to ACCE criteria discovered should be fully discussed. Wherever one Team member encounters unusual conditions, another Team member should be assigned to make a crosscheck. Members should begin preparing their portion of the Visiting Team Report utilizing observations and notes.

ix. Morning of the Third Day of Visit (Tuesday)

Team members continue with their respective assignments. This time should also be used for any follow up necessary for clarification of any questions.

x. Lunch on the Third Day of Visit (Tuesday)

Lunch on the third day should be an executive session of the Team for the purpose of evaluating the visit and to begin preparation of a preliminary report.

xi. Afternoon of the Third Day of Visit (Tuesday)

Team members hold an executive session to continue evaluation of the visit to that point, complete individual team member portions of the Visiting Team Report and to finalize the preliminary report on strengths and weaknesses of the program along with any concerns which the Visiting Team may have.

If time permits, the preliminary report should be reviewed with the construction program administrator prior to being presented to the Chief Executive Officer of the institution.

This preliminary report is presented in an exit interview during which the Team as a whole meets with the program administrator, the administrator of the next higher unit and the Chief Executive Officer of the institution for the following purposes:

- a. To present an objective analysis of the findings of the Visiting Team.
- b. To discuss observed strengths and all weaknesses of the program in relation to the applicable ACCE Standards and Criteria.
- c. To discuss all concerns of the Visiting Team members regarding the program.
- d. To ask the assembled administrators if, in their opinion, these findings are in accord with the facts.
- e. To explain the procedures in the accreditation process which will follow from that time forward.

**The agreed upon recommendations of the visiting team regarding accreditation should not be mentioned to institution officials during this meeting or at any other meeting.**

At the completion of the meeting with administrators, Team members should:

- i. Return their copy of the Self-Evaluation Study to the Team Chair.
- ii. If completed, provide the Team Chair with the draft of their assigned portion of the Visiting Team report. If not completed, it should be submitted to the Team Chair as quickly as possible.
- iii. Discuss target dates for completion, review and return of the final Team Report to the Chair.

Upon completion of the above and release by the Team Chair, Team members are free to depart.

### **5.7. Procedures After the Visit**

Team members do have additional responsibilities regarding the visit. These include:

- i. Complete and submit to the Executive Vice President ACCE Form A-9, Team Member Assessment of Performance of the Visiting Team Chair.
- ii. Complete and submit to the Team Chair their signed ACCE Form A-14, Travel Expense Voucher .

- iii. Completion and submission by the Team Chair of ACCE Form A-10, Team Chair Assessment of Performance of Visiting Team Member, on each team member and ACCE Form A-11, Team Chair Assessment of Performance of Visiting team Member-in-Training, on each member-in-training on the visit.

### **5.8. Guidelines for Preparation of the Visiting Team Report**

Preparation of the Visiting Team report is an important aspect of the accreditation process. The Visiting Team report and the institution's Self-Evaluation Study constitute the information available to the Accreditation Committee upon which to base recommendations on accreditation status and to formulate recommendations which may have a far-reaching impact upon the character of present and future construction programs. The team's report must serve as a basis for decisions and recommendations by ACCE and to officials and administrators of educational institutions as an impartial guide to the qualitative aspects of the programs offered. Ideally, the report should embody and reflect a comprehensive and impartial review of the qualitative aspects of the curricula under survey by ACCE. Therefore, Visiting Team reports should reflect the Council's sensitivity to the manifold problems confronting institutions of higher learning and also demonstrate the integrity of ACCE efforts to provide constructive suggestions and evaluation of educational and professional programs serving the construction profession. It is essential that teams present sufficient information to insure equality of consideration by those who must make the accreditation recommendations and decisions.

In the reporting process, if time is available, each member of the Visiting Team prepares a preliminary draft and summary of his part of the report before leaving the institution or submits it to the Team chair in accordance with the schedule established. The Team Chair writes or compiles the first draft of the team report following the visit. A copy of the report is sent to each member of the Visiting Team for review by the team members and returned to the Team Chair with comments and suggestions for revision(s). The Chair revises the report, taking into consideration the suggestions of the team members. The draft report is sent to the Executive Vice President, who with the Chair of the Accreditation Committee reviews the report for form and completeness. It is then returned to the Team Chair, who considers the suggested changes for incorporation into the report, then returns the report along with ACCE Form A-4, Visiting Team Recommendation to Accreditation Committee, to the Executive Vice President. The report is then sent (without the team recommendation) to the Chief Executive Officer (or his/her designee) of the institution, with a copy to the construction program administrator for comment as to points of fact. Any comments from the institution must be signed by the Chief Executive Officer and returned to the Executive Vice President who transmits the institution's comments to the Visiting Team Chair. If the institution takes issue with any portion of the main body of the report, the visiting Team Chair makes corrections, incorporates the comments into the report, or attaches the comments to the report. The Visiting Team Chair completes the team report and forwards it to the Executive Vice President.

ACCE Form A-3 provides a guide for preparation of the Visiting Team Report for both initial and renewal of accreditation.

## **6. PROGRESS REPORTS**

### **6.1. Purposes**

The purposes for submission of progress reports are:

- i. to allow the Board of Trustees to ascertain whether progress is being made toward improving program quality through the elimination or correction of weaknesses identified in the most recent ACCE Visiting Team Report;
- ii. to provide the basis for communications between the Board and the program administrator on matters of concern, if there does not appear to be substantial improvement;
- iii. to form the basis for focusing the renewal of accreditation Self-Evaluation Study and subsequent visit; and
- iv. to determine whether consideration has been given to the concerns expressed by the Visiting Team cited in the Visiting Team Report.

### **6.2. Types of Progress Reports**

- i. Third Year Progress Report. All institutions which receive a five-year initial accreditation or a six-year renewal of accreditation are required to submit a Third Year Progress Report. This report shall be submitted to the Executive Vice President by May 1 or December 1 prior to the third accreditation anniversary of the program for July and February Board action, respectively.
- ii. First and/or Second Year Progress Reports. Institutions may receive accreditation or renewal of accreditation with a requirement to submit progress reports at the end of the first year or at the end of the first and second year of accreditation. In these cases, the report shall be submitted to the Executive Vice President by May 1 or December 1 prior to the first and/or second accreditation anniversary of the program for July and February Board action, respectively.
- iii. Supplemental Progress Reports. At the direction of the Board of Trustees of ACCE, institutions may be required to submit supplemental or special progress reports pertaining to specific areas of concern within the construction program or for clarification of responses provided by the institution related to the alleviation of weaknesses cited. In these cases, the supplemental report shall be submitted to the Executive Vice President by the date specified by the Board of Trustees.

### **6.3. Report Preparation**

The progress report shall:

- i. List each weakness and concern as stated in the ACCE Visiting Team Report.
- ii. Identify those weaknesses that have been alleviated entirely and specifically explain how this was accomplished.
- iii. For those weaknesses listed which have not been alleviated entirely, identify a specific, measurable plan, including assumptions, timetables and needed resources, for correction or elimination of the weaknesses as of the date of the progress report.
- iv. Identify those concerns that have been alleviated entirely and specifically explain how this was accomplished.
- v. For those concerns listed, identify a specific, measurable plan, including assumptions, timetables and needed resources, for correction or elimination of the concerns.
- vi. If a program has an assigned mentor (see Document 100, Policies Manual for definition and responsibilities of mentors), report all activities involving the mentor since assignment, the last accreditation visit or the last progress report, whichever is the most recent.
- vii. Progress reports shall stand alone, without requiring the person reviewing the report to either refer to or have in his/her possession any previous report. Subsequent progress reports may consist of the previous progress report with entries such as "Update as of (date) xxxxx" or "Completed as of xx year progress report" as long as the previous action and results are included in their entirety.
- viii. Supplemental reports shall state the specific area(s) of clarification requested by ACCE and provide detailed information on each area.

### **6.4. Report Submission**

Every progress report submitted shall be signed by the Chief Executive Officer of the institution or a designated official not below the level of provost/vice president for academic affairs, and must be submitted within the time frame required to ensure adequate time for review prior to a regularly scheduled meeting of the Board of Trustees.

### **6.5. Report Approval and Follow-up**

When the progress report is received by the Executive Vice President, it will be transmitted to all members of the Accreditation Committee for review for compliance with these guidelines and a determination of acceptance or non-acceptance of the report and for a determination on approval or non-approval of the actions being taken by the institution to alleviate the weaknesses. The Chair of the Committee will assemble the comments of the Committee members and inform the Executive Vice President if the majority is for non-acceptance of the report. In this case, the Executive Vice President will send the report back to the institution stating the reason for non- acceptance of the report and requesting that a revised report be submitted within 30 days so that action on

the report may be taken by the Board of Trustees at a regularly scheduled meeting. In the case of acceptance of the report by the Accreditation Committee, the Committee Chairperson shall prepare a report of the Committee and an executive summary concerning the actions taken on alleviation of the weaknesses or concerns for submittal to the Board of Trustees for their action.

All progress reports will be considered and acted upon in an executive session of the Board of Trustees.

During the reaccreditation process, the Visiting Team will evaluate whether those weaknesses or concerns that existed at the time of the three-year progress report have been alleviated in accordance with the plan specified in that report. The Visiting Team Report will include the results of its analysis, and, if any weaknesses remain, why this is the case.

In the reaccreditation Visiting Team Report, any remaining weaknesses (from the previous Visiting Team Report) will be noted and identified as a carryover from the previous report. This information will become part of the Accreditation Committee's Report to the Board of Trustees which will highlight, for the Board, those weaknesses which have not been alleviated at the time of the revisit.

This process will continue from visit to visit. If the Board feels that after a reasonable length of time that a specific weakness has not been alleviated this fact can be so communicated to the program administrator(s) and can constitute justification for disciplinary actions or possible denial of future accreditation.





**American Council for  
Construction Education**

**APPENDIX A**

**FORM A-1**

**Application for Candidate Status  
and/or an Accreditation Review**

An application is hereby made for candidate status and/or an accreditation review by the American Council for Construction Education (ACCE):

1. Name of Institution: \_\_\_\_\_

\_\_\_\_\_

2. Name of the regional organization by which the institution is accredited: \_\_\_\_\_

\_\_\_\_\_

3. Name of the program to be reviewed: \_\_\_\_\_

\_\_\_\_\_

4. Name of the construction unit and the next higher administrative unit: \_\_\_\_\_

\_\_\_\_\_

5. Administrator of the construction program and that person's title: \_\_\_\_\_

\_\_\_\_\_

6. Is the program currently accredited by ACCE?    Yes \_\_\_\_\_    No \_\_\_\_\_

7. Program data: \_\_\_\_\_

a. Date program was initiated: \_\_\_\_\_

b. Name of degree awarded: \_\_\_\_\_

c. Date first degree awarded: \_\_\_\_\_

d. Approximate current number of students: \_\_\_\_\_

e. Approximate number of graduates (latest school year): \_\_\_\_\_

f. Approximate number of graduates: \_\_\_\_\_

g. Has your program ever been denied accreditation? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Earliest date for an accreditation visit: \_\_\_\_\_

9. Mailing address: \_\_\_\_\_

\_\_\_\_\_

10. Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

11. E-mail: \_\_\_\_\_

12. Submitted:

Administrator, Construction Education Program:

\_\_\_\_\_  
Typed Name Date: \_\_\_\_\_

13. Signed:

\_\_\_\_\_  
Dean of College Date

\_\_\_\_\_  
Type name

\_\_\_\_\_  
Chief Executive Office of Institution Date

\_\_\_\_\_  
Typed name

**APPENDIX B**

**FORM A-2**

**REPORT OF THE SCREENING COMMITTEE REVIEW  
OF AN APPLICATION FOR CANDIDATE STATUS**

TO: President, ACCE

FROM: Screening Committee Members

I have reviewed the Candidate Status application materials from the construction education program at the institution indicated below and make the following recommendation:

INSTITUTION: \_\_\_\_\_

RECOMMENDATION:

(Check one of the following)

\_\_\_\_\_ a. Candidate Status (with a Full Self-Study Review)

\_\_\_\_\_ b. Candidate Status (with a Preliminary Self-Study Review)

\_\_\_\_\_ c. Candidate Status not Granted

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name



APPENDIX C

Form A-3

**Guide for Preparation of a Visiting Team Report**

Title of Program Visited

Institution

Location of Institution

Dates of the Visit

Visiting Team

Chairman

School or Company

City & State

Member

School or Company

City & State

Member

School or Company

City & State

Member-in-Training

School or Company

City & State

Member-in-Training

School or Company

City & State

Industry Observer

Company

City & State

This Visiting Team report remains the intellectual property of ACCE, is for the sole use of the institution. It is not to be provided to or discussed with third parties not officially connected to the institution except with the express written permission of ACCE or unless required by law.



# Visiting Team Report

## **Section I: Introduction**

1. Size, brief history, type, and purpose of the institution.
2. Institution organization and location of the construction unit.
3. Size, number of faculty members, brief history, and purpose of the construction unit.
4. Accreditation history - first accredited and reaccredited.
5. Degree title and credit hours required.
6. Other degree programs administered by the construction unit.
7. Name of regional accrediting agency of the institution.
8. Name and positions of persons interviewed during the visit.

## **Section II: Organization and Administration**

### **A. Institution**

1. The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving goals within the construction education unit. The institution administration also has a positive attitude and support for the construction education unit.
2. Institutional support of the administration of the construction education unit accords status within the institution comparable to that of other academic units of similar size and function with regard to finances, staffing, teaching loads, promotions in rank and salary, appointment to institution policy making committees, program priorities, and other academic affairs.
3. The construction education program functions within the framework established for the institution and is consistent with the institutional mission and assessment procedures.

### **B. Construction Unit**

1. The construction education unit is headed by a qualified administrator who has sufficient authority, support, and time to accomplish the unit's goals and objectives.

2. The institution and the construction unit administrator insure that the total administrative work load is carefully controlled in relation to the total work load of the administrator.
3. The administrator provides sufficient leadership and supervision to develop a strong academic program.
4. The organizational structure of the construction education unit is designed to encourage communication, coordination, and interaction between administrative officers, faculty, students and other disciplines.
5. The administrative structure is sufficiently flexible to make the functional changes necessary to attain program objectives.
6. The administrator encourages professional development of faculty and administrative policy insures that opportunities for professional development are made available and used by the faculty.
7. The administrator and the faculty cooperate to develop a program of high quality and establish a structure to facilitate planning and evaluation for continuous improvement of the total program.
8. The construction unit has clear and concise policies relative to curriculum, faculty, students, and facilities.
9. Experimentation and innovation are encouraged in teaching methods and curriculum.

### C. Budget

1. Within the institution, budget allocations are compatible with the size of the unit with respect to students, faculty and staff.
2. Budget support is adequate to enable the program to achieve its stated purposes.
3. Non-budgeted funds are used to supplement institution funds allocated by the administration rather than to replace those funds.

D. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

### **Section III: Curriculum**

#### **A. Program Description**

1. The curriculum is responsive to social, economic, and technical developments and reflects the application of evolving knowledge in construction and in the behavioral and quantitative sciences.
2. The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution and the goals as established.
3. Recognizing the autonomy of educational institutions in the matter of curriculum development, and the levels and designations of the degrees awarded; it is preferred that the word "Construction" be included in the name of the degree awarded.

#### **B. Curriculum**

1. The construction education unit develops its own program goals, objectives and particular emphasis, and prescribes the number of courses for graduation, sequencing of study, course numbers, and titles.
2. The curriculum is designed to accommodate continually expanding requirements of the profession, advancements in knowledge, and the contributions of related disciplines.
3. The construction education unit strives to provide curriculum offerings beyond the minimum requirements of the ACCE Standards and Criteria for Accreditation.
4. The total curriculum supports the goals and objectives of the construction education unit, provides balanced content, and meets ACCE's minimum requirements for credit hours in the categories of General Education, Mathematics and Science, Construction Sciences, Business and Management, Construction, and other requirements.

**The curriculum category credit count is as follows:**

<b>Curricula Category</b>	<b>ACCE Minimum</b>	<b>Program</b>	<b>Team</b>
<b>General Education</b>			
<b>Math &amp; Science</b>			
<b>Construction Science</b>			
<b>Business &amp; Management</b>			
<b>Construction</b>			
<b>Construction Design Principles &amp; Practice</b>			
<b>Other</b>			
<b>Total</b>			

**(Continue to type additional comments here for #4.)**

5. The total curriculum meets all minimum requirements for core subject matter at the minimum required level of academic credit.
6. The total curriculum contains all required curriculum topical content.

C. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

## **Section IV: Faculty**

### **A. Qualifications**

1. The faculty possess appropriate academic qualifications, professional experience, and pursue scholarly and creative activities essential to the successful conduct of an associate/a baccalaureate level academic program of construction.
2. The institution provides the faculty with rank, status, salary, and benefits commensurate with their educational background and professional experience.
3. The educational preparation of each faculty member includes study in the areas for which he has teaching responsibility and includes adequate background in the supporting disciplines from which his area of specialty draws major concepts and principles.

4. Evaluation of faculty competence recognizes appropriate professional experience as being equally as important as formal educational background and that continuing professional growth of the faculty is a prerequisite to effective teaching.
5. The faculty actively participate in professional organizations and community services, and in interpreting construction education to other professions and to the general public.
6. The size of the construction faculty is commensurate with the number of courses offered, the number of students enrolled, and the other responsibilities of the faculty and is appropriate to the type of instruction and comparable to that of the faculty of other academic programs of the institution.

#### B. Faculty Workload

1. Faculty workload assignment takes into consideration the number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities.

#### C. Administrative and Technical Staff Support

1. Administrative and technical staff support are adequate to sustain fulfillment of the construction program's mission and are consistent with the level of support enjoyed by other program units within the parent institution.

#### D. Employment Policies

1. Faculty compensation is competitive with comparable positions in other institutions and industry to insure that quality faculty and high morale exist.

#### E. Professional Development

1. Consulting work is desirable and encouraged, provided such activities do not conflict with normal assigned duties and responsibilities of the faculty member.

#### F. Faculty Evaluation

1. A clearly defined program of annual faculty evaluation is in place and may include student, peer, and/or administrator evaluations.

G. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

## **Section V: Students**

### **A. Admissions and Enrollment**

1. Qualifications of students admitted to the construction education unit are comparable with those of students in other areas of the institution and appropriate to the requirements for construction education.
2. Admission policies, where applicable, are directed toward students with the ability and credentials for successful completion of the curriculum.
3. Recruitment and publicity for the construction program are comparable to other programs of the institution.

### **B. Academic Progress**

1. An organized system of counseling and professional guidance is available to all students in the construction education program so that their needs, interests, and abilities are considered in preparing and implementing a plan of study
2. A record system exist that keeps both the student and advisor informed regarding the students' progress toward completion of degree requirements.

### **C. Extracurricular Activities**

1. Students are encouraged to participate in activities in addition to their academic studies. Such activities include involvement with industry-based professional and other organizations.

### **D. Graduates**

1. There is an established plan for communication with alumni and periodic follow up of graduates.

E. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

## **Section VI: Facilities and Services**

### **A. Physical Facilities**

1. Physical facilities are well maintained and organized to accommodate academic activities such as lectures, discussions, seminars, conferences, laboratory work, and research.
2. There are laboratory facilities for the teaching of construction principles and practices and facilities for office oriented activities with adequate storage space for multiple copies of plans and specifications, and facilities for field-oriented activities.

### **B. Library**

1. The program has adequate access to holdings related to the general and professional components in the various fields of construction.
2. There is evidence of both adequacy and use in the selection of library materials and responsibility for their effective use.

### **C. Other Services**

1. Appropriate services on campus are effectively used, including the computer center, audiovisual, placement, student services, and financial aids.

### **D. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

## **Section VII: Relations with Industry**

### **A. Support from Industry**

1. An industrial advisory committee, consisting of representatives from the construction industry, is actively involved in an advisory role for the construction program.
2. The committee meets on a regular basis for the purpose of advising and assisting the development and enhancement of the program. The committee is representative of the potential employers of the graduates of the program.

**B. Support for Industry**

1. The construction program maintains continuous liaison with the various associations to determine needs of the construction community for the purpose of establishing educational and professional development activities for the construction industry.

**C. Student-Industry Relations**

1. There is well-documented evidence of industry involvement such as field trips and speakers for student clubs.

**D. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

**Section VIII: Relations with the General Public**

- A. The program broadly and accurately publishes the objectives of the program, admission requirements, program assessment measures employed and the information obtained through these assessment measures, student achievement, the rate and types of employment of graduates, and any data supporting qualitative claims made by the program.

- B. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

**Section IX: Program Quality and Outcome Assessment**

- A. The program has a well defined mission statement with established goals and specific objectives for achieving each goal that reflect ACCE Criteria and Standards.

- B. Program goals and objectives are realistic and attainable.

- C. The construction education unit's plan forms the basis for assessing outcomes of the program. Assessment input is obtained from all program constituencies, such as students, graduates, benefactors, employers, industry, faculty, and administration.

- D. The planning and evaluation process is incorporated into the program plan in such a manner as to foster enhanced student achievement with respect to the construction education degree program as it relates to student learning, research, and service.
- E. Adequate resources are available so that the program may structure a mission statement, program goals, and measurable objectives which will serve to ensure continual improvement of the program. Resources support a systematic means for collecting, quantifying, and analyzing data relative to the program objectives; formulation of conclusions based on this data and appropriate program modifications.
- F. General comments of the visiting team, if any, not included in the preceding discussion in this section of the report.

**Section X: Review of Last Visiting Team's Weaknesses and Concerns  
(to be Completed for Renewal of Accreditation Visits Only)**

- A. List last Visiting Team's noted weaknesses and actions taken by the institution.
  - 1. (Type Weakness here)  
**(Begin typing action taken here)**
  - 2. (Weakness)  
**(Action)**
  - 3. (Weakness)  
**(Action)**
  - 4. (Weakness)  
**(Action)**
- B. List last Visiting Team's noted concerns and actions taken by the institution.
  - 1. (Type Concern here)  
**(Begin typing action taken here)**
  - 2. (Concern)  
**(Action)**
  - 3. (Concern)  
**(Action)**
  - 4. (Concern)  
**(Action)**

## **Section XI: Strengths, Weaknesses, Concerns, and Undeveloped Potentials**

### **A. List Strengths.**

- 1.**
- 2.**
- 3.**

### **B. List Weaknesses. (Include and identify as such any Weakness(es) remaining from previous Visiting Team reports, as discussed in Section X. Also, include and identify as such any Concerns remaining from previous Visiting Team reports that have become Weaknesses, as discussed in Section X.)**

Weaknesses of the program must be related to a lack of full and complete compliance with an ACCE standard or criteria as prescribed in Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs. Weaknesses may be based either on evidence of non-compliance with or lack of evidence of compliance with ACCE requirements. For each Weakness, specifically cite the appropriate ACCE standard or criteria that forms the basis for the Weakness.

For each weakness listed, the reasons for a lack of full and complete compliance with the standard cited must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.

All weaknesses listed in the report must have been discussed with the administration of the institution during the exit interview. Any weakness not so discussed must be brought to the attention of the Program Administrator and his/her next higher administrative unit by the Visiting Team Chair prior to being included in the report.

- 1.**
- 2.**
- 3.**

### **C. List Concerns. (Include and identify as such any Concern(s) remaining from previous Visiting Team reports, as discussed in Section X. Also, include and identify as such any Weaknesses remaining from previous Visiting Team reports that while corrected to some extent have now become Concerns, as discussed in Section X.)**

Concerns may or may not be specifically related to Document 103. A Concern relates to circumstances, situations, or issues that either have or could in the future have an adverse impact on the construction program and/or could become a weakness if not addressed. For each Concern, specifically cite as appropriate:

- a. Its adverse impact or potential adverse impact; and/or
- b. That part of Document 103 that forms the basis for the Concern; and/or
- c. State how the Concern could become a Weakness.

**1.**

**2.**

**3.**

**D. List Undeveloped Potentials.**

Undeveloped Potentials are those areas that in the opinion of the Visiting Team might be explored for the potential enhancement of the program.

**1.**

**2.**

**3.**



# American Council for Construction Education

## APPENDIX D

### FORM A-4

#### VISITING TEAM RECOMMENDATION TO THE ACCREDITATION COMMITTEE AND BOARD OF TRUSTEES

Institution \_\_\_\_\_

Program Title \_\_\_\_\_

- A. State recommendations for accreditation. The Visiting Team’s overall accreditation recommendation must reflect the best judgment of the Team, considering all relevant factors, including, but not limited to, the relative quantity, quality, and age of the cited Strengths, Weaknesses, and Concerns.

*Initial Accreditation:*

- Accreditation for five (5) years.
- Accreditation for five (5) years, with progress report at the end of the first year.
- Accreditation for five (5) years, with progress reports at the end of the first and second years.
- Deferral of Action.
- Denial of Accreditation.

*Renewal of Accreditation:*

- Accreditation for six (6) years.
- Accreditation for six (6) years, with progress report at the end of the first year.
- Accreditation for six (6) years, with progress reports at the end of the first and second years.
- Accreditation for three (3) years.
- Accreditation for three (3) years with progress report at the end of the first year.
- Accreditation for three (3) years with progress reports at the end of the first and second years.
- Denial of Accreditation.

NOTE: All ACCE programs accredited for five or six years are required to submit a progress report at the end of the third year of accreditation.

- B. Provide rationale for the stated recommendations.

\_\_\_\_\_  
Typed or Printed Name of Team Chairperson

\_\_\_\_\_  
Signature of Team Chairperson



**American Council for  
Construction Education**

**APPENDIX E**

**FORM A-5**

**ACCREDITATION COMMITTEE RECOMMENDATION AND COMMENTS  
REGARDING INITIAL ACCREDITATION**

**Institution:** \_\_\_\_\_

**Program Title:** \_\_\_\_\_

**I recommend:**

- Accreditation for five (5) years.**
- Accreditation for five (5) years, with progress report at the end of the first year.**
- Accreditation for five (5) years, with progress reports at the end of the first and second years.**
- Denial of Accreditation.**
- Deferral of Action.**

**NOTE: All ACCE accredited programs are required to submit a progress report at the end of the third year of accreditation.**

**Comments:**

**(Use additional sheets if necessary)**

**Note: If your recommendation is for Deferral of Action or Denial of Accreditation, please specifically state your reasons and what, if any, action(s) by the institution would change your recommendation to the affirmative at this time.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Please type or print your name

\_\_\_\_\_  
Due Date



**American Council for  
Construction Education**

**APPENDIX F**

**FORM A-6**

**ACCREDITATION COMMITTEE RECOMMENDATION AND COMMENTS  
REGARDING RENEWAL OF ACCREDITATION**

**Institution:**

**Program Title:**

**I recommend:**

- Accreditation for six (6) years.
- Accreditation for six (6) years, with progress report at the end of the first year.
- Accreditation for six (6) years, with progress reports at the end of the first and second years.
- Accreditation for three (3) years.
- Accreditation for three (3) years with progress report at the end of the first year.
- Accreditation for three (3) years with progress reports at the end of the first and second years.
- Denial of Accreditation

**NOTE: All ACCE accredited programs are required to submit a progress report at the end of the third year of accreditation.**

**Comments:**

(Use additional sheets if necessary)

**NOTE: If your recommendation is for Renewal of Accreditation for three years or is for Denial of Accreditation, please specifically state your reasons and what, if any, action(s) by the institution would change your recommendation to the affirmative at this time.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Please type or print your name**

\_\_\_\_\_  
**Due Date**





# American Council for Construction Education

## APPENDIX G

### FORM A-7(2)

#### ACCREDITATION COMMITTEE REPORT OF COMMITTEE ACTION

INSTITUTION: \_\_\_\_\_ DATE: \_\_\_\_\_

TYPE OF ACTION: INITIAL ACCREDITATION

VOTES:

ACCREDITATION ACTION (Requires a 2/3 majority of all assigned Committee members. Proxies are not acceptable.)

TEAM	COMMITTEE	
___	___	ACCREDIT FOR FIVE YEARS
___	___	DEFER ACCREDITATION
___	___	DENY ACCREDITATION
___	___	NOT VOTING
___	___	ABSTENTION

PROGRESS REPORT(S): (Requires a simple majority of those Committee members present and voting.)

TEAM	COMMITTEE	
___	___	THIRD YEAR
___	___	FIRST AND THIRD YEAR
___	___	FIRST, SECOND AND THIRD YEAR
___	___	NOT VOTING
___	___	ABSTENTION

VISITING TEAM RECOMMENDATION:

ACCREDITATION COMMITTEE RECOMMENDATION:

EXECUTIVE SUMMARY:



# American Council for Construction Education

## APPENDIX G

### FORM A-7(3)

#### ACCREDITATION COMMITTEE REPORT OF COMMITTEE ACTION

INSTITUTION: \_\_\_\_\_ DATE: \_\_\_\_\_

TYPE OF ACTION: RENEWAL OF ACCREDITATION

VOTES:

ACCREDITATION ACTION (Requires a 2/3 majority of all assigned Committee members. Proxies are not acceptable.)

TEAM	COMMITTEE	
___	___	ACCREDIT FOR SIX YEARS
___	___	ACCREDITATION FOR THREE YEARS
___	___	DENY ACCREDITATION
___	___	NOT VOTING
___	___	ABSTENTION

PROGRESS REPORT(S): (Requires a simple majority of those Committee members present and voting.)

TEAM	COMMITTEE	
___	___	THIRD YEAR (Six year accreditation only)
___	___	FIRST AND THIRD YEAR (Six year accreditation only)
___	___	FIRST, SECOND AND THIRD YEAR (Six year accreditation only)
___	___	NONE (Three year accreditation only)
___	___	FIRST YEAR (Three year accreditation only)
___	___	FIRST AND SECOND YEAR (Three year accreditation only)
___	___	NOT VOTING
___	___	ABSTENTION

VISITING TEAM RECOMMENDATION:

ACCREDITATION COMMITTEE RECOMMENDATION:

EXECUTIVE SUMMARY:



**American Council for  
Construction Education**

**APPENDIX H**

**FORM A-8**

**ACCREDITATION COMMITTEE MEMBER RESPONSE  
TO THE INSTITUTION PROGRESS REPORT**

All institutions accredited by the American Council for Construction Education are required to submit progress reports during the period of accreditation. The format of these progress reports is specified in Section VI of Document 101. Each member of the Accreditation Committee responds to a progress report using this form.

**Institution:**

**Program Accredited:**

**Date of Latest Accreditation:**

**Progress Report Due to Board of Trustees:**

<b>Report Submitted in Compliance with Section VI of Document 101</b>		<b>Construction Unit's Progress on Corrective Actions</b>	
Accepted	_____	Approved	_____
Not Accepted	_____	Approved With Reservations	_____
Not Voting	_____	Approved With Serious Reservations	_____
Abstention	_____	Abstention	_____
		Not Approved	_____

**Comments: (Provide specific comments on your response on Interim Progress)**

\_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Please type or print your name**

**Due to Accreditation Committee Chair:** \_\_\_\_\_



**American Council for  
Construction Education**

**APPENDIX I**

**FORM A-9**

**ACCREDITATION COMMITTEE REPORT OF COMMITTEE ACTION**

INSTITUTION: \_\_\_\_\_ DATE: \_\_\_\_\_

TYPE OF ACTION:            INSTITUTION PROGRESS REPORT

VOTES:

REPORT IN COMPLIANCE  
WITH 6.0 PROGRESS REPORTS

INSTITUTION PROGRESS ON  
CORRECTIVE ACTION

\_\_\_\_\_ ACCEPTED

\_\_\_\_\_ APPROVED

\_\_\_\_\_ NOT ACCEPTED  
RESERVATIONS

\_\_\_\_\_ APPROVED WITH

\_\_\_\_\_ NOT VOTING  
SERIOUS

\_\_\_\_\_ APPROVED WITH  
RESERVATIONS

\_\_\_\_\_ ABSTENTION

\_\_\_\_\_ ABSTENTION

\_\_\_\_\_ NOT APPROVED

ACCREDITATION COMMITTEE RECOMMENDATION:

EXECUTIVE SUMMARY:



- 5. The Chair projected a proper image of the Council and the construction profession, and was polite and courteous to the Team and all persons interviewed. 1 2 3 4 5 \_\_\_\_\_
- 6. The Chair stayed in control without infringing on the rights and prerogatives of the institution, people being interviewed, or Team Members. 1 2 3 4 5 \_\_\_\_\_
- 7. The Team sessions encouraged full and free discussion and established the major points to be presented in the Team's report. The Chair made suggestions on information to be sought during the visit. 1 2 3 4 5 \_\_\_\_\_
- 8. The Chair presentation to the university administration was clear, covered the essential points of the Team report, and described the administrator's opportunity for review and correction of factual errors. 1 2 3 4 5 \_\_\_\_\_
- 9. The draft of the written report was received shortly after the visit and reflected the Team's findings. 1 2 3 4 5 \_\_\_\_\_
- 10. My assessment of the Chair's performance on this visit is: 1 2 3 4 5 \_\_\_\_\_

Comments and suggestion for future evaluation visits:

Would you like to work with this person on a future visiting team? YES NO

Signed \_\_\_\_\_ Print Last Name \_\_\_\_\_

When you have received the draft of the Team Report and returned it to the Team Chair with your comments, send this completed form to:

Executive Vice President  
ACCE  
1717 N. Loop 1604 East, Suite 320  
San Antonio, TX 78232-1570



**American Council for  
Construction Education**

**APPENDIX K**

**FORM A-11**

**TEAM CHAIR ASSESSMENT OF THE PERFORMANCE OF VISITING  
TEAM MEMBERS**

The American Council for Construction Education has made a commitment to sound and fair accreditation practices. The most visible aspect of the council's work and the very basis of the accreditation process is the Evaluation Team Visit to construction programs and the subsequent Team Report. In accordance with its commitment to full and fair appraisal of construction education programs, the Visiting Team Chair is asked to assess the performance of each Visiting Team Member. This information will be used to improve future site evaluation procedures.

Person being assessed \_\_\_\_\_

Institution visited \_\_\_\_\_

Program evaluated \_\_\_\_\_

Dates of visitation \_\_\_\_\_

For each question, place a rating which, in your opinion, best describes the Team Member's performance.

Unsatisfactory=1, Satisfactory=2, Good=3, Excellent=4, Outstanding=5  
(Circle One)                      Comments:

The Team Member came to the well-prepared and appeared to be familiar with the Self-Study.                      1 2 3 4 5  
\_\_\_\_\_

The Team Member was on time all meetings and kept to the visitation schedule.                      1 2 3 4 5  
\_\_\_\_\_

The Team Member was courteous and polite, portraying a professional attitude and a proper image of the Council.                      1 2 3 4 5  
\_\_\_\_\_

The Team Member evaluated the program based on the goals and objectives established for the program.                      1 2 3 4 5  
\_\_\_\_\_

The Team Member completed the assignments made and agreed to the out-set of the visit. 1 2 3 4 5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Team Member asked questions which brought out information required, and noted significant points which contributed to the formulation of the Team Report. 1 2 3 4 5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Team Member cooperated with other members in fulfillment of the Team's responsibilities. 1 2 3 4 5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Team Member could serve as Chair of a Visiting Team. 1 2 3 4 5 \_\_\_\_\_  
\_\_\_\_\_

My overall assessment of the Team Member's performance is: 1 2 3 4 5 \_\_\_\_\_  
\_\_\_\_\_

Comments and suggestions for future evaluation visits:

Would you recommend that this person be assigned as a member of a visiting team in the future? YES \_\_\_\_ NO \_\_\_\_ If NO, why not?

Would you like to serve with this person on a future visiting team? YES NO

Signed \_\_\_\_\_ Print Last Name \_\_\_\_\_

When the draft Team Report has been returned to you with comments, send this completed form to:

Executive Vice President  
ACCE  
1717 No. Loop 1604 East, Suite 320  
San Antonio, TX 78232-1570



established for the program,  
and refrained from publicly comparing the program being evaluated with other programs and offering “how to do it” approaches.

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5. The Team Member-in-Training completed the assignments made and agreed to at the out-set of the visit. 1 2 3 4 5

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6. The Team Member-in-Training asked questions which brought out information required, and noted significant points which contributed to the formulation of the Team Report. 1 2 3 4 5

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7. The Team Member-in-Training cooperated with Team Members in fulfillment of the Team’s responsibilities. 1 2 3 4 5

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8. The Team Member-in-Training would serve well on a visiting team. 1 2 3 4 5

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9. My overall assessment of the Team Member-in-Training’s performance is: 1 2 3 4 5

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Comments and suggestions for future evaluation visits:

Signed \_\_\_\_\_ Print Last Name \_\_\_\_\_

When the draft Team Report has been returned to you with comments, send this completed form to:

Executive Vice President  
ACCE  
1717 N. Loop 1604 East, Suite 320  
San Antonio, TX 78232-1570



# American Council for Construction Education

## APPENDIX N

### Form A-14

#### ACCREDITATION PROCESS SURVEY

Dear Construction Program Director:

ACCE is seeking your feedback as part of its systematic procedure to ensure validity and reliability of the standards, criteria, and procedures for accreditation. Because you have recently completed the accreditation process, your response to the following statements will contribute to ACCE's continued assessment of its effectiveness.

Please discuss the following statements with your faculty/staff and administrators, indicate the degree to which you agree or disagree with each of the statements, and provide comments in the space given below each item.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
1. Standards and Criteria of ACCE reflect minimum requirements for quality construction education  Comment: _____	1	2	3	4	5	
2. The Standards and Criteria of ACCE permit creativity and flexibility in program development  Comment: _____	1	2	3	4	5	
3. The Standards and Criteria of ACCE enable programs to prepare competent entry-level construction practitioners  Comment: _____	1	2	3	4	5	

4. The Standards and Criteria of ACCE are useful as a tool for the program's own development and evaluation

1 2 3 4 5

Comment: \_\_\_\_\_

5. The accreditation process:  
a. Analysis of program needs and resources

1 2 3 4 5

Comment: \_\_\_\_\_

b. Self-evaluation document

1 2 3 4 5

Comment: \_\_\_\_\_

c. Peer review and feedback

1 2 3 4 5

Comment: \_\_\_\_\_

d. Site visit

1 2 3 4 5

Comment: \_\_\_\_\_

e. Visiting team report

1 2 3 4 5

Comment: \_\_\_\_\_

6. The overall accreditation process has improved the quality and effectiveness of the construction program

1 2 3 4 5

Comment: \_\_\_\_\_

7. The ACCE staff is helpful to programs that call for assistance with the accreditation process                    1                    2                    3                    4                    5  
Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Written communications regarding ACCE decisions are timely                    1                    2                    3                    4                    5  
Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Written communications regarding ACCE decisions are informative                    1                    2                    3                    4                    5  
Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Identify any strengths or weaknesses in the accreditation process:  
a. Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Weaknesses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Identify any strengths or weaknesses of the visiting team:  
a. Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Weaknesses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. On a scale of 1 to 10, (1=low, 10=high) what was the quality of the visiting team report:

1    2    3    4    5    6    7    8    9    10



**American Council for  
Construction Education**

**APPENDIX O**

**FORM A-15**

**TRAVEL EXPENSE VOUCHER**

Purpose of Travel: \_\_\_\_\_

Name: \_\_\_\_\_

Address for check to be sent: \_\_\_\_\_

Date(s)					Totals
Air Fare (attach receipt)					
Auto					
Meals					
Hotel (attach receipt)					
Car Rental (attach receipt)					
Other (itemize) A. Film & Developing B. Supplies (Name Badges C. Taxi					
					<b>TOTAL</b>

\_\_\_\_\_  
Approval Signature

\_\_\_\_\_  
Signature of Traveler

**NOTE:** The following guidelines apply to travel reimbursement:

- i) 48.5 cents per mile for automobile travel
- ii) Coach fare for airline travel
- iii) Hotel and meal rates that are prudent and in keeping with generally accepted local rates
- iv) Necessary taxi, bus, or other ground transportation costs and parking garage fees
- v) One long distance telephone call per day.

Any expense incurred in excess of the rates above will be the responsibility of the traveler.

Rev 3/07