



**AMERICAN COUNCIL FOR
CONSTRUCTION EDUCATION**
PARTNERSHIP FOR EXCELLENCE

DOCUMENT 203

**STANDARDS AND
CRITERIA FOR
ACCREDITATION OF
APPRENTICESHIP
EDUCATION**



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INTRODUCTION

INTENT

The purpose of this document is to define the standards and criteria by which construction apprenticeship education Institutions seeking accreditation or reaccreditation by the American Council for Construction Education (ACCE) shall be assessed. Assessment shall be by peer educators from other construction apprenticeship education Institutions in concert with construction practitioners, representatives of the construction industry associations and organizations, ACCE members, and society at large. Assessment shall include an on-site visit by a designated team following the procedures specified in ACCE Document 201.

Definitions

- **Administration Center:** An Administration Center is responsible for establishing authority and responsibility; utilizing resources; and achieving the mission, goals, and objectives of the Institution through strategic planning and outcomes assessment.
- **Assessment:** A process used to identify, collect, and prepare data to evaluate the achievement of Learning Outcomes and Institution objectives.
 - **Direct Assessment:** Evidence of student learning is in the form of a student product or performance that can be evaluated.
 - **Indirect Assessment:** Evidence of student learning is the perception, opinion, or attitude of students (or others).
- **Code of Federal Regulations (CFR):** Codification of the general and permanent rules and regulations of the federal government of the United States of America.
- **Construction Documents:** The written and graphic documents prepared or assembled by the architect or engineer for communicating the project design for construction and the administration of the construction contract. Construction documents include two major types of documents: Procurement documents and contract documents.
- **Construction Workforce Education Organization:** An Education Organization has one or more Registered Apprenticeship Programs that combine on-the-job training with related instruction and that teaches construction-related skills, methods, terminology, and other pedagogical topics to individuals to enhance their ability to perform construction-related work in a professional, safe, and quality



manner. An Education Organization has a single Administration Center as well as at least one Education Center responsible to administer one or more US Department of Labor Registered Apprenticeship Programs (RAPs). Each Education Center may oversee one or more Training Centers to deliver the related instruction.

- **Construction Workforce Single-purpose Institution:** A single-purpose Institution has one or more Associate Degrees that combine on-the-job training with classroom study and that teaches construction-related skills, methods, terminology, and other pedagogical topics to individuals to enhance their ability to perform construction-related work in a professional, safe, and quality manner. A single-purpose Institution has a single Administration Center as well as at least one Education Center responsible to administer one or more US Department of Labor Registered Apprenticeship Programs (RAPs). Each Education Center may oversee one or more Training Centers to deliver the related instruction.
- **Degree Program:** Post-secondary Degree Program in construction is an educational system with identified academic coursework, containing the body of knowledge necessary to obtain a college or university degree in that field of study. The Degree Program has objectives, learning outcomes, a curriculum, faculty, and facilities.
- **Degree Program Objectives:** Statements describing Degree Program desired accomplishments in support of its mission.
- **Education Center:** An Education Center has identified on-the-job learning and related instruction coursework, containing the body of knowledge necessary to obtain a US Department of Labor credential for a Registered Apprenticeship Program in that field of study.
- **Evaluation:** A process of interpreting the meaning of the data accumulated through assessment practices. Evaluation determines the extent to which Learning Outcomes or objectives are being achieved.
- **Education Organization or single-purpose Institution Goals and Objectives:** The education Organization's or single-purpose Institution's desired long-term outcomes and the short-term measurable actions to achieve them.
- **Institution:** Construction Workforce Single-purpose Institution
- **Learning Outcomes:** The set of knowledge, skills, and abilities to be attained by students upon completion of an event.



- **On-the-Job Learning Outcomes (OJLOs):** Learning Outcomes identified for training activities.
- **Course Learning Outcomes (CLOs):** Learning Outcomes identified for related instruction and classroom coursework.
- **Student Learning Outcomes (SLOs):** Learning Outcomes identified for graduation from an accredited Organization or Institution as defined by ACCE, herein. The SLOs establish the minimum level of learning and the body of knowledge to be addressed by the apprenticeship program. Programs may have additional SLOs that represent the individual character and emphasis of the program.
- **On-the-Job Learning (OJL):** Training through structured work experience, supervised by a journey person.
- **Organization:** Construction Workforce Education Organization
- **Outcomes Assessment:** Outcomes assessment is a systematic process of gathering and interpreting information to discover if a program is meeting established objectives and using that information to enhance the program.
- **Performance Criteria:** Metrics identifying required performance to meet the Learning Outcome such as an assessment score that defines achievement and the percentage of students achieving the desired assessment score over a defined period of time.
- **Program:** a Registered Apprenticeship Program (RAP) with the US Department of Labor.
- **Program Objectives:** Tangible outcomes of RAPs such as annual student completion, placement, licensure, or retention numbers or rates.
- **Registered Apprentice Program (RAP):** An apprenticeship training program recognized for meeting the requirements of the U.S. Department of Labor (DOL) Office of Apprenticeship (OA) as outlined in 29 CFR Part 29.
- **Related Instruction (RI):** Instruction given in a classroom or lab, through occupational or industrial courses, or by distance or online learning.
- **Shall:** Denotes a requirement that is mandatory.
- **Should:** Denotes a guideline or recommendation.
- **Single-purpose Institution:** An institution of post-secondary education that focuses on a specific field of study and grants Associate Degrees.



- **Standards:** Qualitative statements of minimum requirements upon which an accredited apprenticeship education Institution shall be judged.
- **Training Center:** A training center is the physical location for the delivery of Related Instruction coursework for a Registered Apprenticeship Program.
- **Visiting Team:** The makeup of the apprenticeship Visiting Team should represent appropriate industry and professional organizations with ties to the U.S. Department of Labor RAPs.



SECTION ONE: ORGANIZATION & INSTITUTION ELIGIBILITY

STANDARD 1: Be a post-secondary construction apprenticeship education Organization or single-purpose Institution providing registered apprenticeship programs in good standing with the US Department of Labor.

1. REQUIREMENTS

1.1. ORGANIZATION AND INSTITUTION ELIGIBILITY

To be considered for accreditation, an Organization or Institution of construction apprenticeship education shall:

- 1.1.1. Provide an education program beyond the secondary level. Furthermore, each apprenticeship program must be a Registered Apprenticeship Program (RAP) in good standing with the US Department of Labor, Office of Apprenticeship (DOL/OA) as outlined in 29 CFR Part 29. The education Organization or single-purpose Institution does not participate in Title IV, Higher Education Act (HEA) programs.
- 1.1.2. Have been in operation for sufficient time to have at least one (1) class of graduates receiving the professional certification for each RAP.
- 1.1.3. Have a designated administrator responsible for the leadership and management functions for the Organization or Institution and a designated coordinator for each RAP under review.

1.2. ANNUAL FEES

A professional apprenticeship education Organization or single-purpose Institution accredited by ACCE shall pay the annual sustaining and other fees as required.



SECTION TWO: GOVERNANCE AND ADMINISTRATION

STANDARD 2: Each apprenticeship or degree program has sufficient administrative support, authority, and resources to enable achievement of the program’s stated mission, goals, and objectives.

2. REQUIREMENTS

2.1. ORGANIZATION or INSTITUTION ORGANIZATIONAL STRUCTURE

- 2.1.1. The organizational structure of the education Organization or single-purpose Institution shall provide a basis for establishing authority and responsibility, utilizing resources, and achieving each RAP’s mission, goals, and objectives.
- 2.1.2. Each Administration Center, Education Center and Training Center and their relationships to the overall organizational structure of the Organization or Institution shall be documented, well-defined, and publicly accessible.

2.2. EDUCATION CENTER AUTONOMY, STRUCTURE, AND LEADERSHIP

- 2.2.1. In the case where more than one Education Center exists within the Organization or Institution, each Education Center shall be responsible for all RAPs which they sponsor with the Department of Labor.
- 2.2.2. Each Education Center shall be headed by a training coordinator who is knowledgeable in and committed to apprenticeship education.
- 2.2.3. The organizational structure of each Education Center should be designed to encourage communication, coordination, and interaction between administrative officers, faculty, and students involved with the RAP.
- 2.2.4. Each Education Center’s leadership structure shall be well-defined and publicly accessible.
- 2.2.5. The goals and objectives of each Education Center shall be aligned with the mission of the Organization or Institution to facilitate the success of its RAP and its continual improvement.



SECTION THREE: CURRICULUM FOR THE REGISTERED APPRENTICESHIP PROGRAM (RAP)

For an Organization with Registered Apprenticeship Program Accreditation(s), refer below.
For a single-purpose Institution Associate Degree Registered Apprenticeship Program Accreditation(s), refer to Appendix A.

STANDARD 3: Contain a minimum of On-the-Job Learning (OJL) hours and Related Instruction (RI) hours as required by each Registered Apprenticeship Program (RAP) that meets the minimum standards of the US Department of Labor while addressing the prescribed Student Learning Outcomes (SLOs).

To meet this standard, the curriculum of the Registered Apprenticeship Program shall contain required courses that address all the Student Learning Outcomes listed in Section 3.2.

General Guidelines

ACCE encourages accredited Organizations to regularly evaluate current curriculum and develop new curriculum for each RAP that accommodates continually expanding requirements of the profession, advancements in knowledge, and changing construction technologies. The curriculum for each RAP should integrate On-the-Job Learning (OJL) with Related Instruction (RI) coursework. Institutions seeking accreditation should strive to provide offerings that exceed the ACCE standards and criteria for accreditation. Curriculum flexibility recognizes and encourages different emphases for training centers.

3. REQUIREMENTS

3.1. APPRENTICESHIP PROGRAM

It is each RAP's responsibility to develop its own goals and objectives in accordance with the mission of the Organization. All program requirements shall be clearly defined regarding emphases, prescribed number of hours of OJL, and number of hours of RI courses.



3.2. STUDENT LEARNING OUTCOMES

Note: In defining the Learning Outcomes for apprenticeship programs, the following verbs consistent with Bloom’s taxonomy are used:

Apply: At this level, students begin to put the information they are learning into context. Here they are able to integrate ideas across multiple situations, or utilize the content in a new way.

Understand: At this level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.

Upon completion of an accredited ACCE apprenticeship education, graduates shall be able to:

1. Understand trade-specific construction methods, materials, and equipment.
 2. Understand and interpret documents used in the profession on a construction project.
 3. Understand the basic engineering principles of the profession.
 4. Apply OSHA safe work practices.
 5. Apply current technology related to the profession.
 6. Apply trade-specific skills required to perform routine activities.
- 3.2.1. Provide an index, curriculum map, or other form of summary relating OJL and RI courses to the Student Learning Outcomes.
 - 3.2.2. Provide a work plan for each major OJL component used to support the Student Learning Outcomes. The work plan for the OJL components shall include the following:
 - On-the-job learning outcomes to be achieved in relation to the Student Learning Outcomes, and
 - Method of assessment of on-the-job learning outcomes
 - 3.2.3. Provide a summary for each RI course used to support the Student Learning Outcomes. The summary shall include: RI course name, contact hours, instructional methods (e.g., lecture, lab, seminar), applicable SLOs, and list of required certifications to be achieved. In addition, each Education Center shall have a syllabus for each class



that can be reviewed on site by the Visiting Team. Syllabi for the courses taught by the program shall include the following:

- Course Learning Outcomes in relation to the Student Learning Outcomes,
- Instructional methods,
- Topical outline,
- Method of assessment of Course Learning Outcomes, and
- Grade performance criteria.

3.3. RI COURSES DELIVERED BY ALTERNATIVE FORMS OF DELIVERY

RI courses delivered by alternative forms of delivery to the traditional face-to-face classroom (e.g., distance learning or online courses via synchronous or asynchronous delivery) may be incorporated in an accredited RAP's curriculum under the following conditions:

- 3.3.1. The RAP shall display the same kind of course material for evaluation of alternative courses as set forth in this document for a traditionally offered classroom lecture or laboratory course.
- 3.3.2. RAPs that offer the same course via two or more forms of delivery (e.g., live classroom and online) shall demonstrate that courses with the same course number have consistent content and Course Learning Outcomes.
- 3.3.3. Processes are in place to verify that a student who registers in any course via alternative forms of delivery is the same student who academically engages in the course.

3.4 MULTIPLE TRAINING CENTER PROGRAM DELIVERY

It is possible for each RAP to be delivered at multiple training centers as long as the following conditions exist:

- 3.4.1. There is a single Education Center that administers the RAP as outlined in the organizational structure of the Institution.
- 3.4.2. The RAP is led by a single qualified training coordinator from the Education Center. The training coordinator has sufficient authority and experience to be able to provide the required leadership and supervision of the training centers.
- 3.4.3. There are adequate RI faculty and staff to successfully facilitate the program at different training centers.



- 3.4.4. RAP curriculum, Student Learning Outcomes, and the completion requirements are the same at all training centers.
- 3.4.5. If multiple training centers are involved to support the RAP:
 - 3.5.5.1. All training centers shall use only one academic quality plan identifying the process used for the continuous improvement of the program.
 - 3.5.5.2. The goals and objectives of the training centers need to be aligned to facilitate the success of the program and its continual improvement.



SECTION FOUR: RI FACULTY, OJL TRAINERS, AND STAFF

STANDARD 4: Establish and implement policies for the recruitment and development of qualified RI faculty, OJL trainers, and staff.

4. REQUIREMENTS

In determining the qualitative and quantitative adequacy of the RI faculty, OJL trainers, and staff for the professional apprenticeship program, emphasis is placed on both qualifications and responsibilities.

4.1. RI FACULTY AND OJL TRAINER QUALIFICATIONS

The faculty and trainers shall possess appropriate educational qualifications and professional experience in compliance with 29 CFR Part 29.5.

4.2. RI FACULTY SIZE

The size of the faculty shall be commensurate with the number of courses offered, the number of students enrolled, the type of instruction, and the other responsibilities of the faculty.

4.3. OJL TRAINERS SIZE

The ratio of apprentice to OJL trainers shall be consistent with proper supervision, training, and safety requirements that meets the Department of Labor ratio for Journeyman to Apprentice.

4.4. ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

Administrative and technical staff support shall be adequate to sustain fulfillment of the Organization or Institution's mission.

4.5. PROFESSIONAL DEVELOPMENT POLICIES

Continuing professional growth of the faculty is a prerequisite to effective teaching. Administrative policy shall plan and ensure that opportunities for professional development are made available to faculty.

4.6. RI FACULTY EVALUATION

4.6.1. The education Organization or single-purpose Institution shall have a clearly defined program of faculty evaluation to assure the maintenance of high-quality instruction.



- 4.6.2. These evaluations shall be made on a cycle determined appropriate by the Organization or Institution, and may include student, peer, and/or administrator evaluations.



SECTION FIVE: STUDENT POLICIES

STANDARD 5: Establish and implement student policies for recruitment, admission, and academic and professional development of students as well as their capabilities and motivation for entering the apprenticeship program(s).

5. REQUIREMENTS

5.1. ACADEMIC POLICIES AND PROGRAM LENGTH

Policies pertaining to academic requirements shall be in writing and shall be developed with input from RAP stakeholders. Such policies shall clearly indicate total required hours of OJL in each of the work categories and RI courses, and grading and evaluation policies.

5.2. RI TEACHING QUALITY

The education Organization or single-purpose Institution shall have a clearly established process for ensuring quality of teaching by RI faculty that is consistent with the Institution's mission and objectives. A mechanism shall be in place through which there is a systematic assessment and clear set of metrics to verify improvement of the quality of teaching within the Institution.

5.3. ADMISSIONS AND ENROLLMENT

Each RAP's requirements for admission shall reflect standards supportive of students' potential for success in studies and in professional practice, while also reflecting Organization-wide or Institution-wide policies and the program's mission, goals, and objectives. The Organization or Institution shall maintain processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

5.4. RECRUITMENT AND COMPOSITION

Each RAP shall perform a workforce analysis comparing the RAP's demographics to the available workforce in the RAP's geographical area as required by the US DOL/OA. If deficiencies exist, the RAP will apply appropriate recruitment and retention mechanisms to achieve its aspirations regarding student composition. The RAP must comply with all equal opportunity requirements as outlined in 29 CFR Part 30. All publications and advertising need to accurately reflect the program's and Organization's or Institution's recruitment and retention policies.



5.5. ACADEMIC ADVISING AND MENTORING

Each RAP shall make available to students an organized system of academic advising and counseling and professional guidance. The process shall be clearly outlined and include competent, continuous, and consistent program advising, progress appraisal, and career guidance.

5.6. RI COURSE SCHEDULING

The education Organization or single-purpose Institution will make the academic calendar and course sequence and schedule available to students. RI courses shall be offered in formats and times to ensure appropriate student access and timely completion of program requirements.

5.7. STUDENT FEEDBACK

Each RAP shall use an assessment strategy that systematically uses student feedback and input as an integral part of the decision making and continuous improvement processes.

5.8. FINANCIAL AID AND SCHOLARSHIPS

The education Organization or single-purpose Institution shall keep students informed about the availability of financial aid and scholarship opportunities.



SECTION SIX: PHYSICAL RESOURCES

STANDARD 6: Ensure the availability of safe and appropriate facilities, equipment, and supplies necessary to accommodate all activities in support of the Organization’s or Institution’s mission, goals, and objectives.

6. REQUIREMENTS

6.1. CLASSROOMS, LABORATORIES, AND OFFICE SPACES

Physical facilities, such as offices, classrooms, laboratories, and associated equipment shall be available to adequately support the Organization’s or Institution’s mission, goals, and objectives; to enable students to attain required Learning Outcomes; and provide RI faculty and staff with adequate space.

6.2. EDUCATIONAL RESOURCES

Students shall have access to adequate educational resources, computers and software to enable attainment of required Student Learning Outcomes.



SECTION SEVEN: FINANCIAL RESOURCES

STANDARD 7: Be afforded sufficient funding to ensure apprenticeship program success.

7. REQUIREMENTS

Sufficient funds shall be budgeted for the following items: salaries for RI faculty and support staff, educational materials and supplies, and equipment that are necessary for the Organization or Institution to achieve its stated mission, goals, and objectives and enable students to attain the required Learning Outcomes. Resources shall be adequate to ensure the capacity of the Organization or Institution to achieve its planned growth, future goals, and objectives.



SECTION EIGHT: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS

STANDARD 8: Establish an effective relationship with industry and program alumni and demonstrate accountable behavior by providing timely, accurate, readily accessible information about programmatic performance and student achievement to the general public.

8. REQUIREMENTS

8.1. SUPPORT FROM INDUSTRY

Advisory committee(s) with representation from the construction industry shall be utilized to periodically review curriculum and advise the Administration Center as well as each RAP on the establishment, review, and revision of its educational objectives.

8.1.1. The composition of the committee(s) shall be representative of the trade(s) and potential employers of the graduates of the Institution or Organization's RAP(s).

8.1.2. The committee(s) shall meet at least once a year for the purpose of advising and assisting the development and enhancement of the RAP(s) and the Organization or Institution.

8.1.3. Minutes of such meetings shall be kept on record.

8.2. ALUMNI RELATIONS AND FEEDBACK

The education Organization or single-purpose Institution shall maintain a current registry of alumni and seek their feedback in its improvement process. The Organization or Institution shall engage the alumni in activities such as advisory committee(s) and curriculum review and development.

8.3. PUBLIC DISCLOSURES

The education Organization or single-purpose Institution shall demonstrate accountable behavior by providing information about its program(s) to the general public.

8.3.1. Organizations or Institutions shall report the following annually to ACCE which will be made publicly available on the ACCE website:



- Mission of the Organization or Institution,
- Objectives of the Organization or Institution,
- Annual number of graduates of the Organization or Institution for each RAP,
- Number of annual enrollments in the Organization or Institution for each RAP,
- Summary Report of Achievement of Student Learning Outcomes and Program Objectives following the format prescribed in Section 9.4.1, and
- Web link to the Organization's or Institution's admission requirements.

Organizations or Institutions shall publish the identical data on their website or include a web link on their website to the Organization's or Institution's data on the ACCE website.

8.3.2. No ranking shall be implied through linkage to ACCE accreditation.

8.3.3. Indication of accreditation status is authorized during any defined term of accreditation.



SECTION NINE: QUALITY IMPROVEMENT PLAN

STANDARD 9: Conduct a systematic process of gathering, interpreting, and evaluating information that requires taking actions as part of an academic quality planning process and outcome assessment.

To meet this standard, the education Organization or single-purpose Institution shall present proof of the development, existence, and use of:

- A Strategic Plan for the Organization or Institution;
- An Assessment Implementation Plan that includes the four segments of:
 - Assessment of the ACCE SLOs using the appropriate mix of direct and indirect measurements,
 - Assessment of the Program Objectives using direct assessment measurements,
 - Data gathering,
 - Data interpretation; and
- A Determination of Achievement of SLOs and Organizational or Institutional Objectives that describes actions taken to maintain or improve performance of SLOs and Organizational or Institutional Objectives.

9. REQUIREMENTS

While ACCE recognizes that education Organizations or single-purpose Institutions may use different assessment terminology, it is necessary for ACCE Visiting Teams to have a consistent understanding of terminology used in the assessment process. With that purpose in mind, the ACCE will use the definitions in Standard 1 as the preferred terminology in assessment documentation. If Organizations or Institutions cannot use this terminology, they shall provide a glossary of compatible terminology at the beginning of Section 9 in the self-study document.

9.1. CONTINUOUS IMPROVEMENT

The Quality Improvement Plan (QIP) serves as the basis for the continuous improvement of the Organization or Institution and RAP(s). It shall have three major components:

- Strategic Plan for the Organization or Institution,
- Assessment Implementation Plan, and



- Determination of Achievement of Student Learning Outcomes and Program Objectives.

These documents shall be included in the Self-Evaluation Study and made available for Visiting Teams to review.

9.2. EDUCATION ORGANIZATION OR SINGLE-PURPOSE INSTITUTION STRATEGIC PLAN

9.2.1 The education Organization or single-purpose Institution shall have a comprehensive Strategic Plan that describes the systematic and sustained effort to enable the education Organization or single-purpose Institution to fulfill its mission.

9.2.2 The Strategic Plan shall include a Mission Statement of the education Organization or single-purpose Institution and its Goals and Objectives. The Mission Statement expresses the underlying purposes and values of the education Organization or single-purpose Institution. The Goals and Objectives address the broad achievable outcomes and measurable actions for the education Organization or single-purpose Institution to achieve its goals. The mission, goals, and objectives shall reflect both short-range and long-range considerations and shall be clear as to the educational and organizational or institutional results expected.

9.2.3 The Strategic Plan shall review the internal status of the education Organization or single-purpose Institution's resources as well as the external factors that influence the operation of the Organization or Institution.

9.2.4 The Strategic Plan shall be updated periodically and represent the collective input from all of the Institution's constituencies.

9.3. INSTITUTION ASSESSMENT IMPLEMENTATION PLAN

The education Organization or single-purpose Institution shall produce an assessment implementation plan that is based on evaluation of each RAP using tools such as completion data; job placement data; licensing data; the results of surveys of graduates; employers of the graduates; and Industry Advisory Committee members; exit interviews; comprehensive exams; or other systematically structured information.

At a minimum, the education Organization or single-purpose Institution Assessment Implementation Plan shall include the following:

9.3.1. Assessment of the ACCE SLOs and Program or Degree Program Objectives

Assessments shall be used to measure achievement of Program or Degree Program Objectives and Student Learning Outcomes. There must be at least one performance criteria for each Program or Degree Program Objective and SLO assessment. All data from these assessments shall be collected annually or collected across multiple years leading up to a



complete assessment cycle; however, there must be a plan indicating what data is collected in each year. ACCE SLOs (Section 3.2) shall be regularly evaluated and reviewed with the appropriate participation of faculty, Industry Advisory Committee, and other pertinent parties.

9.3.2. Data Gathering and Interpretation

The education Organization or single-purpose Institution shall comprehensively describe the methods used for data collection, the frequency of data collection, the assessment process, the evaluation process, and how it takes the results of assessment evaluation into consideration for Program or Degree Program improvement and development. A complete assessment cycle shall be performed at least once every three years. A complete assessment cycle is defined as data collection, data analysis, selection of appropriate actions (if needed), and review of the effect of such action (if applicable) in the assessment of Student Learning Outcomes and Program or Degree Program Objectives.

9.4. DETERMINATION AND DOCUMENTATION OF THE ACHIEVEMENT OF STUDENT LEARNING OUTCOMES AND PROGRAM OR DEGREE PROGRAM OBJECTIVES

To determine student achievement of SLOs listed in Section 3.2, the education Organization or single-purpose Institution shall:

9.4.1 Evaluate each Student Learning Outcome by a minimum of two assessment methods, at least one of which must be direct. Provide a table identifying the specific assessment methods used for each Student Learning Outcome and the location the assessment is made (e.g., the course or activity) so each assessment can be easily located.

- If student teams or group projects are used for assessment, there must also be a process in this team/group environment to assess individual student learning.

9.4.2 Provide evidence in the form of assessment tools, associated grading rubrics, and one example of graded student work to:

- Demonstrate applicability of assessment content to the specified Student Learning Outcome.
- Demonstrate adequacy of the assessment tool in evaluating individual student's ability to meet each Student Learning Outcome at or above the required minimum level of Bloom's Taxonomy (e.g., Understand, Apply, etc.). Programs using third-party certifications shall provide comprehensive results for each Student Learning Outcome where such assessment is applied.



To determine the achievement of Program or Degree Program Objectives, the education Organization or single-purpose Institution shall:

9.4.3. Evaluate each Program or Degree Program Objective with at least one direct measure.

9.4.4. Provide evidence to demonstrate the applicability of the assessment to the specified Program or Degree Program Objective. To document the achievement of Student Learning Outcomes and Program or Degree Program Objectives, the education Organization or single-purpose Institution shall:

9.4.5. Provide a summary report containing the following information for each Student Learning Outcome and Program or Degree Program Objective assessment:

- Methods of assessment,
- Current evaluation of the results,
- Last reported evaluation of the results,
- Resulting corrective actions,
- Follow-up of the impact of actions taken on student performance including the dates of each follow-up, and
- Description of any revisions made to assessment tools (if applicable).

APPENDIX A

SECTION THREE:

CURRICULUM FOR THE ASSOCIATE DEGREE



**AMERICAN COUNCIL FOR
CONSTRUCTION EDUCATION**
PARTNERSHIP FOR EXCELLENCE

REGISTERED APPRENTICESHIP PROGRAMS



SECTION THREE: CURRICULUM FOR THE ASSOCIATE DEGREE REGISTERED APPRENTICESHIP PROGRAM (RAP)

STANDARD 3: The degree program shall contain a required curriculum that includes professional administration courses as well as the combination of On-the-Job Learning (OJL) hours and Related Instruction (RI) hours as required by the Registered Apprenticeship Program (RAP) while addressing the prescribed Student Learning Outcomes (SLOs).

To meet this standard, the curriculum of the Degree Program shall contain required courses that address all the Student Learning Outcomes listed in Section 3.2.

General Guidelines

ACCE encourages accredited single-purpose Institutions and programs to regularly evaluate current curriculum and develop new curriculum for each Associate Degree RAP that accommodates continually expanding requirements of the profession, advancements in knowledge, and changing construction technologies. The curriculum for each Associate Degree RAP should integrate On-the-Job Learning (OJL), Related Instruction (RI), and professional administration coursework that are essential for a graduate to function effectively in the construction environment. Institutions seeking accreditation should strive to provide offerings that exceed the ACCE standards and criteria for accreditation. Curriculum flexibility recognizes and encourages different emphases for training centers.

3. REQUIREMENTS

3.1. ASSOCIATE DEGREE

It is the Degree Program's responsibility to develop its own goals, objectives, and particular emphasis, and prescribe the number of hours of OJL, number of hours of RI, number of courses, sequencing of study, course numbers, and titles.

- 3.1.1. The Degree Program shall be consistent with the teaching philosophy and the purposes of both the Program and the Institution.
- 3.1.2. The Degree Program curriculum shall be related to the needs of society and the construction profession.



- 3.1.4. The curriculum shall include coursework in the subjects of communications, math, science, safety and ethics that supports the Program objectives and enhances professional construction knowledge and practice.

3.2. STUDENT LEARNING OUTCOMES

Note: In defining the Learning Outcomes for apprenticeship programs, the following verbs consistent with Bloom's taxonomy are used:

Create: At the highest level, students are producing new products that integrate the knowledge they have gained. When students are involved in creating new artifacts, they are actively engaged in the subject matter.

Apply: At this level, students begin to put the information they are learning into context. Here they are able to integrate ideas across multiple situations, or utilize the content in a new way.

Understand: At this level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.

Upon completion of an accredited ACCE apprenticeship education, graduates shall be able to:

1. Understand trade-specific construction methods, materials, and equipment.
2. Understand and interpret documents used in the profession on a construction project.
3. Understand the basic engineering principles of the profession.
4. Apply OSHA safe work practices.
5. Apply current technology related to the profession.
6. Apply trade-specific skills required to perform routine activities.
7. Apply effective oral communication appropriate to the profession.
8. Create effective written communication appropriate to the profession.
9. Apply professional ethics.



- 3.2.1. Provide an index, curriculum map, or other form of summary relating OJL and RI courses to the Student Learning Outcomes.
- 3.2.2. Provide a work plan for each major OJL component used to support the Student Learning Outcomes. The work plan for the OJL components shall include the following:
 - On-the-job learning outcomes to be achieved in relation to the Student Learning Outcomes,
 - Method of assessment of on-the-job learning outcomes, and
- 3.2.3. Provide a summary for each course used to support the Student Learning Outcomes. The summary shall include: RI course name, contact hours, instructional methods (e.g., lecture, lab, seminar), applicable SLOs, and list of required certifications to be achieved. In addition, each Education Center shall have a syllabus for each class that can be reviewed on site by the Visiting Team. Syllabi for the courses taught by the program shall include the following:
 - Course Learning Outcomes in relation to the Student Learning Outcomes,
 - Instructional methods,
 - Topical outline,
 - Method of assessment of Course Learning Outcomes, and
 - Grade performance criteria

3.3. COURSES DELIVERED BY ALTERNATIVE FORMS OF DELIVERY

Courses delivered by alternative forms of delivery to the traditional face-to-face classroom (e.g., distance learning or online courses via synchronous or asynchronous delivery) may be incorporated in an accredited Degree Program's curriculum under the following conditions:

- 3.3.1. The Degree Program shall display the same kind of course material for evaluation of alternative courses as set forth in this document for a traditionally offered classroom lecture or laboratory course.
- 3.3.2. Degree Programs that offer the same course via two or more forms of delivery (e.g., live classroom and online) shall demonstrate that courses with the same course number have consistent content and Course Learning Outcomes.



- 3.3.3. Processes are in place to verify that a student who registers in any course via alternative forms of delivery is the same student who academically engages in the course.

3.4 MULTIPLE CAMPUS DEGREE PROGRAM DELIVERY

It is possible for each Degree Program to be delivered at multiple campuses as long as the following conditions exist:

- 3.4.1. There is a single Institution authorized to grant the degree. The Institution is to provide evidence through student diplomas and transcripts from all campuses.
- 3.4.2. The Degree Program is led by a single qualified administrator from home campus. The administrator has sufficient authority and experience to be able to provide the required leadership and supervision of the campuses.
- 3.4.3. There are adequate faculty and staff to successfully facilitate the degree program at different campuses.
- 3.4.4. Degree Program curriculum, Student Learning Outcomes, and the completion requirements are the same at all campuses.
- 3.4.5. If multiple campuses are involved to support the Degree Program:
 - 3.4.5.1. All campuses shall use only one academic quality plan identifying the process used for the continuous improvement of the program.
 - 3.4.5.2. The goals and objectives of the campuses need to be aligned to facilitate the success of the degree program and its continual improvement.