

<p>..CONCORDANCE DOCUMENT FOR DOCUMENTS 102, 103 AND FORM A3</p> <p>Training, Accreditation, Standards, and Guidance (TASG) Task Force notes:</p> <ul style="list-style-type: none"> • Goal – Align Document 103 with Document 102 and Form A3. Use last column for training and comments. • Concordance Document is set up to be printed in Landscape mode on 11x17 legal paper. • Document 102 contains a <u>stand-alone Supplement Information document</u> (located at end of Doc 102; left column). 			<div style="border: 1px solid black; padding: 2px; display: inline-block;">Rev 06/29/18</div>
<p>DOCUMENT 102</p>	<p>Document 103</p>	<p>A-3</p>	<p>The wording contained in this column is meant to clarify the referenced elements of the standards and documents; they are not to change what is written. Various interpretations can always be made and these annotations are meant for use by both programs and visiting teams to help with interpretations.</p>
<p>MANUAL FOR PREPARATION OF THE SELF-EVALUATION STUDY</p> <p style="text-align: center;">OVERVIEW</p> <p><u>The Self-Evaluation Study</u></p> <p>In compliance with requirements specified in Document 101, when an institution in candidate status is ready for an accreditation visit, the institution will be requested to submit a Self-Evaluation Study in accordance with provisions stated herein. For an accredited program, a Self-Evaluation Study should be submitted within the time frames specified by ACCE Document 101.</p> <p><u>Purposes</u></p> <p>The Self-Evaluation Study:</p> <ul style="list-style-type: none"> i) guides the degree program and its education unit through a critical review of its operations, ii) provides information to ACCE so that a fair evaluation of the degree program can be made, and iii) serves as an historical document for the 	<p>STANDARD 1: INTRODUCTION</p> <p>INTENT</p> <p>The purpose of this document is to define the standards and criteria by which those construction education programs seeking accreditation or re-accreditation by the American Council for Construction Education (ACCE) shall be assessed. Assessment shall be by peer educators from other construction education programs in concert with construction practitioners, representatives of the construction industry associations and organizations, and society at large. Assessment shall include an on-site visit by a designated team following the procedures specified in ACCE Document 101.</p> <p>Definitions</p> <ul style="list-style-type: none"> • Assessment: A process used to identify, collect, and prepare data to evaluate the achievement of Learning Outcomes and degree program objectives. <ul style="list-style-type: none"> ○ Direct Assessment: Evidence of 	<p style="text-align: center;">American Council for Construction Education</p> <p style="text-align: center;">(Institution) (Location of Institution) (Title of Program Visited) (Dates of the Visit)</p> <p style="text-align: center;">Visiting Team</p> <p style="text-align: center;">(Name), Chairman (School or Company) (City & State)</p> <p style="text-align: center;">(Name), Member (School or Company) (City & State)</p> <p style="text-align: center;">(Name), Member (School or Company) (City & State)</p> <p style="text-align: center;">(Name), Member-in-Training (School or Company) (City & State)</p> <p style="text-align: center;">(Name), Member-in-Training (School or Company) (City & State)</p>	

<p>construction education unit.</p> <p><u>Preparation</u></p> <p>The purposes listed above should be kept in mind when preparing the report. Sufficient information should be provided without being superfluous. However, extra information may be included to enhance the historical value of the document. Information available in published literature may be included in the report by appropriate reference.</p> <p>Adjustments must be made to the terminology to fit local conditions (i.e., semester/quarter, college/school, ACT/SAT). Use the terms and accounting procedures of your institution for student-credit-hours, full-time faculty, and full-time students. If the construction education unit offers an educational (degree) graduate program, its relationship to the undergraduate educational (degree) program should be discussed where appropriate.</p> <p>Information in addition to that requested in the Document should be included as appendices. Appendices should be labeled with sequential letters (e.g., A, B, etc.) and each appendix should be numbered and separated by a divider. Sections 1 through 10 should constitute Volume I of the Self-Evaluation Study, and Volume II should contain Appendix A (Faculty Curriculum Vitae), Appendix B (Course Syllabi), Appendix C (Program Quality Improvement Plan), and Appendix D (Additional Information). If there are any questions or assistance is needed, please communicate with either the Chair of the Guidance Committee or the President of ACCE.</p> <p><u>Distribution</u></p> <p>For initial accreditation:</p> <p>Upon its completion, the institution submits four (4) electronic copies of the Self-Evaluation Study, Volumes I and II, to the President of ACCE. One copy is retained in the ACCE office and the other copies are provided to the Chair and the Vice Chairs of the Accreditation Committee. These individuals review the document and make recommendations independently to the President of ACCE for or</p>	<p>student learning is in the form of a student product or performance that can be evaluated.</p> <ul style="list-style-type: none"> ○ Indirect Assessment: Evidence of student learning is the perception, opinion, or attitude of students (or others). ● Degree Program: ACCE accredits post-secondary degree programs in construction. A degree program 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 desired degree program accomplishments in support of its mission. ● Educational Unit: ACCE recognizes there are units at institutions of higher learning composed of faculty and staff capable of teaching or conducting research. These units typically offer degree programs with which they are affiliated. Operations may include budgets, faculty evaluations, promotion and tenure, scholarly activities, and determination of work assignments. ● Educational Institution: An institution of higher learning authorized to grant advanced degrees while providing the facilities for instruction or research (e.g. a university or college). ● Evaluation: A process of interpreting the meaning of the data accumulated through assessment practices. Evaluation determines the extent to which Learning Outcomes or degree program objectives are being achieved. 	<p>(Name), Industry Observer (Company) (City & State)</p> <p>This Visiting Team report remains the intellectual property of ACCE and 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.</p>	
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against proceeding with the on-site visit.

If the institution is approved for the on-site visit, one hard copy and seven (7) additional electronic copies of the Self-Evaluation Study, Volumes I and II, are submitted to the President of ACCE. These copies are provided to all members of the Visiting Team, members-in-training and industry observers.

For renewal of accreditation:

Upon its completion, the institution submits one hard copy and seven (7) electronic copies of the Self-Evaluation Study, Volumes I and II, to the President for distribution to all members of the Visiting Team, members-in-training and industry observer. Upon review, the Team Chair determines if the visit should proceed and if there is additional information desired by the Visiting Team.

**DOCUMENT 102
MANUAL FOR PREPARATION OF THE SELF-EVALUATION STUDY**

Submitted by:

Name of Educational Institution:

Name of Educational Unit:

Title of the Degree Program:

- **Learning Outcomes:** The set of knowledge, skills, and abilities to be attained by students upon completion of an event.
 - **Course Learning Outcomes (CLOs):** Learning Outcomes identified for a single course.
 - **Student Learning Outcomes (SLOs):** Learning Outcomes identified for graduation from an accredited degree program as defined by ACCE, herein. The SLOs establish the minimum level of learning and the body of knowledge to be addressed by the degree program.
 - **Program Learning Outcomes (PLOs):** Learning Outcomes identified for graduation as defined by the degree program. PLOs may differ from institution to institution as they may represent the individual character of the program and may place emphasis on specialized topical areas.
- **Performance Criteria:** Measurable achievements identifying required performance to meet the Learning Outcome such as an average score, a minimum rating, etc.
- **Shall:** Denotes a requirement that is mandatory.
- **Should:** Denotes a guideline or recommendation.
- **Standards:** Qualitative statements of minimum requirements upon which an accredited degree program shall be judged.

<p>1. INTRODUCTION</p> <p>DEGREE PROGRAM NAME</p> <p>Formal degree title name:</p> <p>1.1 Requirements</p> <p>1.1.1 INSTITUTION AND DEGREE PROGRAM ELIGIBILITY</p> <p>1.1.1.1 The degree program is to be located in an educational institution of higher learning that is legally authorized under applicable laws to provide a degree program of education beyond that of the secondary level. Provide background information on the institution, educational unit and the degree program as it relates to history, mission, size, accreditation, etc.</p> <p>1.1.1.2 The degree program is to be in operation for a sufficient time to have granted the degree for which accreditation is sought. Degree programs shall have at least one class of graduates. Describe the time of degree program operation and graduation rates by semester.</p> <p>1.1.1.3 Describe the major emphasis of the degree program.</p> <p>1.1.1.4 Who is the designated administrator responsible for the leadership and management functions of the degree program (include title and rank).</p>	<p>DEGREE PROGRAM NAME</p> <p>It is preferred that the formal title of the degree program contains the word "construction".</p> <p>1.1 Requirements</p> <p>1.1.1 INSTITUTION AND DEGREE PROGRAM ELIGIBILITY</p> <p>To be considered for accreditation, a degree program in construction education shall:</p> <p>1.1.1.1 Be located in an educational institution of higher learning that is legally authorized under applicable laws to provide a degree program of education beyond that of the secondary level. Furthermore, 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.</p> <p>1.1.1.2 Have been in operation for sufficient time to have at least one (1) class of graduates receiving the degree for which accreditation is sought.</p> <p>1.1.1.3 Offer either a Bachelor or Associate Degree program with a major emphasis on professional construction education.</p> <p>1.1.1.4 Have a designated administrator responsible for the leadership and management functions for the degree program under review.</p>	<p style="text-align: center;">Visiting Team Report</p> <p>Section 1: INTRODUCTION</p> <p>1.1 Requirement</p> <p>Size, brief history, type, and purpose of the institution.</p> <p>Place cursor and start typing here.</p> <p>Institution organization and location of the construction unit.</p> <p>Place cursor and start typing here.</p> <p>Size, number of faculty members, brief history, and purpose of the construction unit.</p> <p>Place cursor and start typing here.</p> <p>Accreditation history – first accredited and reaccredited.</p> <p>Place cursor and start typing here.</p> <p>Degree title and credit hours required.</p> <p>Place cursor and start typing here.</p> <p>Other degree programs administered by the construction unit.</p> <p>Place cursor and start typing here.</p> <p>Name of regional accrediting agency of the institution.</p> <p>Place cursor and start typing here.</p> <p>Name and position of persons interviewed during the visit.</p>	<p>When filling out the A-3, simply type in the locations noted. No need to change format.</p> <p>Also, refer to the writing guide provided in the VT Handbook.</p>
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<p>2. GOVERNANCE AND ADMINISTRATION</p> <p>2.1 Requirements</p> <p>2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE</p> <p>2.1.1.1 Describe the organizational structure of the educational institution. Be sure to provide a basis for establishing authority and responsibility, utilizing resources, and achieving the degree program's mission, goals, and objectives.</p> <p>2.1.1.2 Describe the degree program and its relationship to the overall organizational structure of the institution. Note how this documented, defined, and publicly made accessible.</p>	<p>1.1.2 ANNUAL FEES</p> <p>1.1.2.1 A degree program accredited by ACCE shall pay the annual sustaining and other fees as required.</p> <p>STANDARD 2: GOVERNANCE AND ADMINISTRATION</p> <p>INTENT</p> <p>It is intended that the manner in which the degree program is administered supports the concept that it is a distinct professional degree program and has sufficient institutional support, authority, and resources to enable the achievement of the degree program's stated mission, goals, and objectives.</p> <p>2.1 Requirements</p> <p>2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE</p> <p>2.1.1.1 The organizational structure of the educational institution shall provide a basis for establishing authority and responsibility, utilizing resources, and achieving the degree program's mission, goals, and objectives.</p> <p>2.1.1.2 The degree program and its relationship to the overall organizational structure of the institution shall be documented, well-defined, and publicly accessible.</p>	<p><i>(Include titles: Dr., Mr., Ms., Mrs.)</i></p> <p><u>Institution Administration and Staff</u> Place cursor and start typing here.</p> <p><u>Program Faculty and Staff</u> Place cursor and start typing here.</p> <p><u>Industry Advisory Board Members</u> Place cursor and start typing here.</p> <p><u>Students</u> Place cursor and start typing here.</p> <p>Section 2: Governance and Administration</p> <p>2.1 Requirements</p> <p>2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE</p> <p>2.1.1.1. The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving the degree program's mission, goals, and objectives.</p> <p>Place cursor and start typing here.</p> <p>2.1.1.2. The degree program and its relationship to the overall organizational structure of the institution are documented, well-defined, and accessible to the public.</p>	<p>A suggestion is to collect business cards from everyone. This helps to remember who was visited, correct titles and spellings.</p>
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<p>2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE AND LEADERSHIP</p> <p>2.1.2.1 Describe how the educational unit is distinct and an identifiable entity within the educational institution.</p> <p>2.1.2.2 Describe the qualifications of the administrator that heads the degree program or educational unit.</p> <p>2.1.2.3 Explain how the organizational structure of the educational unit is designed to encourage communication, coordination, and interaction between administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.</p> <p>2.1.2.4 Describe how the educational unit and leadership structure is defined and publicly accessible</p> <p>2.1.3 FACULTY PARTICIPATION</p> <p>2.1.3.1 Explain how the faculty participates in the educational unit's governance and administration in accordance with the educational institution's guidelines.</p>	<p>2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP</p> <p>2.1.2.1 The educational unit shall be a distinct and identifiable entity within the educational institution.</p> <p>2.1.2.2 The degree program or educational unit shall be headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.</p> <p>2.1.2.3 The organizational structure of the educational unit shall be designed to encourage communication, coordination, and interaction between administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.</p> <p>2.1.2.4 The educational unit and leadership structure shall be well-defined and publicly accessible.</p> <p>2.1.3 FACULTY PARTICIPATION</p> <p>2.1.3.1 The faculty shall participate in the educational unit's governance and administration in accordance with the educational institution's guidelines.</p>	<p>Place cursor and start typing here.</p> <p>2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP</p> <p>2.1.2.1 The educational unit is a distinct and identifiable entity within the educational institution.</p> <p>Place cursor and start typing here.</p> <p>2.1.2.2 The degree program or educational unit is headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.</p> <p>Place cursor and start typing here.</p> <p>2.1.2.3 The organizational structure of the educational unit is designed to encourage communication, coordination, and interaction among administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.</p> <p>Place cursor and start typing here.</p> <p>2.1.2.4 The educational unit and the leadership structure are well-defined and accessible to the public.</p> <p>Place cursor and start typing here.</p> <p>2.1.3 FACULTY PARTICIPATION</p> <p>2.1.3.1 Faculty members participate in the educational unit's governance and administration in accordance with the educational institution's guidelines.</p>	
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<p>2.1.3.2 Explain how the faculty participate in degree program maintenance and administration in accordance with the educational institution's guidelines.</p> <p>2.1.4 CONTRIBUTION TO THE INSTITUTION</p> <p>2.1.4.1 Detail how the educational unit and degree program contributes to the mission of the institution</p> <p>3. CURRICULUM</p>	<p>2.1.3.2 The faculty shall participate in degree program maintenance and administration in accordance with the educational institution's guidelines.</p> <p>2.1.4 CONTRIBUTION TO THE INSTITUTION</p> <p>2.1.4.1 The educational unit and degree program shall contribute to the mission of the institution.</p> <p>STANDARD 3: CURRICULUM</p> <p>INTENT</p> <p>Purpose of the Curriculum</p> <p>The purpose of curriculum is to ensure that upon graduation students are able to fulfill minimum expectations in terms of Learning Outcomes specified for Associate and Bachelor Degree programs. These expectations are in addition to the institutional requirements based on respective institutional mission and policies. The goal of ACCE is to prepare graduates who can provide leadership roles in construction in addition to being a responsible member of society. The curriculum should be responsive to social, economic, and technical developments and should reflect the application of evolving knowledge in construction and in the behavioral and quantitative sciences.</p>	<p>Place cursor and start typing</p> <p>2.1.3.2 Faculty members participate in the degree program maintenance and administration in accordance with the educational institution's guidelines.</p> <p>Place cursor and start typing here.</p> <p>2.1.4 CONTRIBUTION TO THE INSTITUTION</p> <p>2.1.4.1 The educational unit and degree program contribute to the mission of the institution.</p> <p>Place cursor and start typing here.</p> <p>2.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.</p> <p>Place cursor and start typing here.</p> <p>Section 3: CURRICULUM</p>	
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General Guidelines

The ACCE recognizes the autonomy of educational institutions in the matter of curriculum development and the levels and designations of the degrees awarded upon completion of the various programs. It also recognizes the autonomy of educational institutions in establishing standards and policies pursuant to acceptance of transfer credits for educational courses from either accredited or non-accredited institutions.

Furthermore, no degree program—Bachelor or Associate Degree level—can offer every course or experience that could be suggested for the education of a student. In addition, it may be desirable in some instances to develop curriculum in one or more areas of construction specialization. Such specialties may be developed as a stand-alone degree program or as part of a multi-option degree program. It is assumed that each educational unit will develop its own degree program goals, objectives, and particular emphasis and will prescribe the number of courses for graduation, sequencing of study, course numbers, and titles.

The ACCE encourages accredited degree programs to regularly evaluate current curriculum and develop new curriculum that reflect changing construction technologies and management trends. The curriculum should be designed to accommodate continually expanding requirements of the profession, advancements in knowledge, and the contributions of related disciplines. Degree programs seeking accreditation should strive to provide offerings that exceed the ACCE standards and criteria for accreditation. Curriculum planning flexibility in the following subject areas recognizes and encourages differing emphases by educational units.

Guidelines for General Education, Business, and Management

The ACCE recognizes that the content and validity of courses taught outside the educational unit are established by the various specialty and regional accreditations of the institution. Such courses will be accepted by ACCE at face value as presented in

course titles, descriptions, etc.
 It is important that every student's education include appropriate courses in communications, social sciences, humanities, mathematics, and science.

Construction is concerned with people and their relationships. Thus, the ability to communicate, both orally and in writing are essential assets to the student.

It is essential that every student possess a well-developed concept of mathematics. Construction is in part a technical process that can be best controlled by applying the principles of mathematics and statistics.

An understanding of the behavior of the materials, equipment, and methods used in construction requires knowledge of the physical sciences.

To be an effective manager, the student should know how to manage the principal resources of the industry and the business environment in which construction occurs.

Guidelines for Construction

Coverage of both office and field activities that include the effective management of personnel, materials, equipment, costs, and time are essential.

Inclusion of topics that provide an appropriate combination of breadth and depth in current construction industry practice are needed. These topics develop skills, which will facilitate advancement of the individual in the construction profession.

Present construction courses in a manner that encourages problem definition and solution, creativity, communication, evaluation, and continuous learning. Integrate and utilize the knowledge, understanding, and skills gained from prerequisite courses in subsequent courses. Inclusion of industry contemporary topics and technology in curriculum is crucial.

The reference to "humanities" is not meant to create a requirement and is not a requirement of the curriculum for ACCE accreditation.

<p>3.1 Requirements</p> <p>3.1.1 DEGREE PROGRAMS</p> <p>3.1.1.1 Compare the teaching philosophy and purpose of the degree program with the teaching philosophy and purpose of the educational unit and the institution.</p> <p>3.1.1.2 Describe how the degree program curriculum is related to the needs of society and the construction profession.</p> <p>3.1.1.3 List the semester hours required for the degree: Semester hours _____ or quarter hours _____</p>	<p>3.1 Requirements</p> <p>3.1.1 DEGREE PROGRAMS</p> <p>It is the degree program's responsibility to develop its own goals, objectives, and particular emphasis, and prescribe the number of courses for graduation, sequencing of study, course numbers, and titles. The degree program shall be consistent with the teaching philosophy and the purposes of both the educational unit and the institution. The degree program curriculum shall be related to the needs of society and the construction profession.</p> <p><i>Credit hour requirements for accreditation of degree programs in the U.S.</i></p> <p>Bachelor Degree programs: <i>A minimum of 120 semester hours (180 quarter hours).</i></p> <p>Associate Degree programs: <i>A minimum of 60 semester hours (90 quarter hours).</i></p> <p><i>An equivalent minimum, as determined by ACCE, is required for accreditation of Associate and Bachelor Degree programs outside of the United States.</i></p> <p>Additional credits to meet graduation may be required by the educational unit or the institution.</p> <p>The curriculum shall include academic coverage of specific core subject areas that are essential for a graduate to function effectively in the construction environment. These core subject areas are general education and business and management as listed below.</p> <p>The following requirements of semester hours (quarter hours) in core subject areas shall serve as partial fulfillment of a minimum total of 33 semester hours (48</p>	<p>3.1 Requirements</p> <p>3.1.1 DEGREE PROGRAMS</p> <p>3.1.1.1 The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution.</p> <p>Place cursor and start typing here.</p> <p>3.1.1.2 The degree program curriculum relates to the needs of society and the construction profession.</p> <p>Place cursor and start typing here.</p> <p>3.1.1.3 The degree program curriculum contains at least the required minimum number of credit hours.</p> <p>Place cursor and start typing here.</p>	
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quarter hours) for Bachelor Degree programs and 18 semester hours (27 quarter hours) for Associate Degree programs. These minimum semester hours (quarter hours) shall be taught outside the degree program to enhance the interdisciplinary nature of the degree program.

3.1.2 GENERAL EDUCATION

3.1.2.1 Communications

Requirements in the communications core subject area:
Bachelor Degree programs:
 A minimum of 6 semester hours (9 quarter hours).
Associate Degree programs:
 A minimum of 3 semester hours (4 quarter hours).

3.1.2.2 Mathematics
 Bachelor Degree programs shall not use a college algebra course or trigonometry course for this requirement. Associate Degree programs shall incorporate topics in mathematics covering algebra, trigonometry, analytic geometry, pre-calculus, or statistics.

Requirements in the mathematics core subject area:
Bachelor Degree programs:
 A minimum of 3 semester hours (4 quarter hours).
Associate Degree programs:
 A minimum of 3 semester hours (4 quarter hours).

3.1.2.3 Physical or Environmental Science
 Physical or Environmental sciences shall be analytically based and not descriptive.

Requirements in the physical science core subject area:
Bachelor Degree programs:

3.1.2 GENERAL EDUCATION

3.1.2.1 The curriculum meets the requirements for the Core Subject Area of Communications.

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3.1.2.2 The curriculum meets the requirements for the Core Subject Area of Mathematics.

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3.1.2.3 The curriculum meets the requirements for the Core Subject Area of Physical Science.

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3.1.2 GENERAL EDUCATION

3.1.2.1 Communications: List the courses and course descriptions along with corresponding semester or quarter hours associated with Communication Core Subject Area (note the courses that are taught external to the degree program).

3.1.2.2 Mathematics: List the courses and course descriptions along with corresponding semester or quarter hours associated with Mathematics Core Subject Area (note the courses that are taught external to the degree program).

3.1.2.3 Physical Science: List the courses and course descriptions along with corresponding semester or quarter hours associated with the Physical Science Core Subject Area (note the courses that are taught external to the degree program).

NATURAL SCIENCE	PHYSICAL SCIENCE
Life Sciences	Physics
Biology	Astronomy
Botany	Chemistry

<p>3.1.3 BUSINESS AND MANAGEMENT</p> <p>3.1.3.1 List the courses and course descriptions along with corresponding semester or quarter hours that are fundamental to the Core Subject Matter of Business and Management. These courses are intended as foundational knowledge for construction business practices (note the ones that are taught external to the degree program):</p> <p>3.1.3.2 Explain how these topics are taught as separate and distinct from the topics contained in the construction business and management topics found in 3.1.4.</p> <p>3.1.4 CONSTRUCTION</p>	<p><i>A minimum of 6 semester hours (9 quarter hours).</i> Associate Degree programs: <i>A minimum of 3 semester hours (4 quarter hours).</i></p> <p>3.1.3 BUSINESS AND MANAGEMENT</p> <p>Only general and fundamental business topics can be used for this requirement and are intended as foundational knowledge for construction business practices. These topics are typically taught outside of the degree program. They shall be separate and distinct and are not to be confused or intermingled with the construction business and management topics.</p> <p>Graduates of Bachelor Degree programs shall have an understanding of the fundamentals of:</p> <ul style="list-style-type: none"> • Accounting, and • Economics, and • Business law, and • Principles of management. <p>Graduates of Associate Degree programs shall have an understanding of the fundamentals of:</p> <ul style="list-style-type: none"> • Accounting, or • Economics, or • Business law, or • Principles of management. <p><i>Requirements in the business and management core subject area:</i> Bachelor Degree programs: <i>A minimum of 12 semester hours (18 quarter hours).</i> Associate Degree programs: <i>A minimum of 3 semester hours (4 quarter hours).</i></p> <p>3.1.4 CONSTRUCTION</p> <p>Hours counted in the core subject area of construction shall address the construction-specific Student Learning Outcomes listed in</p>	<p>3.1.3 BUSINESS AND MANAGEMENT</p> <p>3.1.3.1 The curriculum meets the requirements for the Core Subject Area of Business and Management.</p> <p>Place cursor and start typing here.</p> <p>3.1.3.2 The business and management topics are taught outside of the degree program and are separate and distinct from construction business and management topics.</p> <p>Place cursor and start typing here.</p> <p>3.1.4 CONSTRUCTION</p>	<p>Zoology</p>	<p>Environmental Sciences</p>
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Table 3.1.1 Summary of Category Semester (Quarter) Hour Requirement – Bachelor Degree:

Core Area	ACCE Min sh/qh*	Degree Program
3.1.2 General Education		
3.1.2.1 Communications	6/9	
3.1.2.2 Mathematics: Greater than algebra and trigonometry	3/4	
3.1.2.3 Physical Science: Analytical physical science	6/9	
3.1.3 Business and Management Accounting, Economics, Business law and Principles of Management.	12/18	
Total combined 3.1.2 and 3.1.3	33/48	
Total External to the program	33/48	
3.1.4 Construction	50/75	
Other	37/57	
TOTAL SEMESTER HOURS	120/180	

*semester hours/quarter hours

List all other courses along with course descriptions:

section 3.1.5.

Requirements in the construction core subject area:

Bachelor Degree programs:
A minimum of 50 semester hours (75 quarter hours).

Associate Degree programs:
A minimum of 33 semester hours (48 quarter hours).

Table 3.1.1 Summary of Category Semester (Quarter) Hour Requirements

Curriculum Categories	Minimum Academic Credit			
	Bachelor Degree		Associate Degree	
	SH*	QH**	SH*	QH*
A Communications	6	9	3	4
B Mathematics	3	4	3	4
C Physical Science	6	9	3	4
3.1.3 Business & Management	12	18	3	4
Total Combined A, B, C, and 3.1.3 ***	33	48	18	27
3.1.4 Construction	50	75	33	48
Subtotal prescribed category	83	123	51	75
Other credits ****	37	57	9	15
Total ACCE Accreditation Requirements	120	180	60	90

*Semester Hour

**Quarter Hour

***The total shown for A, B, C, and 3.1.3 is 27 semester hours for Bachelor Degree or 12 semester hours for Associate Degree. These semester hours fulfill a portion of the Total Combined required minimum of 33 semester hours for Bachelor Degree or 18 semester hours for Associate Degree. Six additional semester hours are therefore necessary to meet the Total Combined hours for either a Bachelor Degree or Associate Degree and may come from any combination of courses within these core areas. All 33 required minimum semester hours for Bachelor Degree programs and 18

Tables 3.1 Summary of Category Credit Hour Requirements

Table 3.1.1 Bachelor Degree Programs

The curriculum Core Subject Area credit hour count is as follows:

Core Subject Area	ACCE Minimum sh/qh*	Degree Program	Visiting Team
General Education			
Communications	6/9		
Mathematics	3/4		
Physical Science	6/9		
Business and Management	12/18		
Other Communications, Mathematics, Physical Science, or Business and Management	6/8		
SUBTOTAL (External to Program)	33/48		
Construction	50/75		
Other	37/57		
TOTAL CREDIT HOURS	120/180		

*semester hours/quarter hours

Table 3.1.2 Summary of Category Semester (Quarter) Hour Requirement – Associate Degree:

Core Area	ACCE Min sh/qh*	Degree Program
3.1.2 General Education		
3.1.2.1 Communications	3/4	
3.1.2.2 Mathematics: Algebra, trigonometry, analytic geometry, pre-calculus, OR statistics	3/4	
3.1.2.3 Physical Science: Analytical physical science	3/4	
3.1.3 Business and Management Accounting, Economics, Business law OR Principles of Management.	3/4	
Total combined 3.1.2 and 3.1.3	18/27	
Total External to the program	18/27	
3.1.4 Construction	33/48	
Other	9/15	
TOTAL SEMESTER HOURS	60/90	

*semester hours/quarter hours

List all other courses along with course descriptions:

3.1.5 STUDENT LEARNING OUTCOMES
(Sections 3.1.5.1 and 3.1.5.2 not used)

semester hours for Associate Degree programs generated within these core areas shall be taught outside the degree program to enhance the interdisciplinary nature.

**** These minimum semester (quarter) hours shall be used by the degree programs in any way it desires to meet ACCE Student Learning Outcomes, degree program-specific focus or specialization, and other institutional requirements.

3.1.5 STUDENT LEARNING OUTCOMES

3.1.5.1 Student Learning Outcomes Applicable to Bachelor Degree Programs

Note: In defining the Learning Outcomes for Bachelor Degree programs, the following verbs

Table 3.1.2 Associate Degree Programs

The curriculum Core Subject Area credit hour count is as follows:

Core Subject Area	ACCE Minimum sh/qh*	Degree Program	Visiting Team
General Education			
Communications	3/4		
Mathematics	3/4		
Physical Science	3/4		
Business and Management	3/4		
Other Communications, Mathematics, Physical Science, or Management and Business	6/11		
SUBTOTAL (External to Program)	18/27		
Construction	33/48		
Other	9/15		
TOTAL CREDIT HOURS	60/90		

*semester hours/quarter hours

3.1.4.1 Summary Comments.

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3.1.5 STUDENT LEARNING OUTCOMES (3.1.5.1 & 3.1.5.2 not used)

The “other” category is provided for any courses that do not fit into any of the categories above. There is not a minimum requirement for “other” courses, if the total number of credit hours meets the minimum requirements within the previous categories.

consistent with Bloom's taxonomy are used:

- Create:** At the highest level, students are producing new ideas or products that integrate the knowledge they have gained. When students are involved in creating new artifacts, they are actively engaged in the subject matter.
- Evaluate:** At this stage, students are asked to judge an idea. This may involve predicting, experimenting, critiquing, or making an argument from evidence.
- Analyze:** Students begin to develop higher order thinking. They may be asked to compare and contrast or take a concept and break it into parts to explore the relationships present.
- 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.

Remember: The lowest level of the taxonomy requires students to do very little with the information they are learning. They may be asked to recall, list, or name an idea or concept.

Upon graduation from an accredited ACCE Bachelor Degree program, graduates shall be able to:

1. *Create written communications appropriate to the construction discipline.*
2. *Create oral presentations appropriate to the construction discipline.*
3. *Create a construction project safety plan.*
4. *Create construction project cost estimates.*
5. *Create construction project schedules.*
6. *Analyze professional decisions based on ethical principles.*
7. *Analyze construction documents for planning and management of construction processes.*
8. *Analyze methods, materials, and equipment used to construct projects.*
9. *Apply construction management skills as a*

3. Regarding SLO# 3 – Safety. Completion of OSHA training and issuance of a certificate cannot be used as a Direct Assessment tool.

- member of a multi-disciplinary team.*
10. *Apply electronic-based technology to manage the construction process.*
 11. *Apply basic surveying techniques for construction layout and control.*
 12. *Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.*
 13. *Understand construction risk management.*
 14. *Understand construction accounting and cost control.*
 15. *Understand construction quality assurance and control.*
 16. *Understand construction project control processes.*
 17. *Understand the legal implications of contract, common, and regulatory law to manage a construction project.*
 18. *Understand the basic principles of sustainable construction.*
 19. *Understand the basic principles of structural behavior.*
 20. *Understand the basic principles of mechanical, electrical and piping systems.*

3.1.5.2 Student Learning Outcomes
Applicable to Associate Degree
Programs

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

Apply: (i.e., Demonstrate, Interpret, Use)
 At this level, students begin to put the information they are learning into context. Here they are able to interpret ideas across multiple situations, or utilize the content in a new way.

Understand: (i.e., Recognize, Discuss, Identify)
 At this level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.

Remember: The lowest level of the taxonomy requires students to do very little with the information they are learning. They may be asked to recall, list, or name an idea or concept.

Upon graduation from an accredited ACCE Associate Degree program, graduates shall be able to:

1. *Demonstrate effective communication, both orally and in writing.*
2. *Demonstrate the ability to estimate quantities and costs*

<p>3.1.5.3 Determination of Achievement of Student Learning Outcomes</p>	<p><i>for the bidding process in a construction project.</i></p> <ol style="list-style-type: none"> 3. <i>Demonstrate the ability to schedule a basic construction project.</i> 4. <i>Demonstrate the ability to use current technology related to the construction process.</i> 5. <i>Interpret construction documents (contracts, specifications, and drawings) used in managing a construction project.</i> 6. <i>Apply basic principles of construction accounting.</i> 7. <i>Use basic surveying techniques used in building layout.</i> 8. <i>Discuss basic principles of ethics in the construction industry.</i> 9. <i>Identify the fundamentals of contracts, codes, and regulations that govern a construction project.</i> 10. <i>Recognize basic construction methods, materials and equipment.</i> 11. <i>Recognize basic safety hazards on a construction site and standard prevention measures.</i> 12. <i>Recognize the basic principles of structural design.</i> 13. <i>Recognize the basic principles of mechanical, electrical and piping systems.</i> <p>3.1.5.3 Determination of Achievement of Student Learning Outcomes</p> <p>To accurately determine the inclusion of Student Learning Outcomes listed in 3.1.5.1 or 3.1.5.2 above, the degree program shall:</p>	<p>3.1.5.3 Determination of Achievement of Student Learning Outcomes</p> <p>Place cursor and start typing here.</p>	
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- A. Provide an index, cross-tab, curriculum map, or other form of summary clearly relating Course Learning Outcomes to Student Learning Outcomes.

- B. Provide a syllabus in Volume II for each course used to support the Student Learning Outcomes. Syllabi 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.

- C. Identify the individual courses where each of the Student Learning Outcomes has been included and provide evidence that those outcomes have been included in the curriculum of the course.

- A. Provide an index, cross-tab, curriculum map, or other form of summary clearly relating Course Learning Outcomes to the Student Learning Outcomes.

- B. Provide a syllabus for each course used to support the Student Learning Outcomes. Syllabi 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.

- C. Identify the individual courses where each of the Student Learning Outcomes has been included and provide evidence those outcomes have been incorporated in the curriculum of the course.

- A. **For the individual course(s), have the outcomes been incorporated in the curriculum?**
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- B. **A course syllabus was provided for each course used to support the Student Learning Outcomes. Each syllabus met the following criteria. This includes any course offered by alternative forms of delivery. (Explain any findings of lack of full compliance following the table.)**

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Course Syllabus Requirements	Compliance Status
Contained a description of the Student Learning Outcomes included in the course	
Contained a description of the instructional methods used in the course	
Contained a topical outline	
Described the methods used to assess student learning of Course Learning Outcomes	
Described grade performance criteria	

Description of any findings of lack of full compliance:

- C. **Evidence was provided that Student Learning Outcomes were included in the curriculum of each course assigned responsibility for addressing topics related to the outcomes.**

B. There is no need to create 2 syllabi for each course. It is beneficial to the students to know how the Course Learning Outcomes tie into the Student Learning Outcomes.

<p>D. Provide a table identifying the specific assessment measures used to evaluate each Student Learning Outcome and indicate which are considered to be direct assessment measures.</p> <p>E. Provide evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to prove adequacy of the assessment tool in evaluating students' ability to meet each Student Learning Outcome. Programs using third-party certifications shall provide comprehensive results for each Student Learning Outcome where such assessment is applied.</p> <p>F. Provide evidence that the results obtained from the formal assessment of the Student Learning Outcomes have been included as part of the quality improvement plan.</p> <p>G. Provide a report of the methods of assessment for each Student Learning Outcome, and the most recently reported evaluation of</p>	<p>D. Evaluate each Student Learning Outcome by a minimum of two assessment methods, at least one of which must be direct, and provide a table identifying the specific assessment methods used for each Student Learning Outcome. Note: 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.</p> <p>E. Produce evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to prove adequacy of the assessment tool in evaluating students' ability to meet each Student Learning Outcome. Programs using third-party certifications shall provide comprehensive results for each Student Learning Outcome where such assessment is applied.</p> <p>F. Provide evidence that the results obtained from the formal assessment of the Student Learning Outcomes have been included as part of the quality improvement plan.</p> <p>G. Provide a report of the methods of assessment for each Student Learning Outcome, and the most recently reported</p>	<p>Place cursor and start typing here.</p> <p>D. Each Student Learning Outcome is evaluated by at least two assessment methods with at least one of the methods being a direct assessment.</p> <p>Place cursor and start typing here.</p> <p>E. Copies of assessment tools were provided to demonstrate students' ability to meet each Student Learning Outcome.</p> <p>Place cursor and start typing here.</p> <p>F. The results of the assessment of student achievement of Student Learning Outcomes were included in the program's Quality Improvement Plan.</p> <p>Place cursor and start typing here.</p>	<p>D. Language added to clarify assessment must include individual student learning. Note: The AIC AC Certification Test can be used as follows:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>SLO 1 - 5</td> <td>N/A</td> </tr> <tr> <td>SLO 6 - 8</td> <td>Direct</td> </tr> <tr> <td>SLO 9 - 11</td> <td>N/A</td> </tr> <tr> <td>SLO 12 - 20</td> <td>Direct</td> </tr> </table> <p>A final course grade cannot be used as a Direct Assessment.</p> <p>E. As a guide of what is required for evidence, these elements are helpful:</p> <p>Description of the SLO (taken from standards)</p> <ul style="list-style-type: none"> • One copy of each assessment measure used and the desired performance standard for each measure • Grading rubrics for each assessment measure (if used) • One example of each assessment measure that has been graded or evaluated • Description of the evaluation of assessment data collected and how it was included in QIP • Description of actions taken based on evaluation of assessment data <p>Complete course work and exams ARE NOT required.</p>	SLO 1 - 5	N/A	SLO 6 - 8	Direct	SLO 9 - 11	N/A	SLO 12 - 20	Direct
SLO 1 - 5	N/A										
SLO 6 - 8	Direct										
SLO 9 - 11	N/A										
SLO 12 - 20	Direct										

the results, resulting actions, and a follow-up of these actions on student performance including dates of each of these.

3.2 Courses Delivered by Alternate Forms of Delivery

If the program offers courses by alternate means, list each course and indicate how each course meets the following conditions:

- 3.2.1** The alternative courses will be accepted for transfer credit as reviewed and accepted by the accredited university programs.
- 3.2.2** The program standing for initial accreditation or renewal of accreditation shall display the same kind of course material for evaluation of alternative courses as set forth in this document for a conventionally offered classroom lecture or laboratory course. Online course materials, including examples of student work, may be presented for review in online format as long as they are readily accessible to the Visiting Team and are accurately identified with course number and semester (or quarter).
- 3.2.3** Construction specific courses shall be evaluated for content as per Document 103, regardless of delivery format.
- 3.2.4** Programs that offer the same course via different delivery methods (i.e., live classroom and online) shall demonstrate that courses with the same course number have consistent content and learning Objectives.

evaluation of the results, resulting actions, and a follow-up of these actions on student performance including the dates of each of these.

3.2 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:

- 3.2.1** The alternative courses will be accepted for transfer credit as reviewed and accepted by the accredited educational institution programs.
- 3.2.2** 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. Online course materials, including examples of student work, may be presented for review in online format as long as they are readily accessible to the Visiting Team and are accurately identified with course number and semester (or quarter).
- 3.2.3** Construction-specific courses shall be evaluated for content as set forth in this document, regardless of delivery format.
- 3.2.4** 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.

3.2 Courses Delivered by Alternative Forms of Delivery

Courses offered via multiple forms of delivery with the same course number have consistent content and learning objectives.

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3.3 Multiple Campus Degree Program Delivery

If the degree program is offered on another campus, indicate how the program meets the following conditions:

- 3.3.1** There is a single institution authorized to grant the degree. The institution is to provide evidence through student diplomas and transcripts from all campuses.
- 3.3.2** The degree program is led by a single qualified administrator from the home campus.
- 3.3.3** The degree program administrator has sufficient authority and experience to be able to provide the required leadership and supervision that allows the development of a strong academic degree program.
- 3.3.4** There are adequate faculty and staff to successfully facilitate the degree program at different geographic campus locations.
- 3.3.5** Degree program curriculum, Student Learning Outcomes, and the degree
- 3.3.6** If multiple educational units are involved to support the degree program,
 - 3.3.6.1 They shall use only one academic quality plan identifying the process used for the continuous improvement of the degree program.
 - 3.3.6.2 The goals and objectives of the educational units need to be aligned to facilitate the success of the degree program and its continual improvement.

3.3 Multiple Campus Degree Program Delivery

It is possible for split or dual institutional campuses to be accredited as a single degree program as long as the following conditions exist:

- 3.3.1** There is a single institution authorized to grant the degree. The institution is to provide evidence through student diplomas and transcripts from all campuses.
- 3.3.2** The degree program is led by a single qualified administrator from the home campus.
- 3.3.3** The degree program administrator has sufficient authority and experience to be able to provide the required leadership and supervision that allows the development of a strong academic degree program.
- 3.3.4** There are adequate faculty and staff to successfully facilitate the degree program at different geographic campus locations.
- 3.3.5** Degree program curriculum, Student Learning Outcomes, and the degree requirements are the same on all campuses.
- 3.3.6** If multiple educational units are involved to support the degree program:
 - 3.3.6.1 All educational units shall use only one academic quality plan identifying the process used for the continuous improvement of the degree program.
 - 3.3.6.2 The goals and objectives of the educational units need to be aligned to facilitate the success of the degree program and its continual

3.3 Multiple Campus Program Delivery

- **The degree program offers courses on multiple campuses and the accreditation may cover all campus locations if the following criteria are met. (Explain any findings of lack of full compliance following the table.)**

Degree Program Requirements	Compliance Status
A single institution is authorized to grant the degree.	
The degree program is administered by a single qualified administrator.	
Adequate faculty and staff are available to facilitate the degree program at each location.	
A single curriculum is used on all campuses, and degree requirements are consistent.	
Adequate faculty and staff are available to facilitate the degree program at each location.	

Description of any findings of lack of full compliance:

- **Summary Comments**

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- 3.3.7** One educational unit shall be identified as the home for the degree program. This unit shall be responsible for the successful delivery of the degree program and is the geographical base for degree program operations.
- 3.3.8** If your split (dual) program is not meeting all of these conditions, explain why the degree programs are not being accredited independently as required by ACCE Standards Document 103.

3.4 Dual or Second Degrees

If there is a second degree programs or modified curricula educational units accepting second or dual degree students into an ACCE accredited undergraduate construction program, indicate how the modified degree path for those students fulfills the required curriculum standards.

4. FACULTY AND STAFF

improvement.

- 3.3.7** One educational unit shall be identified as the home for the degree program. This unit shall be responsible for the successful delivery of the degree program and is the geographical base for degree program operations.
- 3.3.8** Dual programs not meeting all of these conditions shall be accredited independently.

3.4 Dual or Second Degrees

ACCE accredited undergraduate degree programs that accept credits from other degree programs (second degrees, dual credit, and the like) or in any other way modify curriculum shall demonstrate that the modified degree path for those students fulfills the required curriculum standards. The degree program shall meet all stated requirements regardless of whether the degree earned is first, second, or a subsequent Bachelor Degree. This also applies to existing, accredited degree programs that modify the curriculum for specific tracks, areas of specialization, or emphasis. Modified degree paths that do not meet ACCE standards shall be specifically identified within their marketing materials (e.g., website, brochures, etc.) that they are not included in the ACCE accreditation.

STANDARD 4: FACULTY AND STAFF

INTENT

This section describes the requirements that degree programs need to establish for the recruitment, retention, promotion, and development of qualified

3.4 Dual or Second Degrees

Second degree programs and modified curriculum educational units accepting second or dual degree students into an ACCE accredited undergraduate degree program shall demonstrate that the modified degree path for those students fulfills the required curriculum standards.

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

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Section 4: FACULTY AND STAFF

4.1 Requirements

4.1.1 FACULTY QUALIFICATIONS

- 4.1.1.1 Describe the academic qualifications, professional experience, and scholarly/creative activities of the faculty and provide curricula vitae for all faculty members in the program in Appendix A in Volume II. If applicable, describe the regional accreditation organization's requirements for faculty assignment and how the program complies with them.
- 4.1.1.2 Describe the process of how faculty are assigned teaching responsibilities, including how they have demonstrated expertise and adequate background in the areas assigned.
- 4.1.1.3 Evaluation of faculty competence shall recognize appropriate professional experience as being equally as important as formal educational background.

4.1.2 FACULTY SIZE

faculty conducting teaching, research and creative activity, and service for the degree program. Faculty participation in professional organizations and community services is encouraged. Defining a plan for professional development of faculty to maintain their high level of professional competence is desirable.

4.1 Requirements

In determining the qualitative and quantitative adequacy of the degree program's faculty and staff, various criteria are applied. Significant emphasis is placed on the qualifications and responsibilities of the degree program's faculty.

4.1.1 FACULTY QUALIFICATIONS

- 4.1.1.1 The faculty shall possess appropriate academic qualifications, professional experience, and where applicable pursue scholarly and creative activities essential to the successful conduct of an academic degree program of construction, and in compliance with the regional accreditation organizations.
- 4.1.1.2 The faculty shall have demonstrated expertise in the areas for which they have teaching responsibilities and possess adequate background in the supporting disciplines from which their area of specialty draws major concepts and principles.
- 4.1.1.3 Evaluation of faculty competence shall recognize appropriate professional experience as being equally as important as formal educational background.

4.1.2 FACULTY SIZE

4.1 Requirements

4.1.1 FACULTY QUALIFICATIONS

4.1.1.1 The faculty members possess appropriate academic qualifications, professional experience, and, where applicable, pursue scholarly and creative activities essential to the successful conduct of an academic degree program of construction and in compliance with regional accreditation requirements.

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4.1.1.2 The faculty members demonstrate expertise in the areas for which they have teaching responsibilities and possess adequate backgrounds in supporting disciplines.

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4.1.1.3 Evaluation of faculty member competence recognizes appropriate professional experience as being as important as formal educational background.

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4.1.2 FACULTY SIZE

<p>4.1.2.1 List the teaching, administrative, research, and other assignments for each faculty member for the past academic year. Include course, list type (lecture, online, lab, etc.), number of lecture hours, number of laboratory hours, number of separate preparations, class size, and availability of teaching assistants. Also include faculty member's counseling activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities.</p> <p>4.1.2.2 Compare the program's faculty size to that of comparable academic programs within the institution, including number of faculty member, number of courses offered, number of students enrolled, and type of instruction.</p> <p>4.1.2.3 Describe the process used to determine when new or additional faculty members are needed and how other responsibilities and services are used in the determination of faculty needs.</p> <p>4.1.3 FACULTY WORK LOAD</p> <p>4.1.3.1 Describe the process by which the faculty workload is distributed.</p> <p>4.1.3.2 Describe how number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling and advising activities,</p>	<p>4.1.2.1 The size of the construction faculty shall be commensurate with the number of courses offered, the number of students enrolled, and the other responsibilities of the faculty.</p> <p>4.1.2.2 The faculty size shall be appropriate to the type of instruction (face-to-face vs. online, lab vs. lecture, studio, etc.) and comparable to that of the other academic degree programs of similar size and function within the institution.</p> <p>4.1.2.3 The institution shall recognize the total professional responsibilities and services (in addition to the teaching assignments) of each faculty member in allocating faculty lines to the degree program.</p> <p>4.1.3 FACULTY WORKLOAD</p> <p>4.1.3.1 Faculty workload shall be distributed fairly.</p> <p>4.1.3.2 It is recognized that workload assignment is a difficult process and requires the qualitative judgment of the administrator. The following factors shall be considered in the determination of a workload:</p>	<p>4.1.2.1 The size of the faculty is commensurate with the number of courses offered, the number of students, and the other responsibilities of the faculty.</p> <p>Place cursor and start typing here.</p> <p>4.1.2.2 The faculty size is adequate for the type of instruction used in the program and is comparable to other academic programs within the institution.</p> <p>Place cursor and start typing here.</p> <p>4.1.3 FACULTY WORK LOAD</p> <p>The faculty work load is distributed fairly considering teaching, advising, research, and service responsibilities of the faculty.</p> <p>Place cursor and start typing here.</p>	
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administrative activities, committee assignments, extension or continuing education commitments, and research activities are considered when assigning workload.

number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling and advising activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities.

4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

4.1.4.1 List the administrative and technical support for the program, then list the current support staff of the construction educational unit and their assignments. Include clerical staff, technicians, and non-teaching graduate assistants. Indicate the percentage of full time employment.

Administrative and technical staff support shall be adequate to sustain fulfillment of the degree program’s mission and be consistent with the level of support enjoyed by other degree programs of similar size and function within the institution.

The administrative and technical support is adequate and comparable to that received by degree programs of similar size and function within the institution.

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4.1.4.2 Compare the program’s support to that of degree programs of similar size and function within the institution.

4.1.5 EMPLOYMENT POLICIES

4.1.5 EMPLOYMENT POLICIES

4.1.5 EMPLOYMENT POLICIES

4.1.5.1 Provide construction faculty salaries and comparable faculty salaries within like educational units within the institution for the current year. Data that would reveal individual salaries may be omitted and provided directly to the visiting team. Indicate the average 9 month salaries by rank. Convert all 12 month salaries to 9 month salaries. Indicate the conversion factor from 12-month to 9-month salaries.

4.1.5.1 Faculty compensation shall be competitive with comparable positions within the institution to ensure that quality faculty and high morale exist.

4.1.5.1 Faculty compensation is competitive with comparable positions within the institution.

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4.1.5.2 List the current faculty of the construction educational unit, including part-time and

4.1.5.2 To ensure that the construction unit is competitive in seeking faculty

4.1.5.2 Faculty members are provided with rank, status, salary, and benefits commensurate with their educational backgrounds

graduate instructors. List the full-time faculty first, grouped alphabetically within rank. Indicate the rank at the head of each group. Show the full-time equivalence (FTE) for each part-time faculty member (i.e., .25 for quarter-time). Indicate years on staff as of the end of the current academic year. Indicate tenure status and whether an academic year (9 mo.) or fiscal year (12 mo.) appointment.

members, the educational institution shall provide the faculty with rank, status, salary, and benefits commensurate with their educational background and professional experience.

and professional experiences.

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4.1.6 PROFESSIONAL DEVELOPMENT

4.1.6.1 Describe the professional development opportunities provided to faculty members.

4.1.6.2 Describe consulting work conducted by faculty members and the process for balancing consulting and assigned duties and responsibilities.

4.1.6 PROFESSIONAL DEVELOPMENT

4.1.6.1 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.

4.1.6.2 Consulting work is desirable and shall be encouraged, provided such activities do not conflict with normally assigned duties and responsibilities of the faculty member.

4.1.6 PROFESSIONAL DEVELOPMENT

4.1.6.1 Continuing professional opportunities are provided to faculty members.

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4.1.6.2 Faculty members are encouraged to engage in consulting work when it does not conflict with normally assigned duties.

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4.1.7 FACULTY EVALUATION

4.1.7.1 Describe the process used in faculty evaluation and how this is used to maintain high quality instruction. Include samples of any instruments or forms used.

4.1.7.2 Define the educational institution's faculty evaluation cycle.

4.1.7 FACULTY EVALUATION

4.1.7.1 The educational unit shall have a clearly defined program of faculty evaluation, in compliance with the educational institution's general policy and practices, to assure the maintenance of high quality instruction.

4.1.7.2 These evaluations shall be made on a cycle determined appropriate by the

4.1.7 FACULTY EVALUATIONS

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

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<p>5. STUDENT POLICIES</p> <p>5.1 Requirements</p> <p>5.1.1 ACADEMIC POLICIES</p> <p>5.1.1.1 Describe the existing written policies indicating required courses and acceptable elective courses that meet degree program objectives and the Student learning Outcomes.</p> <p>5.1.1.2 Describe how these policies are developed with input from faculty, student and other stakeholders of the degree program.</p> <p>5.1.2 TEACHING QUALITY</p> <p>5.1.2.1 Explain the process which exists in the degree program for ensuring quality of teaching by full-time and part-time faculty that is consistent with the degree program's mission and objectives.</p>	<p>educational institution, and may include student, peer, or administrator evaluations.</p> <p>STANDARD 5: STUDENT POLICIES</p> <p>INTENT</p> <p>This section describes the requirements that degree programs need to establish for recruitment, admission, and academic and professional development of students as well as their capabilities and motivation for entering the degree program. Qualifications of students admitted to the degree program are appropriate to the respective institution, motivation, and career orientation to ensure students' successful completion of the curriculum.</p> <p>5.1 Requirements</p> <p>5.1.1 ACADEMIC POLICIES</p> <p>Policies pertaining to academic requirements shall be in writing and shall be developed with input from faculty, students, and other degree program stakeholders. Such policies shall clearly indicate required courses and acceptable elective courses that meet degree program objectives and the Student Learning Outcomes.</p> <p>5.1.2 TEACHING QUALITY</p> <p>The degree program shall have a clearly established process for ensuring quality of teaching by full-time and part-time faculty that is consistent with the degree program's mission and objectives. A mechanism shall be in place through which there is a</p>	<p>4.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.</p> <p>Place cursor and start typing here. Section 5: STUDENT POLICIES</p> <p>5.1 Requirements</p> <p>5.1.1 ACADEMIC POLICIES</p> <p>Policies pertaining to academic requirements are in writing and are developed with input from faculty, students, and other program stakeholders. The policies indicate required courses and acceptable elective courses that meet degree program requirements.</p> <p>Place cursor and start typing here.</p> <p>5.1.2 TEACHING QUALITY</p> <p>Faculty evaluations include assessment of the quality of teaching by full-time and part-time faculty members, and a process has been implemented for establishing metrics to evaluate and improve the quality of teaching within the degree program.</p>	
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<p>5.1.2.2 Describe the systematic assessment mechanism with clear metrics that is in place for evaluating the quality of teaching within the degree program.</p> <p>5.1.3 ADMISSIONS AND ENROLLMENT</p> <p>5.1.3.1 Demonstrate how the admission process for students enrolling in the degree program reflects students' potential for success in both academic studies and professional practice.</p> <p>5.1.3.2 Describe how the admission process for the degree program reflects institution-wide policies as well as the program's mission, goals, and objectives, including the admission of internal and external transfer students.</p> <p>5.1.4 RECRUITMENT AND COMPOSITION</p> <p>5.1.4.1 Describe the degree program's aspirations regarding student composition and how the program's recruitment and retention mechanisms support those aspirations.</p> <p>5.1.4.2 Explain how the degree program's recruitment is directed towards individuals with high academic achievement and community involvement as well as those with defined career goals in construction.</p> <p>5.1.4.3 Compare the recruitment and publicity of the degree program to other programs in the institution.</p>	<p>systematic assessment and clear set of metrics to verify improvement of the quality of teaching within the degree program.</p> <p>5.1.3 ADMISSIONS AND ENROLLMENT</p> <p>The degree program's requirements for admission shall reflect standards supportive of students' potential for success in studies and in professional practice, while also reflecting institution-wide policies and the degree program's mission, goals and objectives.</p> <p>5.1.4 RECRUITMENT AND COMPOSITION</p> <p>The degree program shall undertake creative and appropriate recruitment and retention mechanisms to achieve its aspirations regarding student composition. Recruitment shall be directed toward those individuals with high academic achievement and community involvement as well as those with defined career goals in construction. Recruitment and publicity for the degree program shall be comparable to other programs of the institution.</p>	<p>Place cursor and start typing here.</p> <p>5.1.3 ADMISSIONS AND ENROLLMENT</p> <p>The degree program's entrance requirements reflect standards supportive of the student's potential for success in studies and in professional practice, while reflecting institution-wide policies and the degree program's mission, goals, and objectives.</p> <p>Place cursor and start typing here.</p> <p>5.1.4 RECRUITMENT AND COMPOSITION</p> <p>5.1.4.1 The degree program has implemented recruitment and retention programs to achieve its aspirations regarding student composition.</p> <p>Place cursor and start typing here.</p> <p>5.1.4.2 Recruitment programs are focused on individuals with high academic achievement.</p> <p>Place cursor and start typing here.</p> <p>5.1.4.3 Recruitment and publicity for the degree program are comparable to recruitment efforts in other programs within the institution.</p> <p>Place cursor and start typing here.</p>	
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5.1.5 ACADEMIC ADVISING AND MENTORING

5.1.5.1 Describe the current academic advising process available to students in the degree program. Explain how this advising process includes competent, continuous and consistent advising to the students in the degree program.

5.1.5.2 Explain how students are well informed about and have adequate access to placement services and opportunities that are or may be available to them.

5.1.6 COURSE SCHEDULING

5.1.6.1 Describe how courses within the degree program are offered in formats and times to ensure appropriate student access and timely completion of degree program requirements. In the table below list the required construction courses in the degree program with the number of sections and average enrollment for the most recent academic year.

Table 5.1.6 Required Construction Courses – Sections and Enrollments

Required Courses		Number of Sections				Average Enrollment
Course #	Title	Fall	Winter	Spring	Summer	

5.1.7 STUDENT PLACEMENT

5.1.7.1 Describe how the degree program or institution provides a student placement service that can effectively assist students in

5.1.5 ACADEMIC ADVISING AND MENTORING

The degree program 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.

5.1.6 COURSE SCHEDULING

Courses shall be offered in formats and times to ensure appropriate student access and timely completion of degree program requirements.

5.1.7 STUDENT PLACEMENT

The degree program or its institution shall provide a student placement service that can effectively assist students in entering the job

5.1.5 ACADEMIC ADVISING AND MENTORING

The degree program has an organized system of academic advising, counseling, and professional guidance that is competent, continuous, and consistent.

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5.1.6 COURSE SCHEDULING

Program courses are offered in formats and at times to ensure appropriate student access to them and timely completion of degree requirements.

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5.1.7 STUDENT PLACEMENT

5.1.7.1 Student placement services are available that can effectively assist students in entering the job market.

<p>entering the job market.</p> <p>5.1.7.2 Provide the job titles and construction sector (residential, commercial, etc.) for all graduates in the most recent year. Provide the number of students where data is not available, who are not employed in the construction sector, and who have continued their education.</p> <p>5.1.8 EXTRACURRICULAR ACTIVITIES</p> <p>5.1.8.1 Describe how students are encouraged to participate in activities that complement their academic studies, including students that are pursuing their education via alternative delivery methods.</p> <p>5.1.8.2 List specific industry-based professional and trade organizations that students in the degree program are involved with.</p> <p>5.1.8.3 State the extent of participation by students in extracurricular activities.</p> <p>5.1.9 STUDENT FEEDBACK</p> <p>5.1.9.1 Describe how the degree program’s assessment process systematically uses student feedback as input in the continuous improvement process.</p>	<p>market. The degree program shall ensure that students are well informed about and have adequate access to placement services and opportunities that are or may be available.</p> <p>5.1.8 EXTRACURRICULAR ACTIVITIES</p> <p>Extracurricular activities provide valuable interpersonal and leadership experience. Thus, students shall be encouraged to participate in activities that complement their academic studies. Such activities shall include involvement with industry-based professional and trade organizations. Students who are participating in courses via alternative delivery methods and who are not able to participate in campus-centered extracurricular activities shall be encouraged to become involved with industry-based professional and trade organizations and other related volunteer activities in their local area. The extent of participation by students in extracurricular activities is an indication of the unity of the student body and promotes interest in citizenship and professional societies after graduation.</p> <p>5.1.9 STUDENT FEEDBACK</p> <p>The degree program shall use an assessment strategy that systematically uses student feedback and input as an integral part of the decision making and continuous improvement processes.</p>	<p>Place cursor and start typing here.</p> <p>5.1.7.2 Students are well informed about and have access to placement services and employment opportunities.</p> <p>Place cursor and start typing here.</p> <p>5.1.8 EXTRACURRICULAR ACTIVITIES</p> <p>Students (including those participating through alternative delivery methods) are encouraged to participate in activities that complement their academic studies. Such activities include involvement with industry-based professional and trade organizations.</p> <p>Place cursor and start typing here.</p> <p>5.1.9 STUDENT FEEDBACK</p> <p>There is an established plan for systematically collecting student feedback as part of the degree program Assessment Plan.</p> <p>Place cursor and start typing here.</p>	
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environmental problems (i.e., lighting, cooling, noise, sun control).

Table 6.1.1.1 Classrooms Used For Construction Courses

Bld g.	Room No.	Approx. Area	Capacity	Furnishings	Environmental Problems

B. Discuss whether the space is shared with other academic units and who controls the assignment of the space.

6.1.1.2. Laboratories

A. List the laboratories used for courses taught by the construction unit. Briefly describe the space, including furnishings and equipment. List the construction courses that use the space on a scheduled basis.

Table 6.1.1.2 Laboratories Used For Construction Courses

Bld g.	Room No.	Approx. Area	Laboratory Name	Description	Courses

B. Discuss whether the space is shared with other academic units and who controls the assignment of the space.

6.1.1.3 Offices

A. List the faculty and staff offices.

adequate space.

adequate space.

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Table 6.1.1.3 Faculty and Staff Offices

Bldg.	Room No.	Approx. Area	Occupant	Furnishings

6.1.2 LIBRARY RESOURCES

- 6.1.2.1 Describe how books, periodicals, and other reference materials may be obtained by the construction educational unit (i.e., central library, departmental library, interlibrary loan program, internet, intranet, etc.).
- 6.1.2.2 Describe where the books and periodicals related to construction are located (e.g., central library, departmental library, electronic holdings, etc.).
- 6.1.2.3 Identify the courses taught by the construction unit that make use of library reference materials, and discuss the utilization.

6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT

- 6.1.3.1 Describe the computational equipment and software available to students to enable them to attain required learning outcomes. Describe the computational equipment and software available to faculty to support their scholarly and professional activities.
- 6.1.3.2 For courses delivered by alternate methods, describe the type of technical support given

6.1.2 LIBRARY RESOURCES

Students shall have access to adequate library services to enable attainment of required Learning Outcomes and support the scholarly and professional activities of the faculty.

6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT

Students and faculty shall have access to adequate computational equipment and software to enable students to attain required Learning Outcomes and support the scholarly and professional activities of the faculty.

6.1.2 LIBRARY RESOURCES

6.1.2.1 Adequate library services are provided to enable students to attain required learning outcomes.

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6.1.2.2 Adequate library services are provided to support the scholarly and professional activities of the faculty.

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6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT

6.1.3.1 Adequate computer equipment and software are provided to enable students to attain required learning outcomes.

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6.1.3.2 Adequate computer equipment and software are provided to support the

the students.

7. FINANCIAL RESOURCES

7.1 Requirements

7.1.1. BUDGETED FUNDS

7.1.1.1 Indicate the amount and percentage of operating revenue and expenditures for the construction educational unit and units within the institution that are comparable to the construction educational unit. In addition, explain how these units are similar in size and function

*Table 7.1.1.1 Construction Educational Unit and Comparable Units Operating Revenue and Expenditures for the Prior Fiscal Year**

*duplicate as needed

Revenue Source	Revenue Amount \$	% of Total
Institutional Funds		
Other (specify each; exclude non-recurring funds)		
TOTAL REVENUE		100%

STANDARD 7: FINANCIAL RESOURCES

INTENT

Financing for the degree program is an indication of administrative support for the degree program. Sufficient funding from recurring accounts is paramount to the success of any educational degree program.

7.1 Requirements

7.1.1 BUDGETED FUNDS

7.1.1.1 Adequate funding of the degree program is an important indicator of institutional support. The construction educational unit shall be accorded status comparable to other educational units of similar size and function within the institution with regard to finance. If the educational unit administers other degree programs, the construction degree program shall be accorded status comparable to other degree programs of similar size and function within the educational unit with regard to finance.

scholarly and professional activities of the faculty.

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

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Section 7: FINANCIAL RESOURCES

7.1 Requirements

7.1.1 BUDGETED FUNDS

7.1.1.1 The construction education unit is accorded status comparable to other educational units of similar size and function within the institution with regard to funding.

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Expenditure Type	Expenditure Amount \$	% of Total
Salaries		
Faculty		
Staff		
Other (specify each)		
<i>Subtotal Salaries</i>		
Operating		
Supplies		
Educational Materials		
Telephone/Internet		
Equipment		
Student Assistance		
Travel		
Other Expenses (specify each)		
<i>Subtotal Operating</i>		
TOTAL EXPENDITURES		100%

7.1.1.2 Indicate the amount and percentage of operating revenue and expenditures allocated for the construction degree program and, if applicable, other degree programs contained within the educational unit.

7.1.1.2 Sufficient funds shall be budgeted for the following items: competitive salaries for faculty and support staff, educational materials and supplies, and equipment that are necessary for the program to achieve its stated mission, goals, and objectives and enable students to attain the required Learning Outcomes.

7.1.1.2 Sufficient funds are provided to support competitive faculty and staff salaries as well as educational materials, supplies, and equipment that are necessary for the degree program to achieve its mission, goals, and objectives and to enable students to attain the required learning outcomes.

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*Table 7.1.1.2 Degree Programs Operating Revenue and Expenditures for the Prior Fiscal Year**

*duplicate as needed

Revenue Source	Revenue Amount \$	% of Total
Institutional Funds		
Other (specify each; exclude non-recurring funds)		
TOTAL REVENUE		100%
Expenditure Type	Expenditure Amount \$	% of Total
Salaries		
Faculty		
Staff		
Other (specify each)		
Subtotal Salaries		
Operating		
Supplies		
Educational Materials		
Telephone/Internet		

Equipment		
Student Assistance		
Travel		
Other Expenses (specify each)		
Subtotal Operating		
TOTAL EXPENDITURES		100%

7.1.1.3 Detail how projected resources will be adequate to ensure the capacity of the degree program to achieve its planned growth, future goals, and objectives.

7.1.2 NONRECURRING FUNDS

7.1.2.1 Identify the source, amount, and use of nonrecurring funds (soft monies, annual gifts, donations, etc.) for the degree program.

7.1.2.2 Detail how any nonrecurring funds have been used in the last three fiscal years.

8. INDUSTRY, ALUMNI AND PUBLIC RELATIONS

7.1.1.3 Projected resources shall be adequate to ensure the capacity of the degree program to achieve its planned growth, future goals, and objectives.

7.1.2 NONRECURRING FUNDS

7.1.2.1 The source, amount, and use of nonrecurring funds (soft monies, annual gifts, donations, etc.) for the degree program shall be identified and recorded.

7.1.2.2 Nonrecurring funds shall be used to supplement budgeted funds allocated by the administration rather than to replace those funds described in 7.1.1.2, above.

STANDARD 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS

INTENT

Construction is a practice-oriented profession. Therefore, the degree program should establish an effective relationship with the industry and its alumni to provide a source of internships for students, scholarly development for faculty, and professional guidance and financial support for the degree program. These interactions advance faculty competence, maintain the currency of faculty and students relative to construction practice, and provide continuing education opportunities for

7.1.1.3 Budgeted financial resources are adequate to enable the degree program to achieve its planned growth, future goals, and objectives.

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7.1.2 NONRECURRING FUNDS

Nonrecurring funds have been identified and recorded and are used to supplement budgeted funds rather than replace budgeted funds.

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

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Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS

<p>8.1 Requirements</p> <p>8.1.1 SUPPORT FROM INDUSTRY</p> <p>8.1.1.1 Provide evidence that the construction industry advisory committee is representative of potential employers of graduates of the degree program and other industry professionals.</p> <p>8.1.1.2 Provide evidence that the construction industry advisory committee meets at least once a year for the purpose of advising and assisting the development and enhancement of the degree program.</p> <p>8.1.1.3 Provide minutes of each construction industry advisory committee meeting.</p> <p>8.1.2 SUPPORT FOR INDUSTRY Demonstrate that the degree program maintains continuous liaison with the various constituencies it serves via active participation by faculty in associations and other professional organizations for the purpose of serving the construction industry.</p>	<p>industry practitioners.</p> <p>8.1 Requirements</p> <p>8.1.1 SUPPORT FROM INDUSTRY</p> <p>An advisory committee with representation from the construction industry shall be utilized to periodically review the degree program curriculum and advise the educational unit on the establishment, review, and revision of its degree program educational objectives.</p> <p>8.1.1.1 The composition of the committee shall be representative of the potential employers of the graduates of the degree program and other industry professionals.</p> <p>8.1.1.2 The committee shall meet at least once a year for the purpose of advising and assisting the development and enhancement of the degree program.</p> <p>8.1.1.3 Minutes of such meetings shall be kept on record.</p> <p>8.1.2 SUPPORT FOR INDUSTRY The degree program shall maintain continuous liaison with the various constituencies it serves via active participation by faculty in associations and other professional organizations for the purpose of serving the construction industry.</p>	<p>8.1 Requirements</p> <p>8.1.1 SUPPORT FROM INDUSTRY</p> <p>8.1.1.1 The educational unit or the degree program has organized a construction industry advisory committee representative of potential employers of graduates of the degree program.</p> <p>Place cursor and start typing here.</p> <p>8.1.1.2 The committee meets at least once per year to advise and assist the development and enhancement of the degree program, and minutes of the meetings are recorded.</p> <p>Place cursor and start typing here.</p> <p>8.1.1.3 Minutes of such meetings shall be kept on file.</p> <p>Place cursor and start typing here.</p> <p>8.1.2 SUPPORT FOR INDUSTRY Faculty members actively participate in professional associations and organizations maintain liaison with various constituencies and to serve the construction industry. Place cursor and start typing here.</p>	
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8.1.3 STUDENT-INDUSTRY RELATIONS

8.1.3.1 Demonstrate that the degree program actively encourages and facilitates participation of students in activities of construction-related organizations, internships, and cooperative education programs.

8.1.3.2 Demonstrate that all students (traditional and distance education) have access to information about internships and cooperative education programs and activities of construction-related organizations in their local area.

8.1.4 ALUMNI RELATIONS AND FEEDBACK

8.1.4.1 Demonstrate that the degree program maintains a current registry of alumni and contact with them to seek feedback in its improvement process.

8.1.4.2 Demonstrate that the degree program engages the alumni in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, and continuing education.

8.1.3 STUDENT-INDUSTRY RELATIONS

8.1.3.1 The degree program shall actively encourage and facilitate participation of students in activities of construction related organizations, internships, and cooperative education programs.

8.1.3.2 Construction-related work experience is equally important for students who are enrolled in online classes or are participating in the program via distance education. These students shall have access to information about internships and cooperative education programs and activities of construction related organizations in their local area.

8.1.4 ALUMNI RELATIONS AND FEEDBACK

The degree program shall maintain a current registry of alumni and seek their feedback in its improvement process. It shall engage the alumni in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, and continuing education.

8.1.3 Student-Industry Relations

8.1.3.1 The degree program encourages and facilitates student participation in construction-related organizations, internships, and cooperative education programs.

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8.1.3.2 All students (on-campus or distance learning) have access to information about internships, cooperative education programs, and activities of construction-related organizations in their local area.

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8.1.4 ALUMNI RELATIONS AND FEEDBACK

8.1.4.1 The degree program maintains a current registry of alumni and solicits feedback from them as part of the degree program's Quality Improvement Plan.

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8.1.4.2 Alumni are engaged in such activities as membership in the construction industry advisory committee, student career advising, curriculum review and development, fund raising, and continuing education.

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8.1.5 PUBLIC DISCLOSURES

8.1.5.1 Demonstrate that the institution broadly and accurately publishes the objectives of the degree program, admission requirements, degree program assessment measures employed, the information obtained through these assessment measures and actions taken as a result of the feedback, student achievement, the rate and types of employment of graduates, and any data supporting the qualitative claims made by the degree program.

8.1.5 PUBLIC DISCLOSURES

The educational unit shall demonstrate accountable behavior by providing information about its accredited degree programs to the general public.

8.1.5.1 Institutions shall broadly and accurately publish the objectives of the degree program, admission requirements, degree program assessment measures employed, the information obtained through these assessment measures and actions taken as a result of the feedback, student achievement, the rate and types of employment of graduates, and any data supporting the qualitative claims made by the degree program.

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

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

8.1.5 PUBLIC DISCLOSURES

The program manifests accountable behavior by providing the information listed in the following table in a manner that it is current and accessible to the general public. (Explain any findings of lack of full compliance following the table.)

		Public Information Requirements	Compliance Status
		Objectives of the Program	
		Program Admission Requirements	
		Program Assessment Measures	
		Information Obtained from Assessment Measures	
		Actions Taken as Result of Assessment Data Collected	
		Student Achievement	
		Rate and Types of Employment of Graduates	
		Data to Support Qualitative Claims made by the Program	

Description of any findings of lack of full compliance:

8.1.6 GENERAL COMMENTS OF THE VISITING TEAM, IF ANY, NOT INCLUDED IN THE PRECEDING DISCUSSION IN THIS SECTION OF THE REPORT

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9. ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT

9.1 Requirements
 If terminology of the assessment process varies from the definitions found in Section 1 of the Standards contained in ACCE Document 103, provide a glossary of compatible terminology.

9.1.1 CONTINUOUS IMPROVEMENT

Provide a copy of the Program Quality Improvement Plan in Appendix C of Volume II including the following:

- 9.1.1.1 Strategic Plan for the educational unit
- 9.1.1.2 Assessment Plan for the degree program

STANDARD 9: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT

INTENT

Students should be prepared—through educational programs, advising, and other academic and professional opportunities—to pursue a career in construction upon graduation. Students should have demonstrated knowledge and skills in creative problem solving; critical thinking; communications; and the effective management of personnel, materials, equipment, costs, and time to allow entry into the construction profession. Outcomes assessment is a systematic process of gathering and interpreting information to discover if a program is meeting established objectives and then in using that information to enhance the program.

9.1 Requirements

While ACCE recognizes the obligation of degree programs to use assessment terminology congruent with their institutions, 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 degree programs cannot use this terminology because of institutional constraints, they shall provide a glossary of compatible terminology at the beginning of Section 9 in the self-study document.

9.1.1 CONTINUOUS IMPROVEMENT

The educational unit shall have a Quality Improvement Plan (QIP) that shall serve as the basis for the continuous improvement of the degree program. The QIP shall have three major components: Strategic Plan for the educational unit, Assessment Plan for the degree program, and Assessment Implementation Plan for the degree

Section 9: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT

9.1 Requirements

9.1.1 CONTINUOUS IMPROVEMENT

The educational unit has a Quality Improvement Plan (QIP) that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)

9.1.1.3 Assessment Implementation Plan for the degree program

program.
These documents shall be included in the Self-Study and made available for the Visiting Team's review and discussion.

Educational Unit	Compliance Status
Strategic Plan for the educational unit	
Assessment Plan for degree program	
Assessment Implementation Plan for degree program	

Description of any findings of lack of full compliance:
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9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN

Describe the educational unit's Strategic Plan for the continuous improvement of the degree program, and specifically:

9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN

9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN

The Educational Unit has a Strategic Plan that is updated periodically and includes: (Explain any findings of lack of full compliance following the table.)

9.1.2.1 Describe the systematic and sustained effort to enable the degree program to fulfill its mission.

9.1.2.1 The educational unit responsible for the degree program shall have a comprehensive Strategic Plan that describes the systematic and sustained effort to enable the degree program to fulfill its mission.

Educational Unit	Compliance Status
A formal documented QIP containing	
Systematic and sustained effort to enable the degree program to achieve its mission	
Assessment of available resources and external factors that may influence the degree program	
Input from degree program constituencies when plan is updated	

Description of any findings of lack of full compliance:

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9.1.2.2 Describe the internal status of the degree program resources as well as the external factors that influence the operation of the degree program.

9.1.2.2 This Strategic Plan shall review the internal status of the degree program resources as well as the external factors that influence the operation of the degree program.

9.1.2.3 Demonstrate that the Strategic Plan is updated periodically and that it represents the collective input from all of the degree program constituencies.

9.1.2.3 The Strategic Plan shall be updated periodically and represent the collective input from all of the degree program constituencies.

9.1.3 DEGREE PROGRAM ASSESSMENT PLAN

Provide the educational unit’s comprehensive Assessment Plan for the continuous improvement of the degree program with documented results from all systematically collected information, and:

9.1.3.1 Describe the Mission Statement of the degree program.

9.1.3.2 Describe the Degree Program Objectives (to be evaluated for clarity and ability to permit assessment of achievement).

9.1.3.3 Describe the Program Learning Outcomes and demonstrate that they are regularly formulated, evaluated, and reviewed with the appropriate participation of faculty, students, industry advisors, and other pertinent parties.

9.1.3.4 Describe the Assessment tools used to measure degree program objectives and Program Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3 above, and,

9.1.3 DEGREE PROGRAM ASSESSMENT PLAN

The degree program shall provide evidence of its effectiveness in preparing construction practitioners based on the results of surveys of the graduates, employers of the graduates, industry advisory board, exit interviews, comprehensive exams, capstone projects, or other systematically structured information.

The mission, goals, and objectives shall reflect both short-range and long-range considerations and shall be clear as to the educational and institutional results expected.

At a minimum, the degree program Assessment Plan shall include the following:

9.1.3.1 Mission Statement of the Degree Program.
The mission statement expresses the underlying purposes and values of the degree program.

9.1.3.2 Degree Program Objectives.
The Degree Program Objectives shall be clearly defined and stated in a manner that permits an assessment of achievement.

9.1.3.3 Program Learning Outcomes.
These Program Learning Outcomes shall meet or exceed the ACCE Student Learning Outcomes (section 3.1.5) and be regularly formulated, evaluated, and reviewed with the appropriate participation of faculty, students, industry advisory board, and other pertinent parties.

9.1.3.4 Assessment Tools.
These tools shall measure achievement of degree program objectives and student achievement

9.1.3 DEGREE PROGRAM ASSESSMENT PLAN

The degree program has an Assessment Plan that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)

Degree Program	Compliance Status
Mission statement	
Degree program objectives	
Degree program learning outcomes	
Assessment tools and frequency of use	
Performance criteria	
Evaluation methodology	

Description of any findings of lack of full compliance:

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Describe the frequency for using the tools.
Describe the procedures for data collection.

9.1.3.5 Describe the Performance Criteria used to measure the achievement of the degree program objectives and Program Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3 above.

9.1.3.6 Describe the Evaluation Methodology used for data collection.

9.1.4 ASSESSMENT IMPLEMENTATION PLAN

Describe the educational unit's Assessment Implementation Plan for the continuous improvement of the degree program and provide evidence that the degree program is making progress in achieving its mission, objectives, and learning outcomes and that it takes the outcomes assessment results into consideration in degree program development.

Specifically demonstrate that:

9.1.4.1 The degree program is conducting a comprehensive assessment of its goals and Learning Outcomes at least annually.

9.1.4.2 The results of each assessment cycle are documented in a systematic manner and that a complete assessment cycle of all

of Student Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3. The frequency for using the tools and procedures for data collection shall also be stated.

9.1.3.5 Performance Criteria. There must be at least one performance criteria for each assessment tool. These criteria shall be used to measure the achievement of the degree program objectives and Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3.

9.1.3.6 Evaluation Methodology. This methodology shall be followed for data collection. Degree programs shall comprehensively describe their assessment plan and document the results for review by the Visiting Team.

9.1.4 DEGREE PROGRAM ASSESSMENT IMPLEMENTATION PLAN

It shall be clearly evident that the degree program is making progress in achieving its mission, objectives, and Learning Outcomes, and that it takes the outcomes assessment results into consideration in degree program development.

9.1.4.1 Degree program shall conduct a comprehensive assessment of its objectives and Learning Outcomes. Data collection to measure achievement of goals and Learning Outcomes shall occur at least annually.

9.1.4.2 The results of each assessment cycle shall be documented in a systematic

9.1.4 ASSESSMENT IMPLEMENTATION PLAN

The degree program has an Assessment Implementation Plan that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)

Degree Program	Compliance Status
Documentation of the results of each assessment cycle (Data collection must occur at least annually)	
Documentation of the analysis of the data collected in each assessment cycle (Data assessment cycle is not to exceed three years)	
Documentation of any program revisions made as a consequence of analysis made at end of each assessment cycle	

<p>Student Learning Outcomes is conducted at least once every three years.</p> <p>9.1.4.3 Evaluation of the degree program objectives and Learning Outcomes are being compared to the stated performance criteria to determine whether stated objectives and Learning Outcomes were achieved and if there is a validated need for improvement in any areas.</p> <p>9.1.4.4 After each comprehensive assessment cycle, the entire process is being reviewed and updated with plans for improvement including any revisions to the degree program's assessment plan.</p> <p>10. REVIEW LAST VISITING TEAM REPORT: WEAKNESSES AND CONCERNS</p> <p>10.1 Previous Accreditation Actions</p>	<p>manner. A complete cycle is defined as an assessment of all ACCE Student Learning Outcomes. The cycle shall not exceed three years.</p> <p>9.1.4.3 Evaluation of the degree program objectives and Learning Outcomes shall be compared to the stated performance criteria to determine whether stated objectives and Learning Outcomes were achieved and if there is a validated need for improvement in any areas.</p> <p>9.1.4.4 After each complete assessment cycle, the entire process shall be reviewed and updated with plans for improvement including any revisions to the degree program's assessment plan.</p> <p>STANDARD 10: REVIEW OF LAST VISITING TEAM'S WEAKNESSES AND CONCERNS</p> <p>10.1 Previous Accreditation Actions</p> <p>There shall be significant progress in removing any deficiencies identified by the ACCE in previous accreditation actions.</p>	<p>Description of any findings of lack of full compliance: Place cursor and start typing here.</p> <p>9.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.</p> <p>Place cursor and start typing here.</p> <p>Section 10: REVIEW OF LAST VISITING TEAM'S WEAKNESSES AND CONCERNS (To be completed for renewal of accreditation visits only.)</p> <p>10.1 List last Visiting Team's noted Weaknesses and indicate the status of each Weakness at the time of the current site visit.</p> <p>10.1.1 (Type Weakness here) (Begin description of status here)</p> <p>10.1.2 (Type Weakness here) (Begin description of status here)</p> <p>10.2 List last Visiting Team's noted Concerns and indicate the status of each Concern at the time of the current site visit.</p> <p>10.2.1 (Type Concern here) (Begin description of status here)</p> <p>10.2.2 (Type concern here) (Begin description of status here)</p>	
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Section 11: STRENGTH, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL.

11.1 List Strengths.

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11.1.2 Place cursor and start typing here

11.2 List Weaknesses. (Include and identify as such any Weakness(es) remaining from previous Visiting Team reports, as discussed in Section 10. Also, include and identify as such any Concerns remaining from previous Visiting Team reports that have become Weaknesses, as discussed in Section 10.)

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 citing a lack of full and complete compliance with the standard 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.

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11.3 List Concerns. (Include and identify as such any Concern(s) remaining from previous Visiting Team reports, as discussed in Section 10. 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 10.)

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:

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

For each Concern listed, the basis for the concern 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.

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11.4 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.

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