AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

DOCUMENT 101

ACCREDITATION MANUAL

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

ACCREDITATION MANUAL

DOCUMENT 101

Table of Contents

ACCREDITATION MANUAL
DOCUMENT 101

1. INTRODUCTION

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

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

The purposes for which ACCE was formed are listed in the ACCE By-Laws.

1.2. Purposes of Accreditation

The purposes of ACCE's accrediting process are:

- to formulate policy;
- to develop and promulgate accreditation criteria and standards;
- to carry out the accreditation process; and
- to publicize its accreditation actions for the benefit of all concerned.

Accreditation serves the following purposes:

- Assuring Quality: Accreditation is the primary means by which institutions and programs assure quality to students and the public. Accredited status is a signal to students and the public that a program meets certain standards for its faculty, curriculum, student services, etc. Accredited status is conveyed only if the programs provide evidence of fiscal stability.

- Engendering employer confidence: Accredited status of a program is important to employers when evaluating credentials of job applicants, when deciding whether to provide tuition support for employees seeking additional education, and when deciding to support construction education programs.

- Easing transfer: Accreditation is important to students for a smooth transition of courses and credits among colleges, universities and programs.

1.3. Definition of Construction Programs

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

- be located in an institution of higher learning that is legally authorized under applicable law to provide a program of education beyond that of the secondary level;

- in the case of those institutions in the United States, be accredited by the appropriate regional accrediting agency, and in the case of other countries, be accredited by the accrediting agency appropriate for its locale, if such exists; and

- have been in operation for sufficient time to permit an objective evaluation by ACCE of its educational program and must have had at least one graduation cohort.

1.4. Accredited Degree Programs

ACCE offers three level of accreditation: associate degree, bachelor's degree, and master's degree. To be considered for accreditation, the institution must offer a degree program with a major emphasis on professional construction education.

2. ACCREDITATION ADMINISTRATIVE ORGANIZATION

2.1. Board of Trustees

The governing body of ACCE is known as the Board of Trustees or Board as a collective body or individually as Trustees. The specific number of trustees and their functions are stated in the ACCE By-Laws.

2.2. Accreditation Committee

This committee considers all accreditation reports and other materials submitted in conjunction with the accreditation of a construction education program. After review and deliberation, the committee makes recommendations to the Board of Trustees for initial accreditation, renewal of, or reinstatement of accreditation for any construction education program which has applied for, been reviewed and which, in the opinion of the committee, has met the standards and criteria established by ACCE for accreditation.

The committee may also make recommendations to the Board for the denying of accreditation, revoking or suspending the accreditation of any construction education program which, in the opinion of the committee, does not or has ceased to comply with the standards and criteria for accreditation.

The Accreditation Committee studies the progress reports submitted by the programs on a periodic basis and has the responsibility to approve the reports without Board involvement. The composition for the Accreditation Committee is stated in the ACCE By-Laws.

2.3. Visiting Team

The on-site accreditation visit for a construction education program requesting accreditation is accomplished by a Visiting Team selected by ACCE and

consisting of at least three members for an associate degree or bachelor's degree program and at least two members for a master's degree program, as described in Section 3.3 of this Document.

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

2.4. Appeals Committee

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

3. ACCREDITATION POLICIES

3.1. General Policies

The accreditation procedure consists of the following major steps:

- Voluntary application by the institution to ACCE for candidate status and/or accreditation review.

- Preparation and submittal by the institution of a self-evaluation study to ACCE. For institutions seeking accreditation of both associate and bachelor's degree programs, a separate self-evaluation study will be required for each program for each accreditation visit, whether or not the institution requests a combined visit for both programs.

- Performance of an on-site evaluation by a Team of Visitors, selected by ACCE and acceptable to the institution, for the purpose of verifying and augmenting findings from the self-evaluation study report. Separate Visiting Team Reports will be prepared for each program visited during a site visit.

- Evaluation of the Visiting Team Report by ACCE's Accreditation Committee and evaluation of both the Visiting Team Report and Accreditation Committee Report by ACCE's Board of Trustees prior to taking an accreditation action. Possible accreditation actions are listed in Sections 4.6 and 4.7 of this Document.

3.2. Pre-Accreditation Classification of Associate and Bachelor's Degree Programs

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

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

3.3. Visiting Teams

3.3.1. Classification of Members – Associate and Bachelor's Degree Programs

1. Team Chair

   To be qualified as an undergraduate Visiting Team Chair, an individual must have participated in a Visiting Team Chair training session and served as a team member on three or more undergraduate degree accreditation visits. In addition, if an educator, the Chair should be from an accredited undergraduate degree program.

2. Member

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

   Further, to be a qualified visitor:

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

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

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

3. Member-in-Training

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

Those are persons who have attended at least one scheduled Initial Visitor Training session or have acted as an Industry Observer with a Visiting Team and have thus been qualified to serve as a Team Member-in-Training.

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

4.   Observer

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

Observers accompanying the Visiting Team may include:

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

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

5.   Industry Observer

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

3.3.2. Classification of Members – Master's Degree Programs

1.   Team Chair

To be qualified as a Master's Degree Program Visiting Team Chair, an individual must have participated in a Master's Degree Program Visiting Team Chair training session and served as a team member

on three or more master's degree accreditation visits. In addition, if an educator, the Chair should be from an accredited master's degree program.

2. Member

To be a qualified visitor, an individual must have attended at least one scheduled Master's Degree Program Visitor Training session and served on a team as a member-in-training on a visit to a master's degree program.

Further, to be a qualified visitor:

A practitioner must have knowledge of higher education, including graduate education, and have had meaningful experience in construction at the middle management level or above. A graduate degree in construction or an allied discipline also is desirable.

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

A public interest visitor must have knowledge of graduate education and at least a bachelor's degree.

3. Member-in-Training

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

Those persons who have attended at least one scheduled Master's Degree Visitor training session or have acted as an industry observer with a Visiting Team to a master's degree program and have thus been qualified to serve as a Visiting Team Member-in-Training to a master's degree program.

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

4. Observer

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

Observers accompanying the Visiting Team may include:

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

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

5. Industry Observer

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

3.3.3. Register of Visitors and Visitor Training – Associate and Bachelor's Degree Programs

A Register of Visitors is maintained by the Accreditation Committee and is divided into two categories based on training and experience. Those designated as "qualified visitors" have been qualified as shown in paragraph 3.3.1.2; and have completed a Visitor Training session during the past three (3) years. Those shown as "trained" have been qualified in accordance with paragraph 3.3.1.3. Visiting Team members and chairs are, as a general rule, drawn from the list of "qualified visitors" and Members-in-Training, as a general rule, from the list of those having been "trained."

In addition, the Accreditation Committee maintains a Register of Visiting Team Chairs. Those individuals designated as "qualified Chairs" have been qualified as shown in paragraph 3.2.1.1 and have completed a Chair training session during the past three years.

All persons applying for participation in the Register of Visitors, preferably prior to attending a training session, are to be evaluated for their qualifications to serve as visitors by the Accreditation Committee. Required Visitor Training may be completed at scheduled sessions at each meeting of the ACCE Board of Trustees.

Those who, in the judgment of the Accreditation Committee, satisfy the requirements will be included in the Register of Visitors. Those who do not satisfy the requirements will be so notified with an expression of

appreciation for their interest, and, to the extent possible, will be given opportunity to otherwise participate in the non-visitation aspects of ACCE.

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

3.3.4. Register of Visitors and Visitor Training – Master's Degree Programs

A Master's Degree Program Register of Visitors is maintained by the Accreditation Committee and is divided into two categories based on training and experience. Those individuals designated as "qualified Visitors" have been qualified as shown in paragraph 3.3.2.2; and have completed a Visitor training session during the past three years. Those shown as "trained" have been qualified in accordance with paragraph 3.3.2.3. Visiting Team members are, as a general rule, drawn from the list of "qualified visitors" and members-in-training, as a general rule, from the list of those having been "trained."

In addition, the Accreditation Committee maintains a Master's Degree Program Register of Visiting Team Chairs. Those individuals designated as "qualified Chairs" have been qualified as shown in paragraph 3.2.2.1 and have completed a Chair training session during the past three years.

All persons applying for participation in the Master's Degree Program Registers of Visitors and Visiting Team Chairs, preferably prior to attending a training session, are to be evaluated for their qualifications to serve as Visitors or Chairs by the Accreditation Committee. Required Master's Degree Program Visitor and Visiting Team Chair training may be completed at scheduled sessions at Mid-Year Meetings.

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

The Master's Degree Program Registers of Visitors and Visiting Team Chairs will be reviewed at each Mid-Year Meeting by the Accreditation Committee to identify those persons on the Registers who should be removed for lack of appropriate retraining. Those so identified will be notified by the President prior to the Annual Meeting to insure that a current Registers are presented to the Accreditation Committee.

3.4. Visiting Team Selection and Composition

Members of each on-site Visiting Team, with the concurrence of the institution to be visited, are selected by the President from the current Register of Visitors for the appropriate degree program. The Team must be representative of construction education and practicing professionals in the industry, and include, when possible, a representative of the public interest. The composition of the Visiting Team for associate and bachelor's degree programs will include a Team Chair (if an educator, the chair must be from an accredited program) and two or more other members, one of whom must be a practitioner or a public interest representative. The Visiting Team for master's degree programs will consist of a Team Chair and one other member, both of whom may be educators. The President will determine the number of members constituting the Visiting Team. The Visiting Team may also include one or more Members-in-Training. It is also the policy of ACCE to include as part of any Visiting Team an industry observer from the area adjacent to the institution.

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

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

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

While there are desirable and indeed necessary reasons for authorizing observation of the accrediting process, observers nevertheless must not interfere with

the process nor hamper an institution's right to a full and fair evaluation of its program(s). The observer must realize that his or her presence is a privilege which carries with it responsibility for adhering to the code of ethics for accreditation and to constraints and limitations on their participation in the visit. Any observer seeking permission to accompany a Visiting Team must agree to abide by the following limitations:

Observers are permitted to accompany a Team for the purpose of observing and are encouraged to participate in all Visiting Team activities except Team executive sessions in which the Team formulates its recommendations. Only authorized representatives of the Council for Higher Education Accreditation (CHEA) and the regional accrediting agency will be permitted to attend executive sessions in which the Team formulates its recommendations. Any official representatives who are permitted to observe these executive sessions must agree to adhere to the rules of confidentiality required by the accrediting process.

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

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

The Visiting Team will be working to a very tight time schedule, and observers are requested to respect the prime purpose of the visit. Where observers are authorized to accompany a Team, the Chair shall inform the observers and the administrative head of the construction program being visited of policies governing the observers' presence during the visit. Observers must agree to adhere to these policies. Should they feel that they are too restrictive or inhibit observation, they may appeal to the Chair of the Team; and if they are not granted the privilege they request, they may write to the Chair of the Accreditation Committee stating the cause of complaint. If in the opinion of the Chair of the Visiting Team, an observer is deemed to be interfering with a full and fair evaluation, the Chair has the right to deny that observer any further observations of the Team's work and shall document his action and the reasons for it in a supplement to the Visiting Team report.

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

3.6. Cost of Accreditation

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

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

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

3.7. Publicity

Accreditation by ACCE is based on the institution meeting Standards and Criteria established by ACCE. The period of accreditation is not a measure of ranking of the institution. An institution may indicate ACCE accreditation of its construction program(s) only during the period for which accreditation is granted.

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

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

3.8. Complaints

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

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

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

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

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

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

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

3.9. Appeals of Adverse Actions

The appeals process is as follows:

Within thirty (30) days of receipt of an adverse ACCE accreditation or candidate status decision, the Chief Executive Officer of the institution must notify ACCE in writing of the intent to appeal and give specific reasons for doing so.

Upon receipt of the institution's notification, the ACCE Board Chair will name a special five-member panel, plus two alternates, to hear the appeal, and will designate one of the five to be the chair. Persons named are to have had no previous association with the institution or program and may not have served on any Visiting Team or Accreditation Committee which dealt with the program under appeal. These names will be submitted to the institution for its review within fifteen days following receipt of the written notification.

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

- Based upon the institution's response, the ACCE Board Chair will finalize the panel membership, and within fifteen (15) days of receipt of that response, will appoint the members and chair of the special panel. All pertinent materials (candidate status application, self-study report, Visiting Team Report, Accreditation Committee report, and the institution's appeal) will be sent to the panel members for their examination.

- The panel chair will call a meeting of the panel within sixty (60) days of its appointment and advise the institution of the date and place of the meeting. All expenses incurred by the institution with respect to the appeal shall be borne by the institution, and all expenses incurred by ACCE with respect to the appeal shall be borne by ACCE.

- The hearing shall be conducted as an open proceeding unless the institution requests that it be closed. The chair shall conduct the hearing in an informal manner and the panel shall determine its own operating procedures. A panel member designated by the chair for that purpose shall keep minutes of the panel meeting.

- The institution shall present to the panel clear and acceptable evidence, documentary and/or oral, that the candidate status or accreditation decision being appealed is, in its view, unreasonable or erroneous.

- The discussion of the panel shall be based upon all the evidence presented to it and decisions shall represent a majority of its members. The decision shall be submitted in writing to ACCE's Board Chair within fifteen (15) days of the closing of the hearing.

- Copies of the panel report shall be submitted to the Board of Trustees of ACCE for review at least fifteen (15) days prior to its next scheduled meeting. The Board shall review the report in executive session and shall communicate its decision to the institution in writing within fifteen (15) days following the close of the meeting. The action of the Board of Trustees on the appeal is final.

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

3.10. Program Changes During the Period of Accreditation

ACCE accreditation is conditional upon notification to ACCE of major changes of status or circumstances affecting the satisfactory operation of the program. Inasmuch as ACCE accreditation is based on standards and criteria defined in ACCE Document 103A, ACCE Document 103B, or ACCE Document 103M, the expectation is that any change which causes a program to be in non-compliance with these documents be reported to ACCE. The Head of the Education Unit or the Coordinator of the accredited program shall make such notification to the ACCE President. Such notification will be for information only, unless the operating institution indicates otherwise, or unless ACCE receives a complaint. In the event of a complaint, ACCE will proceed in accordance with the steps defined in the relevant section of this document.

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

- Curriculum revisions
- Change in program leadership
- Degree title
- Change of college or college administration
- Program amalgamation or closure

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

3.11. Related Accreditation Agency Status

3.11.1. United Kingdom

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

3.11.2. Canada

ACCE and the Canadian Technology Accreditation Board (CTAB) in Canada have a reciprocity agreement whereby ACCE recognizes university degree programs accredited by CTAB as equivalent to baccalaureate programs accredited by ACCE. In turn, CTAB recognizes baccalaureate programs accredited by ACCE as equivalent to university degree programs accredited by CTAB.

3.11.3. China

ACCE and the National Board of Construction Management Accreditations (NBCMA) in the Peoples Republic of China have a reciprocity agreement whereby ACCE recognizes university degree programs accredited by NBCMA as equivalent to baccalaureate programs accredited by ACCE. In turn, NBCMA recognizes baccalaureate programs accredited by ACCE as equivalent to university degree programs accredited by NBCMA.

3.12.   Outside Interests

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

4. ACCREDITATION PROCEDURES

4.1. Initial Accreditation

4.1.1. Application Procedures for Accreditation

4.1.1.1.   Associate and Bachelor's Degree Programs

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

Application procedures are as follows:

1. The institution desiring to pursue ACCE accreditation contacts the ACCE President to obtain the following materials:

- ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review (Appendix A);

- ACCE Document 101, Accreditation Manual;

- ACCE Document 102A, Manual for the Preparation of the Self-Evaluation Study for Associate Degree Construction Education Programs, or ACCE Document 102B, Manual for the Preparation of the Self-Evaluation Study for Bachelor's Degree Construction Education Programs;

- ACCE Document 103A, Standards and Criteria for Accreditation of Associate Degree Construction Education Programs, or ACCE Document 103B, Standards and Criteria for Accreditation of Bachelor's Degree Construction Education Programs; and

- Information on how to obtain guidance and consulting services.

2. The institution will provide ACCE with the following information:

Four (4) electronic copies each (thumb drive) of:

- ACCE Form A-1, Application for Candidate Status and/or Accreditation Review (Appendix A).

- Website of Institution catalog.

- Construction program mission and goals statement.

- Construction program curriculum and course descriptions.

- Program curriculum placed in the following categories:

  - General Education

  - Business and Management

  - Construction

  - Other Requirements

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

- A brief description of the industry advisory committee for the program.

- A description of the program's Quality Improvement Program.

4.1.1.2. Master's Degree Programs

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

Application procedures are as follows:

1. The institution desiring to pursue ACCE accreditation contacts the ACCE President to obtain the following materials:

- Form A-1, Application for an Accreditation Review (Appendix A);

- ACCE Document 101, Accreditation Manual,

- ACCE Document 102M, Manual for Preparing a Self-Evaluation Study for Master's Degree Programs,

- ACCE Document 103M, Standards and Criteria for Accreditation of Master's Degree Construction Education Programs,

- and information on how to obtain guidance and consulting services.

2. The institution will provide ACCE with four (4) electronic (thumb drive) copies of the following:

- ACCE Form A-1, Application for an Accreditation Review (Appendix A);

- Website of Institutional catalog.

- Construction program mission and goals statement.

- Construction program curriculum and course descriptions.

- Description of Program Preliminary Learning Outcomes and how assessed.

- A syllabus for each course taught by the construction unit, stating course objectives in relation to program goals and objectives, outlining instructional methods, and containing a topical outline.

- Resumes of all faculty members assigned to the construction program.

- A brief description of the industry advisory committee for the program.

- A description of the program's Quality Improvement Program.

4.1.1.3 Initial Accreditation Application Fee

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

4.1.2. Review of Applications

The completed application and accompanying materials are submitted to an Application Screening Committee comprised of the Chair and Vice

Chair of the Accreditation Committee and the Chair of the Guidance Committee for review as to the institution's status in the accreditation process. This committee will make their recommendation to the ACCE President. The recommendation can be one of the following:

- Candidate Status

If, as determined by the Screening Committee, the construction program is ready for an accreditation review in that it appears to meet ACCE Standards and Criteria and has had at least one class of graduates, the recommendation will be for Candidate Status and the development of a self-evaluation study. The ACCE President notifies the institution.

- Candidate Status not Granted

If, as determined by the Screening Committee, the program does not appear to be able to be brought into compliance with ACCE Standards and Criteria within the five-year period, the Committee recommendation will be for denial of Candidate Status. The Chief Executive Officer of the institution is notified by the ACCE President with the reasons for the decision and is given a copy of the appeals procedure. The institution then may request reconsideration for cause or withdraw its application and make new application at such time that the deficiencies have been corrected.

4.1.3. Candidate Status

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

4.1.4. Actions Required After Acceptance into Candidate Status

Once admitted to candidate status, the ACCE President appoints a mentor to the program to assist the program in preparing for a site visit. The mentor submits semi-annual reports to the Chair of the Guidance Committee on the progress being made by the candidate program.

Prior to submission of a self-evaluation study, the program submits the document to the mentor for review. If the mentor believes that the program is ready for an initial site visit, the program submits four electronic files (thumb drive) each containing the self-evaluation study and one copy of a current ACCE Form A-1, Application for Candidate

Status and/or an Accreditation Review, to the ACCE President. Two of the electronic files are provided to the Chair and Vice Chair of the Accreditation Committee. These individuals review both documents and make their recommendations independently to the ACCE President for or against proceeding with the requested site visit. Candidate program must submit their self-evaluation studies no later than February 1 for a fall site visit or September 1 for a spring site visit.

If the recommendation of the reviewers is not to proceed with the visit because it is believed the program is not ready for an on-site visit, and the ACCE President concurs with this recommendation, the institution will be so notified together with a report of the reasons for this determination. At this point, the institution may:

- request reconsideration for cause,

- elect to have the on-site visit conducted regardless of the committee recommendation,

- elect to remain in Candidate Status, or

- withdraw its application.

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

If the recommendation is to proceed with the visit and the ACCE President concurs, the institution will be notified and required to submit additional copies of the self-evaluation study (one hard copy and 3 thumb drives) and the required site visit fee.

4.2. Renewal of Accreditation

4.2.1. Application Procedures for Accreditation

At regularly scheduled (annual and mid-year) meetings of ACCE's Board of Trustees, the President submits a list of those accredited construction programs which are entering their final year of accreditation and are due for renewal. Each institution listed is advised by the President approximately one (1) year prior to the date of expiration of accreditation and informed of the process for renewal.

4.2.2. Review of Applications

Upon receipt of ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review, from the institution, the President requests

submission of the self-evaluation study and initiates site visit procedures as outlined above.

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

In this event:

- The ACCE President will notify the Chief Executive Officer of the institution, the regional accrediting association serving the institution, and the ACCE Accreditation Committee of the failure on the part of the institution to respond and the lapsing of accreditation at the end of the period for which it was granted.

- If no action is taken by the institution on this matter, the ACCE President will, at the end of the period for which accreditation was granted, have the name of the institution removed from the list of Accredited Programs of Construction Education as published by ACCE, and notify the Chief Executive Officer of the institution of this action, returning the fees credited against the renewal visit upon the request of the program.

4.3. Scheduling of Visits and Notifications

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

The ACCE President then:

- Establishes dates for the visit suitable to all persons involved.

- Requests the construction program(s) administrator to provide opportunities for visits with the executive officers of the institution, faculty and students, persons outside of the construction program who are familiar with it, and members of the local construction industry; and, for visits to classes, laboratories, and other facilities. Final coordination of the visit is the Visiting Team Chair's responsibility.

4.4. On Site Visit

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

- To ascertain the correctness of information presented.

- To assess qualitatively and quantitatively factors that cannot be documented, such as caliber of the student body and general morale of faculty and students.

- To inspect materials compiled by the institution, such as student work, course outlines, and documented classroom procedures.

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

4.5. Visiting Team Report

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

4.6. Approval Sequence on Initial Accreditation Actions

4.6.1. Accreditation Committee

In executing its responsibility for reviewing the Visiting Team Report, the Accreditation Committee takes the following actions:

Upon completing the review, members of the Accreditation Committee submit their recommendations and comments, using Consolidated Form A-6 to the Chair of the committee.

Upon receipt of the responses from members of the committee, the Chair prepares a draft committee report that serves as a basis for committee deliberation at the mid-year and annual meetings of ACCE. After the committee has discussed and voted on the proposed actions and recommended executive summaries, the Chair prepares a report using Consolidated Form A-6 for presentation to the Board of Trustees. The report contains both the Accreditation Committee recommendations and the Visiting Team recommendations.

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

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

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

Recommendations on initial accreditation of Associate and Bachelor's Degree programs by the Accreditation Committee are one of the following:

- Accreditation for five years, with a progress report at the end of three years.

- Accreditation for five years, with a progress report at the end of the first year, or at the end of the first and second years in addition to the third-year report.

- Deferral of action by the Board until a date recommended by the committee. (This recommendation may include recommendations for additional information to be supplied by the institution or by other means and/or the assignment of a mentor.)

- Denial of accreditation.

Recommendations on initial accreditation of Master's Degree programs by the Accreditation Committee are one of the following:

- Accreditation for five years, with a status report at the end of each year.

- Deferral of action by the Board until a date recommended by the committee. (This recommendation may include recommendations for

additional information to be supplied by the institution or by other means and/or the assignment of a mentor.)

- Denial of accreditation.

4.6.2. Board Chair

When the recommendation of the Visiting Team and Accreditation Committee are for accreditation, the ACCE Board Chair includes consideration of the recommendation on the agenda of the next scheduled meeting of the Board of Trustees, or at any other meeting of the Board as may be called for the purpose of considering such recommendations.

When the recommendation of the Visiting Team or the Accreditation Committee is for deferral of accreditation, the ACCE Board Chair notifies the Chief Executive Officer of the institution. The Chief Executive Officer may:

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

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

- Withdraw the application for accreditation, or
- Request to remain in Candidate status, or
- Elect to have the Accreditation Committee consider the Visiting Team Report. The institution may provide supplemental information to the Accreditation Committee and may appear before the Accreditation Committee to provide additional information for consideration by the Committee.

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

- Withdraw the application for accreditation, or
- Request to remain in Candidate status, or

- Elect to have institutional representatives appear before the Accreditation Committee at their next scheduled meeting prior to the presentation of the Accreditation Committee's recommendation(s) to the Board of Trustees for their action. (For reaccreditation, this option will result in an extension of the previous accreditation until the Board of Trustees action is complete.)

The Chief Executive Officer of the institution is also informed that representatives of the institution have the opportunity to request reexamination or reconsideration of the recommendation(s) and/or submit additional facts and information to the Committee. Following this meeting of the Accreditation Committee, a committee recommendation on accreditation will be forwarded to the Board of Trustees for their action.

4.6.3. Board of Trustees Actions

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

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

If the action is to accredit, that decision will be announced in ACCE's newsletter and be published in the ACCE Annual Report, together with a

listing of the specific construction program(s) accredited and the program(s) is added to the list of those currently accredited by ACCE.

If the decision of the Board of Trustees is for denial of accreditation, the institution has the right to appeal the decision. An appeal action by the institution shall be done in accordance with procedures as stated in Section 3.9 of this Document.

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

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

4.7. Approval Sequence on Renewal of Accreditation Actions

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

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

Decisions by the Board on renewal of accreditation for Associate and Bachelor's Degree programs may be one of the following:

- Renewal of accreditation for six years, with a progress report at the end of three years.

- Renewal of accreditation for six years, with progress report(s) at the end of the first year or at the end of the first and second years, in addition to the three-year report.

- Renewal of accreditation for three years with no progress report or with a progress report at the end of the first year, or progress reports at the end of the first and second years.

- Denial of accreditation.

Decisions by the Board on renewal of Master's Degree program accreditation may be one of the following:

- Renewal of accreditation for five (5) years, with a status report at the end of each year.

- Denial of accreditation.

If the decision of the Board of Trustees is for denial of accreditation, the institution has the right to appeal the decision. An appeal action by the institution shall follow the procedures as stated in Section 3.9 of this Document.

(For associate and bachelor's degree programs only): If, at any time during a three-year period of renewal of accreditation, the institution believes it has met all requirements for a full six-year accreditation, the institution may request an extension to full six-year accreditation. An institution wishing to request such change in the three-year accreditation must:

- Limit its request for granting a six year accreditation to the six year period beginning with the date the Board granted the three-year accreditation.

- Apply for the extension through the Chief Executive Officer of the institution.

- Provide written evidence to justify a verification visit by ACCE. This must include an updated report of the status of all Weaknesses and C.oncerns identified during the most recent site visit.

- Agree to pay the ACCE administration fee and bear all costs associated with checking such an application, regardless of the eventual outcome.

- Agree to and provide all additional evidence requested by the ACCE appointed Visiting Team.

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

- Submit the written evidence to the Accreditation Committee Chair and Vice Chair(s) to determine whether it is prudent to proceed.

- Invoice the institution with the current administration fee if the application proceeds

- Appoint at least two Visiting Team members (no members in training) after consulting the Accreditation Committee Chair.

- Ensure the Visiting Team members are adequately briefed.

- Limit the focus of the Visiting Team to checking the progress of the program/institution's effort to correct the Weaknesses and Concerns noted in the last Visiting Team Report

- Submit the written evidence and the Visiting Team's Report to the Accreditation Committee for their recommendation to the Board of Trustees.

4.8. Other Accreditation Actions

4.8.1. Probation

Probation is a status which may be designated only for an accredited program, and then may only be given during the period of accreditation, i.e., probation is not an option at the time of renewal of accreditation. This status is reserved for those accredited programs that are found to have fallen below ACCE Standards and Criteria. Probationary status, if designated by the Board of Trustees, will be for a specific period of time not to exceed the period of remaining accreditation of the institution, after which a determination must be made by the Board of Trustees of ACCE to continue or withdraw accreditation.

If such a status is assigned to a program, publication of the fact that the program has been put in this category is required until such time as the institution withdraws from ACCE's accreditation process or is returned to full accreditation. The Board of Trustees can remove probationary status upon receipt and acceptance of evidence from the institution that the deficiencies resulting in the probation have been corrected. Normally, a special on-site reaccreditation visit is required. In such instance, the institution is required to pay an additional fee to defray the costs of the unscheduled visit.

4.8.2. Loss of Accreditation

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

4.8.3. Extension of Accreditation Period

Under extenuating circumstances, an accredited program may request an extension of the period of accreditation. The request for an extension originates with the Institution Chief Executive Officer and is submitted to the ACCE President no later than 13 months prior to the end of the current accreditation term/period. The President transmits the request to the Accreditation Committee, with all relevant information concerning the request, and the Accreditation Committee makes a recommendation to the Board of Trustees on granting the extension. The Board of Trustees, at its next regularly scheduled meeting, makes a decision on the request and the ACCE Board Chair notifies the institution of the Board's decision.

5. ON SITE VISITATION PROCEDURES AND GUIDELINES

5.1. Guidelines for ACCE Visits

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

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

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

5.2. Procedures Prior to Visit

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

The ACCE President then does the following:

- Establishes dates for the visit suitable to all persons involved, and, if requested by the institution indicates the desirability of doing so, cooperates in scheduling a joint visit.

- Requests the construction degree program's administrator to provide opportunities for visits with the executive officers of the institution, faculty and students, persons outside of the construction program who are familiar with it, and members of the local construction industry; and, for visits to classes, laboratories, and other facilities. Section 5.5 below outlines a typical schedule for a Visiting Team. Final coordination of the visit is the Visiting Team Chair responsibility.

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

5.3. Duties and Responsibilities of Visiting Team Members

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

- evaluate or visit a program of study in construction only on the express invitation of the Chief Executive Officer or that officer's officially designated representative, or, when the action is initiated by ACCE with respect to a program already accredited by them, with the specific authorization of the Chief Executive Officer of the institution, or that officer's officially designated representative;

- permit an institution to withdraw a request for accreditation of a construction program at any time (even after evaluation) prior to final action by the Board of Trustees;

- recognize the right of a program to be evaluated in the light of its own stated purposes, so long as those purposes demonstrably fall within and reflect the definitions of general purpose established by ACCE;

- consider a construction program(s) at an institution, including its administration and financing, not on the basis of a single predetermined pattern but rather in relationship to the operation and goals of the entire institution;

- rely upon the regional accrediting agency for evaluation of the general quality of the institution;

- state relevant qualitative, and quantitative information in its evaluation process and in its report;

- stimulate and assist in improvement of the educational effectiveness of a construction program, and, to this end, be prepared to provide advisory assistance separate from the accrediting process;

- encourage sound educational experimentation and innovation;

- conduct an evaluation visit to a construction program by experienced and qualified examiners under conditions that assure impartial and objective judgment, including representation from the staffs of institutions offering programs of study in construction;

- avoid appointing visitors who may not be acceptable to an institution while retaining final authority in the formation of Visiting Teams;

- cooperate with other accrediting agencies so far as possible in scheduling joint visits when an institution so requests;

- provide for adequate consultation during the visit between the Team of visitors and the faculty and staff of an institution, including the Chief Executive Officer or that officer's designated representative;

- provide adequate opportunity for inclusion of students in the interviewing process during accrediting visits;

- provide the Chief Executive Officer of an institution being evaluated an opportunity to become acquainted with the factual part of the report prepared by the Visiting Team and to comment on its accuracy before final action is taken;

- consider decisions relative to accreditation only after an opportunity has been given to the Chief Executive Officer of the institution to submit comment, as provided above, and when the chair of the Visiting Team is present or the views of the evaluation Team are otherwise adequately represented through a written report of the Visiting Team;

- regard the text of the self-evaluation study as confidential between the institution and ACCE, with the exception that it may be made available by ACCE to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking;

- permit, except as provided herein, an institution to make such disposition of the self-evaluation study as it desires

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

Standards and Criteria for Accreditation of Master's Degree Construction Education Programs. Each member of the Visiting Team must be familiar with these standards and criteria.

The following describe guidelines for Visiting Team Members' responsibilities:

- A major purpose of accreditation is to help program administrator(s) achieve professional standards in their construction program(s). In conveying this purpose, much will depend on the Team. An objective attitude and a courteous manner are essential characteristics of a good Team. They should approach their task as colleagues, deeply interested in understanding the institution within its own framework and objectives. They should never surrender their keenest critical faculties but should always use them constructively.

- Members of the Team should not attempt to judge a program based on any present notion or on formats used in the institution in which the member teaches or is otherwise associated, or those of his alma mater. Above all, Visiting Team members should refrain from telling "how we do it!"

- Quantitative criteria shall not be considered as a list of required courses, but rather as a guide to subject matter which is desirable to include in varying amounts in all curricula in construction education. Sound educational experimentation and innovation should be considered with sympathy.

- A basic responsibility of each Team Member is: to act as a reporter to record information about the institution and to interpret that information in order to help ACCE and the institution assess the strong and weak points and undeveloped potential of the construction program. The entire procedure is of a confidential nature, both between Visiting Team Members and between Team Members and ACCE.

- Visiting Team Members are not authorized to make any comments regarding their recommendations except through regular ACCE channels, nor should they inform the institution regarding the nature of their recommendations. The recommendations of the individual visitors are not necessarily the same as the actions that will be taken by ACCE.

- Visiting Team members are not to accept invitations involving purely social entertainment. ACCE firmly believes that the primary function of a Visiting Team is evaluation and review. No distraction from this purpose can be permitted. However, a coffee hour, tea, or dinner at which faculty members and the Team meet may be a desirable introduction to the visit. When such a meeting can be scheduled sometime during the first day of the visitation, it does much to set all at ease. Likewise, having lunch, a cup of coffee or tea, or even dinner with members of the faculty and with representatives of the local construction industry may be a helpful experience and need not take an undue amount of time.

- The self-evaluation study, catalogs, and other pertinent materials will be mailed to each Visiting Team member prior to the site visit. Each Team member is expected to have reviewed the entire self-evaluation study in detail prior to the site visit and to have analyzed details contained in that portion of the report assigned for evaluation. Any suggestions or questions regarding the self-evaluation study or requests for additional information should be made to the Team Chair.

- Visiting Team members are expected to plan time away from their office to permit attendance during all scheduled conferences. On any day designated for the visitation, the Team or individual members of the Team may not be absent from the institution during the normal working hours for the purpose of transacting personal business in the area or for sightseeing or other pursuits not associated with the accreditation process.

5.4. Duties and Responsibilities of the Visiting Team Chair

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

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

- Familiarize himself/herself and members of the Team with all current and past Accreditation Committee reports, self-evaluation studies, progress reports, and actions by ACCE on the construction program(s) being visited.

- Assign specific aspects of the Visiting Team Report to each team member.

- Arrange a schedule with the institution, including a list of people to be interviewed so that all facets of the construction program(s) are reviewed.

- Schedule time during the visit to enable members of the Team to review their reaction to the characteristics and effectiveness of the construction program(s) being observed.

- Schedule adequate time near the end of the visit, but before the final meeting with the respective administrators of the program(s) and institution, to consider, in private, Team findings and to prepare a preliminary draft report to the Accreditation Committee.

- Meet with the appropriate administrator(s) of the program(s) and institution in a summary session to inform them of further processing and timing of the Visiting Team report and to convey in general terms the findings of the Team (including all strengths, weaknesses, concerns and undeveloped potentials which will be in the report). Neither the Chair, nor any member of the Team, shall project or predict what accreditation action might be taken as a result of the visit. This action is the prerogative of the ACCE Board of Trustees only, acting upon the findings and recommendations of the Visiting Team and the recommendations of the Accreditation Committee.

- Supply each member with expense account forms to be returned to the Team Chair for endorsement and forwarding to the ACCE President.

- Prepare a draft of the Visiting Team Report, based upon the preliminary report prepared during the visitation, and circulate it to the Team for comment and/or approval.

- Forward the Team approved draft report with recommendations to the Accreditation Committee Chair and the President for editing.

- Incorporate any corrections noted by the President and Accreditation Committee Chair and return the final draft to the President for forwarding of the final draft report to the institution for concurrence of accuracy of facts in the report.

5.5. Procedures During the Visit

Unless otherwise requested by the Chair of the Visiting Team, it is expected that the construction program(s) administrator(s) will not remain in the room with the Visiting Team during conferences with faculty, students, alumni, or employers. Likewise, program faculty members will not remain in the room during conferences with students and with alumni and members of the industry advisory committee. Visiting Team members are free to discuss program issues with the department leader and faculty members throughout the site visit. As a general rule, the recommendation of the construction program(s) administrator(s) determines protocol to be followed during conferences with the Chief Executive Officer of the parent institution and/or the appointed representative of the Chief Executive Officer.

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

- Although Visiting Team members discuss their general findings and observations regarding the program(s) with the construction program administrator(s) during the summary conferences, Visiting Team members must ensure they do not express personal or Team views that relate in any way to the accreditation status of the unit undergoing evaluation. Decisions regarding the accreditation status of program(s) under consideration are determined only by the ACCE Board of Trustees at regularly scheduled meetings following discussion and review of the self-evaluation study, the Visiting Team Report, and recommendations of the Visiting Team and Accreditation Committee.

- Visiting Team members are expected to participate actively in conference discussions and individually review administrative or academic problems with administrators, program leader, and faculty. In view of the tight scheduling of conferences, Visiting Team Members are expected to co-operate with the Chair of the Visiting Team in adhering closely to prearranged conference schedules. Visiting Team members are requested to refrain from expressing personal observations regarding teaching

methodology or techniques not considered relevant to the conference. Visiting Team members are reminded that program leader and faculty have given considerable time and thought in preparation for the Team's visit; therefore, the Visiting Team should allow administrators and faculty members an opportunity to explain their teaching methodology, course content, and program philosophy.

- During executive sessions, Team Members are expected to review, evaluate, and discuss all aspects of the program(s) being evaluated. In this manner, the Team develops a consensus that subsequently serves as a basis for drafting a site visit report.

- Team Members are expected to study, review, and comment on the drafts of the Visiting Team Report provided to them by the Chair after the site visit. Prompt response to drafts by Visiting Team members is essential to the presentation of reports for review and recommendation at regularly scheduled meetings of the Accreditation Committee. It is not enough to assume that no reply from a Team Member means approval.

- Visiting Team Members are expected to regard all information and data obtained during the site visit as confidential. All evaluation reports and accreditation recommendations of ACCE are regarded as confidential and privileged information; therefore, disclosure of personal or Team views at any time before, during, or after site visits and Board review is not authorized. If the Team Chair has not already done so, subsequent to the site visit and approval of the formal report, Team members are to be requested to return to the President their copies of the self-evaluation study and all other documents pertaining to the visit.

5.6. Schedule of Activities During the Visit

5.6.1 Associate and Bachelor's Degree Programs

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

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

- Evening of the Date of Arrival (Saturday)

  - Prior to the start of the formal visitation, the Team will meet with the construction program(s) administrators to review final details of the visit including the time schedule. This conference is held so that the Visiting Team members may be made aware of any unique problems. It also is intended to orient the administrators to the methods and procedures of the Team. After this conference, an executive session of the Team should be held to review assignments

and the work schedule; to review the appropriate ACCE documents dealing with accreditation visits and those dealing with the institution; and to consider other necessary details.

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

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

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

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

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

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

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

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

- Morning of the First Day of Visit (Sunday)

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

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

    - A curriculum map relating Course Learning Outcomes to Student Learning Outcomes.

    - A syllabus for each course used to support the Student Learning Outcomes, describing Course Learning Outcomes and their relationship to the Student Learning Outcomes, outlining instructional methods, outlining in reasonable detail the topical content of course, and a course calendar, describing the method of assessment of Course Learning Outcomes, and describing the grade performance criteria.

    - Evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to demonstrate the adequacy of the assessment tool in evaluating individual student ability to meet each Student Learning Outcome.

    - A report of the methods of assessment for each Student Learning Outcome, the most recently reported evaluation of the results, resulting actions, and a follow-up of those actions on student performance.

- Afternoon of the First Day of Visit (Sunday)

  - Team members continue with their assigned duties.

- Evening of the First Day of Visit (Sunday)

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

- Morning of the Second Day of Visit (Monday)

  - On the morning of the second day, a conference with the Chief Executive Officer of the institution or his/her representative should

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

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

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

- Luncheon Meeting on the Second Day of Visit (Monday)

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

- Afternoon of the Second Day of Visit (Monday)

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

- Evening of the Second Day of Visit (Monday)

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

- Morning of the Third Day of Visit (Tuesday)

  - Team Members hold an executive session to continue evaluation of the visit to that point, complete individual Team member portions

of the Visiting Team Report and to finalize the preliminary report on strengths, weaknesses and concerns of the program.

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

- This preliminary report is presented in an exit report during which the Team as a whole meets with the program administrator, the administrator of the next higher unit and the Chief Executive Officer of the institution for the following purposes:
  - To present an objective analysis of the findings of the Visiting Team.
  - To discuss observed strengths and all weaknesses and concerns of the program in relation to the applicable ACCE Standards and Criteria.
  - To discuss all concerns of the Visiting Team members regarding the program.
  - To explain the procedures in the accreditation process this will follow from that time forward.

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

- At the completion of the meeting with administrators, Team members should:
  - If completed, provide the Team Chair with the draft of their assigned portion of the Visiting Team Report. If not completed, it should be submitted to the Team Chair as quickly as possible.

  - Discuss target dates for completion, review and return of the final Team Report to the Chair.

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

5.6.2 Master's Degree Programs

The visitation will normally take one and one-half days beginning on Sunday evening and concluding on Tuesday. The Visiting Team members should make arrangements to arrive at the institution no later than Sunday afternoon. The adjournment of the visit will be on or before 3 pm on Tuesday, and therefore Visiting Team members should make their travel arrangements accordingly. Noted below is a recommended itinerary

for a typical visit. However, it is the responsibility of the Visiting Team Chair in conjunction with the master's degree program administrator to establish the final schedule to include the key activities noted below.

- Sunday Evening

  - The Visiting Team meets in executive session to review assignments and the work schedule; to review the appropriate ACCE documents dealing with accreditation visits and those dealing with the institution; and to consider other necessary details. At this time, the Visiting Team Chair may make additional assignments to Visiting Team members to be accomplished during and subsequent to the visit.

  - The Visiting Team then meets with the master's degree program(s) administrator(s) to review final details of the visit including the time schedule. This conference is held so that the Visiting Team members may be made aware of any unique problems. It also is intended to orient the administrators to the methods and procedures of the Visiting Team.

- Monday Morning

  - The entire Visiting Team participates in conferences with the Chief Executive Officer of the institution, the Dean of the Graduate School, the Dean of the College and Administrator of the Department in which the master's degree program is located or their designated representatives to explain the purposes of the visit, the procedures to be followed, and to obtain their perceptions of the master's degree program in terms of strengths and weaknesses. Also other subjects covered in the self-evaluation study pertaining to the respective level of administrator can be discussed at the conferences.

  - Following these meetings, the Visiting Team visits laboratories, classrooms, offices and other physical plant facilities and equipment utilized by the master's degree program, with the program administrator(s). Visiting Team members should also visit the library to review holdings related to the construction program.

- Monday Lunch

  - The Visiting Team will have lunch with a small group including those faculty members who teach graduate courses, master's degree program administrators and others as appropriate.

- Monday Afternoon

  - The afternoon should be devoted to conducting a series of individual Visiting Team member interviews with the master's degree program administrator and faculty, the review of master's degree program faculty and student materials and a meeting with a representative sample of master's degree students.

  - The Visiting Team Chair should conduct the interview(s) with the program administrator(s) to discuss the following: operating finances, relationships with the next higher administrative level and with administrators of the institution, and other topics as deemed necessary for the accomplishment of the visit by the Visiting Team.

  - The other member(s) will conduct interviews with faculty members individually. Topics to be discussed should include faculty members' opinions of the construction program, its role or function, whether its goals and objectives are realistic and are they being met, program strengths, weaknesses and areas for possible improvement, and the instructors' teaching philosophies and personal goals.

The following materials and data, which should be readily available to the Visiting Team for review:

- A description of the minimum acceptable Preliminary Learning Outcomes required of applicants and a description of assessment measures used to assess applicant achievement of the Preliminary Learning Outcomes.

- A curriculum map relating Course Learning Outcomes to Student Learning Outcomes.

- A syllabus for each course used to support the Student Learning Outcomes, describing Course Learning Outcomes and their relationship to the Student Learning Outcomes, outlining instructional methods, outlining in reasonable detail the topical content of course, and a course calendar, describing the method of assessment of Course Learning Outcomes, and describing the grade performance criteria.

- Evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to demonstrate the adequacy of the assessment tool in evaluating individual student ability to meet each Student Learning Outcome.

- A report of the methods of assessment for each Student Learning Outcome, the most recently reported evaluation of the

results, resulting actions, and a follow-up of those actions on student performance.

- Monday Evening

  - A dinner may be held at this time with representatives of the industry advisory committee, program alumni and other appropriate representatives of the master's degree program. Following dinner, the master's degree program representatives are to excuse themselves and a discussion take place with the remaining individuals. The Visiting Team should ask what the individuals' perceptions of the master's degree program are both strengths and weaknesses.

  - After dinner the team reassembles to continue their review of instructional and student materials and to discuss their findings concerning program and administrative elements examined that day. Strengths and weaknesses discovered in both program and supporting areas should be discussed.

- Tuesday Morning

  - On an individual basis, Visiting Team members conduct short interviews of other administrators, faculty in allied master's degree disciplines, and staff that support the master's degree program. In addition, the Visiting Team completes its review of instructional and student materials and considers any information obtained during the visit.

  - Team members hold an executive session to finalize the preliminary report on strengths and weaknesses of the program along with any concerns which the Visiting Team may have.

- Tuesday Lunch

  - A working lunch is held consisting of the Visiting Team and the master's degree program administrator(s). At this time the Visiting Team Chair presents the Visiting Team's preliminary report to the construction master's degree program administrator(s) to ensure it is factual and to answer any questions.

- Tuesday Afternoon

  - This preliminary report is presented in an exit interview during which time the Visiting Team as a whole meets with the program administrator, the Administrative Head of the Department and the

Dean of the College in which the program is located and the Chief Executive Officer of the institution for the following purposes:

- o To present an objective analysis of the findings of the Visiting Team.

- o To discuss observed strengths and all weaknesses of the program in relation to the applicable ACCE Standards and Criteria for Master's Degree Programs

- o To discuss all concerns of the Visiting Team members regarding the program.

- o To ask the assembled administrators if, in their opinion, these findings are in accord with the facts.

- o To explain the procedures in the accreditation process which will follow from that time forward.

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

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

- If completed, provide the Visiting Team Chair with the draft of their assigned portion of the Visiting Team Report   If not completed, it should be submitted to the Team Chair as quickly as possible.

- Discuss target dates for completion, review and return of the final Visiting Team Report to the Chair.

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

5.7. Procedures After the Visit

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

- Complete and submit to the President ACCE Form A-11, Team Member Assessment of Performance of the Visiting Team Chair.

- Complete and submit to the Team Chair their signed ACCE Form A-14, Travel Expense Voucher, with receipts.

- Completion and submission by the Team Chair of ACCE Form A-12, Team Chair Assessment of Performance of Visiting Team Member on each Team member and ACCE Form A-13, Team Chair Assessment of Performance of Visiting Team Member-in-Training, on each member-in-training on the visit.

5.8. Guidelines for Preparation of the Visiting Team Report

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

If time is available, each member of the Visiting Team prepares a preliminary draft and summary of his or her part of the report before leaving the institution or submits it to the Team Chair in accordance with the schedule established. The Team Chair writes or compiles the first draft of the Team Report following the visit. The Visiting Team is to follow the report format contained in Form A-3 for associate and baccalaureate programs and the format contained in Form A-4 for master's degree programs. All weaknesses and concerns identified by the Visiting Team must be explained in the body of the report. A copy of the report is sent to each member of the Visiting Team for review and returned to the Team Chair with comments and suggestions for revision(s). The Chair revises the report, taking into consideration the suggestions of the Team members.

The draft report is sent to the President, who with the Chair of the Accreditation Committee, reviews the report for format and completeness. It is then returned to the Team Chair, who considers the suggested changes for incorporation into the report, then returns the report along with ACCE Form A-5, Visiting Team Recommendation to Accreditation Committee, to the President. The report is then sent (without the Team recommendation) to the Chief Executive Officer (or his/her designee) of the institution, with a copy to the construction program administrator for comment as to points of fact. Any comments from the institution must be signed by the Chief Executive Officer and returned to the President who transmits the institution's comments to the Visiting Team Chair. If the institution takes issue with any portion of the main body of the report, the Visiting Team Chair makes corrections, incorporates the comments into the report, or attaches the comments to the report. The Visiting Team Chair completes the Team report and forwards it to the President.

6. PROGRESS AND STATUS REPORTS

6.1. Purposes

The purposes for submission of progress and status reports are:

- to allow the Accreditation Committee to ascertain whether progress is being made toward improving program quality through the elimination or correction of weaknesses identified in the most recent ACCE Visiting Team Report;

- to provide the basis for communications between the committee and the program administrator on matters of concern, if there does not appear to be substantial improvement;

- to form the basis for focusing the renewal of accreditation self-evaluation study and subsequent visit; and

- to determine whether consideration has been given to the concerns expressed by the Visiting Team cited in the Visiting Team Report.

6.2. Types of Reports

6.2.1 Associate and Bachelor's Degree Programs

- Third Year Progress Report. All institutions which receive a five-year initial accreditation or a six-year renewal of accreditation are required to submit a Third Year Progress Report. This report shall be submitted to the President by May 1 or December 1 prior to the third accreditation anniversary of the program for July and February Accreditation Committee action, respectively.

- First and/or Second Year Progress Reports. Institutions may receive accreditation or renewal of accreditation with a requirement to submit progress reports at the end of the first year or at the end of the first and second year of accreditation. In these cases, the report shall be submitted to the President by May 1 or December 1 prior to the first and/or second accreditation anniversary of the program for July and February Accreditation Committee action, respectively.

- Supplemental Progress Reports. At the direction of the Accreditation Committee, institutions may be required to submit supplemental or special progress reports pertaining to specific areas of concern within the construction program or for clarification of responses provided by the institution related to the alleviation of weaknesses cited. In these cases, the supplemental report shall be submitted to the President by the date specified by the Accreditation Committee.

6.2.2 Master's Degree Programs

Annual Status Reports shall be submitted to the President by May 1 or December 1 prior to the accreditation anniversary of the master's degree

program for July and February Accreditation Committee action, respectively.

6.3. Report Preparation

All progress reports for Associate and Bachelor's Degree programs are to be submitted using Form A-7, and all annual status reports for Master's degree program are to be submitted using Form A-10. For each report:

- ACCE will provide the report template in which all weaknesses and concerns identified in the most recent ACCE Visiting Team Report are listed.

- The Program is to indicate in the appropriate box whether or not each Weakness and Concern has been alleviated or corrective action is still in progress.

- If a Weakness or Concern has been alleviated, the Program needs to describe how and when it was alleviated. Documentation needs to be attached, if necessary, to demonstrate compliance with ACCE Document 103. Total attached documentation should not exceed 10 pages.

- For each Weakness or Concern that has not been alleviated entirely, the Program must provide a specific measurable action plan, including assumptions, timelines, and resources for correction or elimination of the weakness or concern.

- The Program is to provide summary comments as to the status of its corrective actions on the front page of the report form. If the Program has been assigned a mentor, the Program is also to describe on the front page all activities involving the mentor since assignment, the last accreditation visit, or the last progress report, whichever is the most recent.

- In addition, annual status reports from accredited master's degree programs are to describe any substantial changes that have occurred during the previous year; their cause; any potential ramifications (positive or negative) to the master's degree program; and if negative, what actions are planned to make any needed improvements.

- Supplemental reports shall state the specific area(s) of clarification requested by ACCE and provide detailed information on each area.

6.4 Report Submission

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

6.5   Report Approval and Follow-up

When a progress or status report is received by the President, it will be transmitted to all members of the Accreditation Committee for review for compliance with these guidelines, a determination of acceptance or non-acceptance of the report, and for a determination on approval or non-approval of the actions being taken by the institution to alleviate the weaknesses and concerns. The committee will use Consolidated Form A-8 for collection of member input. The Chair of the committee will assemble the comments of the committee members and inform the President if the majority is for non-acceptance of the report. In this case, the President will send the report back to the institution stating the reason for non-acceptance of the report and requesting that a revised report be submitted within 30 days so that action on the report may be taken by the Accreditation Committee at a regularly scheduled meeting. In the case of acceptance of the report by the Accreditation Committee, the Committee Chair shall prepare a report of the Committee and an executive summary concerning the actions taken on alleviation of the weaknesses or concerns. A letter will be sent by the President to the institution with the information provided by the Accreditation Committee.

All progress and status reports will be considered and acted upon in an executive session of the Accreditation Committee.

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

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

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

7.   BOARD APPOINTED MENTORS

As described in Section 3.2 of ACCE Document 100, the Board of Trustees may require that a mentor be assigned to an accredited program to help with correction of specific matters of concern. The assigned mentor is to establish communication with the accredited program leader and assist the program in developing action

plans to address the matters of concern identified by the Board. Board appointed mentors are to submit semi-annual reports to the Chair of the Accreditation Committee and the ACCE President by June 1 and December 1 each year using ACCE Form A-9.

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

APPENDIX A

FORM A-1

Application for Candidate Status
And/or an Accreditation Review

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

1. Name of Institution: _____

_____

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

_____

3. Name of the program to be reviewed: _____

_____

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

_____

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

_____

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

7. Program data: _____

    a. Date program was initiated: _____

    b. Name of degree awarded: _____

    c. Date first degree awarded: _____

    d. Approximate current number of students: _____

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

f. Approximate number of graduates: _____

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

8. Earliest date for an accreditation visit: _____

9. Mailing
address: _____

_____

_____

10. Telephone: _____   Fax: _____

11. E-mail: _____

12. Submitted:

Administrator, Construction Education Program: _____
Typed Name

Date: _____

13. Signed:

_____   _____
Dean of College   Date

_____
Typed Name

_____   _____
Chief Executive Officer of Institution   Date

_____
Typed Name

APPENDIX B

FORM A-2

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

TO: ACCE President

FROM: Screening Committee Members

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

INSTITUTION: _____

RECOMMENDATION:

(Check one of the following)

_____ a.   Admit to Candidate Status

_____ b.   Deny Admission to Candidate Status

_____   _____
Signature   Date

_____
Typed Name

FORM A-3A

American Council for Construction Education

(Institution)
(Location of Institution)

(Title of Program Visited)

(Dates of the Visit)

Visiting Team

(Name), Chairman
(School or Company)
(City & State)

(Name), Member
(School or Company)
(City & State)

(Name), Member
(School or Company)
(City & State)

(Name), Member-in-Training
(School or Company)
(City & State)

(Name), Industry Observer
(Company)
(City & State)

Visiting Team Report

Section 1: INTRODUCTION

1.1 Requirement

Size, brief history, type, and purpose of the institution.

Place cursor and start typing here.

Institution organization and location of the construction unit.

Place cursor and start typing here.

Size, number of faculty members, brief history, and purpose of the construction unit.

Place cursor and start typing here.

Accreditation history – first accredited and reaccredited.

Place cursor and start typing here.

Degree title and credit hours required.

Place cursor and start typing here.

Other degree programs administered by the construction unit.

Place cursor and start typing here.

Name of regional accrediting agency of the institution.

Place cursor and start typing here.

Name and position of persons interviewed during the visit.
(Include titles: Dr., Mr., Ms., Mrs.)

Institution Administration and Staff
     Place cursor and start typing here.

Program Faculty and Staff
     Place cursor and start typing here.

Industry Advisory Board Members

Place cursor and start typing here.

Students
Place cursor and start typing here.

Section 2: GOVERNANCE AND ADMINISTRATION

2.1 Requirements

2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP

2.1.2.1 The educational unit is a distinct and identifiable entity within the educational institution.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

2.1.2.4 The educational unit and the leadership structure are well-defined and accessible to the public.

Place cursor and start typing here.

2.1.3 FACULTY PARTICIPATION

2.1.3.1 Faculty members participate in the educational unit's governance and administration in accordance with the educational institution's guidelines.

Place cursor and start typing here.

2.1.3.2 Faculty members participate in the degree program maintenance and administration in accordance with the educational institution's guidelines.

Place cursor and start typing here.

2.1.4 CONTRIBUTION TO THE INSTITUTION

2.1.4.1 The educational unit and degree program contribute to the mission of the institution.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 3: CURRICULUM

3.1 Requirements

3.1.1 DEGREE PROGRAMS

3.1.1.1 The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution.

Place cursor and start typing here.

3.1.1.2 The degree program curriculum contains at least the required minimum number of credit hours.

Place cursor and start typing here.

3.1.1.3 The degree program curriculum relates to the needs of society and the construction profession.

Place cursor and start typing here.

3.1.2 GENERAL EDUCATION

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

3.1.3 BUSINESS AND MANAGEMENT

3.1.3.1 The curriculum meets the requirements for the Core Subject Area of Business and Management.

Place cursor and start typing here.

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.

Place cursor and start typing here.

3.1.4 CONSTRUCTION

Table 3.1.1 Associate Degree Program Credit Hour Requirements

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 Business and Management	**6/11**		
SUBTOTAL (External to Program)	**18/27**		
Construction	**33/48**		
Other**	**9/15**		
TOTAL CREDIT HOURS	**60/90**		

*semester hours/quarter hours
**These credits may be allocated to communications, mathematics, physical science, business and management, or construction reducing this requirement as long as the total number of credits hours equals or exceeds ACCE accreditation standards of 60 semester credit hours or 90 quarter credit hours.

3.1.4.1 Summary Comments.

Place cursor and start typing here.

3.1.5 STUDENT LEARNING OUTCOMES
(not used)

3.1.6 DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES

3.1.6.1 A curriculum map or other summary was provided indicating how the Student Learning Outcomes are incorporated in required construction courses.

Place cursor and start typing here.

3.1.6.2 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.)

Course Syllabus Requirements	Compliance Status
Contained a description of the Course Learning Outcomes and their relationship to the Student Learning Outcomes covered 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

Place cursor and start typing here.

3.1.6.3 Evidence was provided that each Student Learning Outcome is evaluated by at least two assessment methods with at least one of the methods being a direct assessment.

Place cursor and start typing here.

3.1.6.4 Copies of assessment tools were provided to demonstrate students' ability to meet each Student Learning Outcome.

Place cursor and start typing here.

3.1.6.5 The results of the assessment of student achievement of Student Learning Outcomes were included in the program's Quality Improvement Plan.

Place cursor and start typing here.

3.1.6.6 A report was provided of the methods of assessment for each Student Learning Outcome containing the most recently reported evaluation of the results, resulting actions, and a follow-up of these actions on student performance including the dates of evaluation, actions taken, and follow-up assessment.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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:

Place cursor and start typing here.
Summary Comments
Place cursor and start typing here.
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.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 4: FACULTY AND STAFF

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.2 FACULTY SIZE

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

4.1.3 FACULTY WORK LOAD

The faculty work load is distributed fairly considering teaching, advising, research, and service responsibilities of the faculty.

Place cursor and start typing here.

4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

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

Place cursor and start typing here.

4.1.5 EMPLOYMENT POLICIES

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

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.6 PROFESSIONAL DEVELOPMENT

4.1.6.1 Continuing professional opportunities are provided to faculty members.

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.7 FACULTY EVALUATIONS

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

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 5: STUDENT POLICIES

5.1 Requirements

5.1.1 ACADEMIC POLICIES

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.

Place cursor and start typing here.

5.1.2 TEACHING QUALITY

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.

Place cursor and start typing here.

5.1.3 ADMISSIONS AND ENROLLMENT

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.

Place cursor and start typing here.

5.1.4 RECRUITMENT AND COMPOSITION

> **5.1.4.1 The degree program has implemented recruitment and retention programs to achieve its aspirations regarding student composition.**

> Place cursor and start typing here.

> **5.1.4.2 Recruitment programs are focused on individuals with high academic achievement.**

> Place cursor and start typing here.

> **5.1.4.3 Recruitment and publicity for the degree program are comparable to recruitment efforts in other programs within the institution.**

> Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

5.1.7 STUDENT PLACEMENT

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

Place cursor and start typing here.

5.1.7.2 Students are well informed about and have access to placement services and employment opportunities.

Place cursor and start typing here.

5.1.8 EXTRACURRICULAR ACTIVITIES

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.

Place cursor and start typing here.

5.1.9 STUDENT FEEDBACK

There is an established plan for systematically collecting student feedback as part of the degree program Assessment Plan.

Place cursor and start typing here.

5.1.10 FINANCIAL AID AND SCHOLARSHIPS

Students are informed of the availability of financial aid and scholarships and the criteria for award of financial aid and scholarships.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 6: PHYSICAL RESOURCES

6.1 Requirements

6.1.1 OFFICES, CLASSROOMS, AND LABORATORY SPACES

Physical facilities, such as offices, classrooms, laboratories, and associated equipment, are available and maintained to adequately support the degree program's mission, goals, and objectives; to enable students to attain required learning outcomes; and to provide faculty and staff with adequate space.

Place cursor and start typing here.

6.1.2 LIBRARY RESOURCES

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

6.1.3.2 Adequate computer equipment and software are provided to support the scholarly and professional activities of the faculty.

Place cursor and start typing here.

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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

Place cursor and start typing here.

7.1.2 NONRECURRING FUNDS

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

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS

8.1 Requirements

8.1.1 SUPPORT FROM INDUSTRY

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

8.1.1.3 Minutes of such meetings shall be kept on file.

Place cursor and start typing here.

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.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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:

Place cursor and start typing here.

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

Place cursor and start typing here.

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.)

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:

Place cursor and start typing here.

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.)

Educational Unit	Compliance Status
A formal documented Strategic Plan	
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:

Place cursor and start typing here.

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:

Place cursor and start typing here.

9.1.4 ASSESSMENT PLAN IMPLEMENTATION

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	

Description of any findings of lack of full compliance:

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 10: REVIEW OF LAST VISITING TEAM'S WEAKNESSES AND CONCERNS

(To be completed for renewal of accreditation visits only.)

10.1 List last Visiting Team's noted Weaknesses and indicate the status of each Weakness at the time of the current site visit.

10.1.1 (Type Weakness here.)

(Begin description of status here.)

10.1.2 (Type Weakness here.)

(Begin description of status here.)

10.2 List last Visiting Team's noted Concerns and indicate the status of each Concern at the time of the current site visit.

10.2.1 (Type Concern here.)

(Begin description of status here.)

10.2.2 (Type Concern here.)

(Begin description of status here.)

Section 11: STRENGTH, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL.

11.1 List Strengths.

11.1.1 Place cursor and start typing here.

11.1.2 Place cursor and start typing here.

(Continue as needed)

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.

11.2.1 Place cursor and start typing here.

11.2.2 Place cursor and start typing here.

(Continue as needed)

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.

11.3.1   Place cursor and start typing here.

11.3.2   Place cursor and start typing here.

(Continue as needed)

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.

11.4.1   Place cursor and start typing here.

11.4.2   Place cursor and start typing here.

(Continue as needed)

FORM A-3B

American Council for Construction Education

(Institution)
(Location of Institution)

(Title of Program Visited)
(Dates of the Visit)

Visiting Team

(Name), Chairman
(School or Company)
(City & State)

(Name), Member
(School or Company)
(City & State)

(Name), Member
(School or Company)
(City & State)

(Name), Member-in-Training
(School or Company)
(City & State)

(Name), Industry Observer
(Company)
(City & State)

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.

Visiting Team Report

Section 1: INTRODUCTION

1.1 Requirement

Size, brief history, type, and purpose of the institution.

Place cursor and start typing here.

Institution organization and location of the construction unit.

Place cursor and start typing here.

Size, number of faculty members, brief history, and purpose of the construction unit.

Place cursor and start typing here.

Accreditation history – first accredited and reaccredited.

Place cursor and start typing here.

Degree title and credit hours required.

Place cursor and start typing here.

Other degree programs administered by the construction unit.

Place cursor and start typing here.

Name of regional accrediting agency of the institution.

Place cursor and start typing here.

Name and position of persons interviewed during the visit.
(Include titles: Dr., Mr., Ms., Mrs.)

Institution Administration and Staff
    Place cursor and start typing here.

Program Faculty and Staff
    Place cursor and start typing here.

Industry Advisory Board Members

Place cursor and start typing here.

Students
Place cursor and start typing here.

Section 2: GOVERNANCE AND ADMINISTRATION

2.2   Requirements

2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP

2.1.2.1 The educational unit is a distinct and identifiable entity within the educational institution.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

2.1.2.4 The educational unit and the leadership structure are well-defined and accessible to the public.

Place cursor and start typing here.

2.1.3 FACULTY PARTICIPATION

2.1.3.1 Faculty members participate in the educational unit's governance and administration in accordance with the educational institution's guidelines.

Place cursor and start typing here.

2.1.3.2 Faculty members participate in the degree program maintenance and administration in accordance with the educational institution's guidelines.

Place cursor and start typing here.

2.1.4 CONTRIBUTION TO THE INSTITUTION

2.1.4.1 The educational unit and degree program contribute to the mission of the institution.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 3: CURRICULUM

3.1 Requirements

3.1.1 DEGREE PROGRAMS

3.1.1.1 The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution.

Place cursor and start typing here.

3.1.1.2 The degree program curriculum contains at least the required minimum number of credit hours.

Place cursor and start typing here.

3.1.1.3 The degree program curriculum relates to the needs of society and the construction profession.

Place cursor and start typing here.

3.1.2 GENERAL EDUCATION

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

3.1.3 BUSINESS AND MANAGEMENT

3.1.3.1 The curriculum meets the requirements for the Core Subject Area of Business and Management.

Place cursor and start typing here.

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.

Place cursor and start typing here.

3.1.4 CONSTRUCTION

Table 3.1.1 Bachelor Degree Program Credit Hour Requirements

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
**These credits may be allocated to communications, mathematics, physical science, business and management, or construction reducing this requirement as long as the total number of credits hours equals or exceeds ACCE accreditation standards of 120 semester credit hours or 180 quarter credit hours.

3.1.4.1 Summary Comments.

Place cursor and start typing here.

3.1.5 STUDENT LEARNING OUTCOMES
(not used)

3.1.6 DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES

3.1.6.1 A curriculum map or other summary was provided indicating how the Student Learning Outcomes are incorporated in required construction courses.

Place cursor and start typing here.

3.1.6.2 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.)

Course Syllabus Requirements	**Compliance Status**
Contained a description of the Course Learning Outcomes and their relationship to the Student Learning Outcomes covered 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

Place cursor and start typing here.

3.1.6.3 Evidence was provided that each Student Learning Outcome is evaluated by at least two assessment methods with at least one of the methods being a direct assessment.

Place cursor and start typing here.

3.1.6.4 Copies of assessment tools were provided to demonstrate students' ability to meet each Student Learning Outcome.

Place cursor and start typing here.

3.1.6.5 The results of the assessment of student achievement of Student Learning Outcomes were included in the program's Quality Improvement Plan.

Place cursor and start typing here.

3.1.6.6 A report was provided of the methods of assessment for each Student Learning Outcome containing the most recently reported evaluation of the results, resulting actions, and a follow-up of these actions on student performance including the dates of evaluation, actions taken, and follow-up assessment.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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:

Place cursor and start typing here.
Summary Comments
Place cursor and start typing here.
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.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 4: FACULTY AND STAFF

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.2 FACULTY SIZE

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

4.1.3 FACULTY WORK LOAD

The faculty work load is distributed fairly considering teaching, advising, research, and service responsibilities of the faculty.

Place cursor and start typing here.

4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

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

Place cursor and start typing here.

4.1.5 EMPLOYMENT POLICIES

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

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.6 PROFESSIONAL DEVELOPMENT

4.1.6.1 Continuing professional opportunities are provided to faculty members.

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.7 FACULTY EVALUATIONS

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

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 5: STUDENT POLICIES

5.1 Requirements

5.1.1 ACADEMIC POLICIES

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.

Place cursor and start typing here.

5.1.2 TEACHING QUALITY

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.

Place cursor and start typing here.

5.1.3 ADMISSIONS AND ENROLLMENT

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.

Place cursor and start typing here.

5.1.4 RECRUITMENT AND COMPOSITION

5.1.4.1 The degree program has implemented recruitment and retention programs to achieve its aspirations regarding student composition.

Place cursor and start typing here.

5.1.4.2 Recruitment programs are focused on individuals with high academic achievement.

Place cursor and start typing here.

5.1.4.3 Recruitment and publicity for the degree program are comparable to recruitment efforts in other programs within the institution.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

5.1.7 STUDENT PLACEMENT

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

Place cursor and start typing here.

5.1.7.2 Students are well informed about and have access to placement services and employment opportunities.

Place cursor and start typing here.

5.1.8 EXTRACURRICULAR ACTIVITIES

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.

Place cursor and start typing here.

5.1.9 STUDENT FEEDBACK

There is an established plan for systematically collecting student feedback as part of the degree program Assessment Plan.

Place cursor and start typing here.

5.1.10 FINANCIAL AID AND SCHOLARSHIPS

Students are informed of the availability of financial aid and scholarships and the criteria for award of financial aid and scholarships.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 6: PHYSICAL RESOURCES

6.1 Requirements

6.1.1 OFFICES, CLASSROOMS, AND LABORATORY SPACES

Physical facilities, such as offices, classrooms, laboratories, and associated equipment, are available and maintained to adequately support the degree program's mission, goals, and objectives; to enable students to attain required learning outcomes; and to provide faculty and staff with adequate space.

Place cursor and start typing here.

6.1.2 LIBRARY RESOURCES

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

6.1.3.2 Adequate computer equipment and software are provided to support the scholarly and professional activities of the faculty.

Place cursor and start typing here.

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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

Place cursor and start typing here.

7.1.2 NONRECURRING FUNDS

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

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS

8.1 Requirements

8.1.1 SUPPORT FROM INDUSTRY

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

8.1.1.3 Minutes of such meetings shall be kept on file.

Place cursor and start typing here.

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.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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:

Place cursor and start typing here.

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

Place cursor and start typing here.

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.)

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:

Place cursor and start typing here.

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.)

Educational Unit	Compliance Status
A formal documented Strategic Plan	
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:

Place cursor and start typing here.

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:

Place cursor and start typing here.

9.1.4 ASSESSMENT PLAN IMPLEMENTATION

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	

Description of any findings of lack of full compliance:

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 10: REVIEW OF LAST VISITING TEAM'S WEAKNESSES AND CONCERNS

(To be completed for renewal of accreditation visits only.)

10.1 List last Visiting Team's noted Weaknesses and indicate the status of each Weakness at the time of the current site visit.

10.1.1 (Type Weakness here.)

(Begin description of status here.)

10.1.2 (Type Weakness here.)

(Begin description of status here.)

10.2 List last Visiting Team's noted Concerns and indicate the status of each Concern at the time of the current site visit.

10.2.1 (Type Concern here.)

(Begin description of status here.)

10.2.2 (Type Concern here.)

(Begin description of status here.)

Section 11: STRENGTH, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL.

11.1 List Strengths.

11.1.1 Place cursor and start typing here.

11.1.3 Place cursor and start typing here.

(Continue as needed)

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.

11.2.1 Place cursor and start typing here.

11.2.2 Place cursor and start typing here.

(Continue as needed)

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.

11.3.1   Place cursor and start typing here.

11.3.2   Place cursor and start typing here.

(Continue as needed)

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.

11.4.1   Place cursor and start typing here.

11.4.2   Place cursor and start typing here.

(Continue as needed)

FORM A-4

American Council for Construction Education

(Institution)

(Location of Institution)

(Title of Program Visited)

(Dates of the Visit)

Visiting Team

(Name), Chairman
(School or Company)
(City & State)

(Name), Member
(School or Company)
(City & State)

(Name), Member-in-Training
(School or Company)
(City & State)

(Name), Industry Observer
(Company)
(City & State)

Visiting Team Report

Section 1: INTRODUCTION

1.1 Requirement

Size, brief history, type, and purpose of the institution.

Place cursor and start typing here.

Institution organization and location of the construction unit.

Place cursor and start typing here.

Size, number of faculty members, brief history, and purpose of the construction unit.

Place cursor and start typing here.

Accreditation history – first accredited and reaccredited.

Place cursor and start typing here.

Degree title and credit hours required.

Place cursor and start typing here.

Other degree programs administered by the construction unit.

Place cursor and start typing here.

Name of regional accrediting agency of the institution.

Place cursor and start typing here.

Name and position of persons interviewed during the visit.
(Include titles: Dr., Mr., Ms., Mrs.)

Institution Administration and Staff
        Place cursor and start typing here.

Program Faculty and Staff
        Place cursor and start typing here.

Industry Advisory Board Members

Place cursor and start typing here.

<u>Students</u>
Place cursor and start typing here.

Section 2: GOVERNANCE AND ADMINISTRATION

2.1 Requirements

2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP

2.1.2.1 The educational unit is a distinct and identifiable entity within the educational institution.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

2.1.2.4 The educational unit and the leadership structure are well-defined and accessible to the public.

Place cursor and start typing here.

2.1.3 FACULTY PARTICIPATION

2.1.3.1 Faculty members participate in the educational unit's governance and administration in accordance with the educational institution's guidelines.

Place cursor and start typing here.

2.1.3.2 Faculty members participate in the degree program maintenance and administration in accordance with the educational institution's guidelines.

Place cursor and start typing here.

2.1.4 CONTRIBUTION TO THE INSTITUTION

2.1.4.1 The educational unit and degree program contribute to the mission of the institution.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 3: CURRICULUM

3.1 Requirements

3.1.1 PRELIMINARY STUDENT LEARNING OUTCOMES FOR THE MASTER'S DEGREE

3.1.1.1 The master's degree program prescribes minimum acceptable preliminary student learning outcomes required of applicants which include at least the core competencies of cost estimating, scheduling, and project management.

Place cursor and start typing here.

3.1.1.2 The degree program assesses achievement of required preliminary student learning outcomes by each applicant and has a process to ensure that any student admitted without meeting one or

more required preliminary student learning outcome meets the required student learning outcomes prior to graduation.

Place cursor and start typing here.

3.1.2 STUDENT LEARNING OUTCOMES
                        (not used)

3.1.3 DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES

3.1.3.1 A curriculum map or other summary was provided indicating how the Student Learning Outcomes are incorporated in required construction courses.

Place cursor and start typing here.

3.1.3.2 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.)

Course Syllabus Requirements	Compliance Status
Contained a description of the Course Learning Outcomes and their relationship to the Student Learning Outcomes covered 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

Place cursor and start typing here.

3.1.3.3 Evidence was provided that each Student Learning Outcome is evaluated by at least two assessment methods with at least one of the methods being a direct assessment.

Place cursor and start typing here.

3.1.3.4 Copies of assessment tools were provided to demonstrate students' ability to meet each Student Learning Outcome.

Place cursor and start typing here.

3.1.3.5 The results of the assessment of student achievement of Student Learning Outcomes were included in the program's Quality Improvement Plan.

Place cursor and start typing here.

3.1.3.6 A report was provided of the methods of assessment for each Student Learning Outcome containing the most recently reported evaluation of the results, resulting actions, and a follow-up of these actions on student performance including the dates of evaluation, actions taken, and follow-up assessment.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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:

Place cursor and start typing here.
Summary Comments
Place cursor and start typing here.
3.4 Dual or Second Degrees

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

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 4: FACULTY AND STAFF

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.2 FACULTY SIZE

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

4.1.3 FACULTY WORK LOAD

The faculty work load is distributed fairly considering teaching, advising, research, and service responsibilities of the faculty.

Place cursor and start typing here.

4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

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

Place cursor and start typing here.

4.1.5 EMPLOYMENT POLICIES

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

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.6 PROFESSIONAL DEVELOPMENT

4.1.6.1 Continuing professional opportunities are provided to faculty members.

Place cursor and start typing here.

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

Place cursor and start typing here.

4.1.7 FACULTY EVALUATIONS

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

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 5: STUDENT POLICIES

5.1 Requirements

5.1.1 ACADEMIC POLICIES

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.

Place cursor and start typing here.

5.1.2 TEACHING QUALITY

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.

Place cursor and start typing here.

5.1.3 ADMISSIONS AND ENROLLMENT

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 master's degree program's mission, goals, and objectives.

Place cursor and start typing here.

5.1.4 RECRUITMENT AND COMPOSITION

5.1.4.1 The degree program has implemented recruitment and retention programs to achieve its aspirations regarding student composition.

Place cursor and start typing here.

5.1.4.2 Recruitment programs are focused on individuals with high academic achievement.

Place cursor and start typing here.

5.1.4.3 Recruitment and publicity for the degree program are comparable to recruitment efforts in other programs within the institution.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

5.1.7 STUDENT PLACEMENT

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

Place cursor and start typing here.

5.1.7.2 Students are well informed about and have access to placement services and employment opportunities.

Place cursor and start typing here.

5.1.8 EXTRACURRICULAR ACTIVITIES

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.

Place cursor and start typing here.

5.1.9 STUDENT FEEDBACK

There is an established plan for systematically collecting student feedback as part of the degree program Assessment Plan.

Place cursor and start typing here.

5.1.10 FINANCIAL AID AND SCHOLARSHIPS

Students are informed of the availability of financial aid and scholarships and the criteria for award of financial aid and scholarships.

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 6: PHYSICAL RESOURCES

6.1 Requirements

6.1.1 OFFICES, CLASSROOMS, AND LABORATORY SPACES

Physical facilities, such as offices, classrooms, laboratories, and associated equipment, are available and maintained to adequately

support the degree program's mission, goals, and objectives; to enable students to attain required learning outcomes; and to provide faculty and staff with adequate space.

Place cursor and start typing here.

6.1.2 LIBRARY RESOURCES

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

6.1.3.2 Adequate computer equipment and software are provided to support the scholarly and professional activities of the faculty.

Place cursor and start typing here.

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

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.

Place cursor and start typing here.

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

Place cursor and start typing here.

7.1.2 NONRECURRING FUNDS

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

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS

8.1 Requirements

8.1.1 SUPPORT FROM INDUSTRY

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.

Place cursor and start typing here.

8.1.1.2 The committee meets at least once per year to advise and assist the development and enhancement of the master's degree program, and minutes of the meetings are recorded.

Place cursor and start typing here.

8.1.1.3 Minutes of such meetings shall be kept on file.

Place cursor and start typing here.

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.

8.1.3 STUDENT-INDUSTRY RELATIONS

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

8.1.4 ALUMNI RELATIONS AND FEEDBACK

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

Place cursor and start typing here.

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.

Place cursor and start typing here.

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:

Place cursor and start typing here.

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

Place cursor and start typing here.

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.)

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:

Place cursor and start typing here.

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.)

Educational Unit	Compliance Status
A formal documented Strategic Plan	
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:

Place cursor and start typing here.

9.1.3 DEGREE PROGRAM ASSESSMENT PLAN

The master's 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:

Place cursor and start typing here.

9.1.4 ASSESSMENT PLAN IMPLEMENTATION

The master's 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	

Description of any findings of lack of full compliance:

Place cursor and start typing here.

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

Place cursor and start typing here.

Section 10: REVIEW OF LAST VISITING TEAM'S WEAKNESSES AND CONCERNS
(To be completed for renewal of accreditation visits only.)

10.1 List last Visiting Team's noted Weaknesses and indicate the status of each Weakness at the time of the current site visit.

10.1.1 (Type Weakness here.)

(Begin description of status here.)

10.1.2 (Type Weakness here.)

(Begin description of status here.)

10.2 List last Visiting Team's noted Concerns and indicate the status of each Concern at the time of the current site visit.

10.2.1 (Type Concern here.)

(Begin description of status here.)

10.2.2 (Type Concern here.)

(Begin description of status here.)

Section 11: STRENGTH, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL.

11.1 List Strengths.

11.1.1 Place cursor and start typing here.

11.1.4 Place cursor and start typing here.

(Continue as needed)

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.

11.2.1 Place cursor and start typing here.

11.2.2 Place cursor and start typing here.

(Continue as needed)

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.

11.3.1 Place cursor and start typing here.

11.3.2 Place cursor and start typing here.

(Continue as needed)

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.

11.4.1 Place cursor and start typing here.

11.4.2 Place cursor and start typing here.

(Continue as needed)

FORM A-5

VISITING TEAM RECOMMENDATION
TO THE ACCREDITATION COMMITTEE
AND BOARD OF TRUSTEES

Program Title _____

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

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

Renewal of Accreditation:
- ___   Accreditation for five (5) years (master's degree programs only).
- ___   Accreditation for six (6) years.
- ___   Accreditation for six (6) years, with progress report at the end of the first year.
- ___   Accreditation for six (6) years, with progress reports at the end of the first and second years.
- ___   Accreditation for three (3) years.
- ___   Accreditation for three (3) years with progress report at the end of the first year.
- ___   Accreditation for three (3) years with progress reports at the end of the first and second years.
- ___   Denial of Accreditation.

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

B.   Provide rationale for the stated recommendations.

_____   _____
Typed or Printed Name of Team Chair   Signature of Team Chair

APPENDIX G

American Council for Construction Education
Consolidated Form A-6 (Month, Year)

Accreditation Recommendation by:_____

Signature   Page of

A.1 Institution

		3rd Year Report	3 years		No Report
		1st & 3rd Year Reports			1st Year Report
		1st , 2nd & 3rd Year Reports			1st & 2nd Year Reports
Denial		**Abstain**			

Visiting Team members:

Comments relative to rationale for vote and issues to be addressed in the Executive Summary

---

Feedback to the Visiting Team Chair relative to the quality of the Visiting Team Report

---

IA.1 Institution

5 years		3rd Year Report			Defer Action until
		1st & 3rd Year Reports			Denial
		1st , 2nd & 3rd Year Reports			Abstain

Visiting Team members:

Comments relative to rationale for vote and issues to be addressed in the Executive Summary

---

Feedback to the Visiting Team Chair relative to the quality of the Visiting Team Report

MDA.1 Institution

		5 Years with Annual Reports			Defer Action Until	Date:
		Denial			Abstain	

Visiting Team members:

Comments relative to rationale for vote and issues to be addressed in the Executive Summary

Feedback to the Visiting Team Chair relative to the quality of the Visiting Team Report

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

PARTNERSHIP FOR EXCELLENCE

APPENDIX H

Form A-7

Progress Report Format

Progress Report Form
Reference ACCE Document 101, Paragraph 6.3

Institution: _____	**Type of Report:** 1st Yr ____
Program: _____	2nd Yr ____
Year Accredited: _____ Expiration Date: _____	3rd Yr ____
Mentor Assigned: Yes ____ No ____	Other _____
Mentor Name: _____	Report Date: _____

Summary Comments: (limit 1,600 characters)

Submitted by: _____   _____

Name -- Program Leader   Title

_____   _____

Signature   Date

Reviewed and Approved by: _____   _____

Name – (Dean)   Title

_____   _____

Signature   Date

Reviewed and Approved by: _____   _____

Name (CEO/Provost)   Title

_____   _____

Signature   Date

List of Attachments (If necessary):

ACCE Progress Report Form – Weakness and Concerns
(One sheet per weakness/concern)

WEAKNESS # 1

Description (taken directly from the Visiting Team Report)

Current Status of Progress: Alleviated   In Progress   Correction Plan Attachment

First Year Report – (limit 1,600 characters):

Second Year Report (limit 1,600 characters):

Third Year Report (limit 1,600 characters):

2

APPENDIX I

American Council for Construction Education
Consolidated Form A-8 (Month, Year)

Accreditation Recommendation by:_____

Signature   Page of

PR.1 Institution

Accept		Approved	
Not Accept		Approved with Reservations	
Not Voting		Approved with Serious Reservations	
Abstention		Not Approved	

 # Weaknesses; # Concerns

Comments:

PR.2 Institution

Accept		Approved	
Not Accept		Approved with Reservations	
Not Voting		Approved with Serious Reservations	
Abstention		Not Approved	

 # Weakness; # Concerns

Comments:

PR.3 Institution

Accept		Approved	
Not Accept		Approved with Reservations	
Not Voting		Approved with Serious Reservations	
Abstention		Not Approved	

 # Weaknesses; # Concerns

Comments:

Rev. 2019.07.08

APPENDIX J

FORM A-9

MENTOR ACTIVITY REPORT

This report is to be <u>prepared by the Mentor</u> semi-annually and submitted to the Accreditation Committee Chair and President before each semi-annual meeting. A report should be submitted whether or not there was activity. Mentor reports are due on June 1 and December 1.

Candidate _____   Board Assigned _____
Date:_____

Institution/Program: _____

Mentor Name: _____

Mentor Phone: _____

Mentor E-mail: _____

Program Leader: _____

Phone: _____

E-mail: _____

1) How often did Mentor meet with Contact/Program?

In Person: Phone: E-mail:

2) Progress on weaknesses from Last Visiting Team report:

3) Progress on concerns from that last Visiting Team report:

4) Summary of activity and contact with the Program School:

5) Were there obstacles to success during the mentoring process and/or contact time? Roadblocks? (please explain):

6) Rate the overall success of mentoring on a scale of 1-10:

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

PARTNERSHIP FOR EXCELLENCE

APPENDIX K

Form A-10

Masters Degree Annual Status Report Format

Annual Status Report Form
Reference ACCE Document 101, Paragraph 6.3

Institution: _____ **Report Date:** _____

Program: _____ **Year Accredited** _____

Program Data – Current Academic Year: **Expiration Date** _____

   MD Students – Fall Semester: Full Time _____ **Part Time:** _____

   No. of Master's Degrees Awarded this Past Academic Year: _____

   No. of FTE Faculty Teaching Master's Degree Courses – Current Academic Year _____

Instructions for Preparation:

<u>Section I:</u> Program data should include the most current information about the program. A box for Summary Comments is provided for your use as needed for overall comments of significance. Signatures must be original, not electronic.

<u>Section II:</u> Each Weakness and Concern from your most recent Visiting Team Report is listed as reported. For each item, you will need to mark the box that is appropriate for the progress of its elimination – alleviated or in progress. If alleviated, indicate how this was accomplished. If in progress, describe what progress has been made and include a detailed plan to do so. If attaching a plan, be sure to indicate that you are doing so.

<u>Section III:</u> The final area provides space to discuss any changes within the program. If these are no significant changes, please check the box at the top of the page for No Significant Changes.

Summary Comments:

Submitted by:

       _____ _____
       Name (Program Leader) Title

       _____ _____
       Signature Date

Reviewed and Approved by: _____ _____
       Name (Dean) Title

       _____ _____
       Signature Date

Reviewed and Approved by: _____ _____
       Name (CEO/Provost) Title

       _____ _____
       Signature Date

1

ACCE Annual Status Report Form – Weakness and Concerns
(One sheet per weakness/concern)

WEAKNESS # 1

Description (taken directly from the Visiting Team Report)

Current Status of Progress: Alleviated   In Progress   Correction Plan Attachment

First Year Report (limit 1,200 characters)

Second Year Report (limit 1,200 characters):

Third Year Report (limit 1,200 characters):

Fourth Year Report (limit 1,200 characters):

2

ACCE Annual Status Report Form – Weakness and Concerns
(One sheet per weakness/concern)

CONCERN # 1

Description (taken directly from the Visiting Team Report)

Current Status of Progress: Alleviated   In Progress   Correction Plan Attachment

First Year Report (limit 1,200 characters):

Second Year Report (limit 1,200 characters):

Third Year Report (limit 1,200 characters):

Fourth Year Report (limit 1,200 characters):

3

Rev. 2019.07.08

ACCE Annual Status Report Form – Additional Report Requirements

Describe any substantial changes that have occurred during the previous year associated with each of the major sections of ACCE Standards for Master's Degree Programs (including changes in administration, budget, curriculum, admission requirements, graduation requirements, faculty, facilities, relations with industry, and outcome assessment), their cause, and potential ramifications (positive or negative) to the master's degree program; and if negative, what actions are planned to make any needed improvements.

No significant changes to report

Changes (limit 1,600 characters):

Causes (limit 1,600 characters):

Potential Ramifications: Positive   Negative   (If negative, state action plans to correct.)

Attachment included: Yes   No

4

AMERICAN COUNCIL FOR
CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

APPENDIX L

FORM A-11

TEAM MEMBER ASSESSMENT OF THE PERFORMANCE OF THE VISITING TEAM CHAIR

The American Council for Construction Education has made a commitment to sound and fair accreditation practices. The most visible aspect of the Council's work and the very basis of the accreditation process is the Evaluation Team Visit to construction programs and the subsequent Team Report. To maintain the quality of evaluation visits, each Team Member is requested to assess the performance of the Team Chair. The information will be used to improve the site evaluation process.

Name of Chair being assessed: _____
Institution visited: _____
Program being considered: _____
Dates of visitation: _____

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

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

1. The schedule of the visitation was   1 2 3 4 5   _____
    appropriate and permitted a com-   _____
    prehensive review of the program   _____
    being evaluated.   _____

2. The Chair discussed the   1 2 3 4 5   _____
    schedule with Team Members at   _____
    the pre-visit meeting, considered   _____
    changes, and communicated   _____
    recommended changes to the   _____
    department head and the Team.   _____
                                                                 _____

3. The Team Members were given   1 2 3 4 5   _____
    clear assignments, were told of the   _____
    purpose of the visit, and were given   _____
    information required for a complete   _____
    evaluation.   _____
                                                                 _____

4. The Chair was on time for all   1 2 3 4 5   _____
    meetings and kept the Team on   _____
    schedule.   _____

5. The Chair projected a proper   1 2 3 4 5   _____
    image of the Council and the con-   _____
    struction profession, and was polite   _____
    and courteous to the Team and all   _____
    persons interviewed.   _____

Rev. 2019.07.08

6. The Chair stayed in control   1 2 3 4 5   _____
 without infringing on the rights and   _____
 prerogatives of the institution, people   _____
 being interviewed, or Team Members.   _____

7. The Team sessions encouraged full   1 2 3 4 5   _____
 and free discussion and established   _____
 the major points to be presented in   _____
 the Team's report. The Chair   _____
 made suggestions on information to   _____
 be sought during the visit.   _____

8. The Chair presentation to   1 2 3 4 5   _____
 the University administration was   _____
 clear, covered the essential points   _____
 of the Team Report, and described   _____
 the administrator's opportunity for   _____
 review and correction of factual errors.   _____

9. The draft of the written report was   1 2 3 4 5   _____
 received shortly after the visit and   _____
 reflected the Team's findings.   _____

10. My assessment of the Chair's   1 2 3 4 5   _____
 performance on this   _____
 visit is: _____

Comments and suggestion for future evaluation visits

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

Signed _____   Print Last Name _____

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

<div align="center">

President
American Council for Construction Education
300 Decker Drive, Suite 330
Irving, TX 75062

</div>

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

PARTNERSHIP FOR EXCELLENCE

APPENDIX M

FORM A-12

TEAM CHAIR ASSESSMENT OF THE PERFORMANCE OF VISITING TEAM MEMBERS

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

Person being
assessed_____

Institution visited _____

Program evaluated _____

Dates of visitation _____

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

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

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

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

The Team Member was court-   1 2 3 4 5   _____
eous and polite, portraying a   _____
professional attitude and a proper   _____
image of the Council.   _____

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

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

The Team Member asked ques-   1 2 3 4 5   _____
tions which brought out information   _____
required, and noted significant   _____
points which contributed to the   _____
formulation of the Team Report.   _____

The Team Member cooperated with other members in fulfillment of the Team's responsibilities.

1 2 3 4 5

_____
_____
_____

The Team Member could serve as Chair of a Visiting Team.

1 2 3 4 5

_____
_____

My overall assessment of the Team Member's performance is:

1 2 3 4 5

_____
_____

Comments and suggestions for future evaluation visits:

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

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

Signed_____ Print Last Name_____

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

President
American Council for Construction Education
300 Decker Drive, Suite 330
Irving, TX 75062

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

APPENDIX N

FORM A-13

TEAM CHAIR ASSESSMENT OF THE PERFORMANCE OF THE VISITING TEAM MEMBER-IN-TRAINING

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

Person being assessed _____

Institution visited _____

Program evaluated _____

Dates of visitation _____

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

Unsatisfactory=1, Satisfactory=2, Good=3, Excellent=4, Outstanding=5

(Circle One)   Comments:

1. The Team Member-in-Training   1 2 3 4 5   _____
    came to the visit well prepared   _____
    and appeared to be familiar with   _____
    the Self-Study.   _____

2. The Team Member-in-Training   1 2 3 4 5   _____
    was on time for all meetings and   _____
    kept to the visitation schedule.   _____

3. The Team Member-in-Training   1 2 3 4 5   _____
    was courteous and polite, portraying   _____
    a professional attitude and a proper   _____
    image of the Council.   _____

4. The Team Member-in-Training   1 2 3 4 5   _____
    evaluated the program based   _____
    on the goals and objectives   _____
    established for the program,   _____
    and refrained from publicly com-   _____
    paring the program being evaluated   _____
    with other programs and offering   _____
    "how to do it" approaches.   _____

5. The Team Member-in-Training   1 2 3 4 5   _____

completed the assignments made
and agreed to at the out-set of
the visit.

                               _____
_____
_____

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

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

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

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

Comments and suggestions for future evaluation visits:

Signed _____ Print Last Name _____

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

President
American Council for Construction Education
300 Decker Drive, Suite 330
Irving, TX 75062

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Purpose of Travel: | MAKE SELECTION FROM DROP DOWN

Institution / Event:

Name:

Address for payment:
Street Address | City | State | ZIP

Contact Information:
Email Address | Cell Phone

This will be your reimbursement.↓

↓first day of travel | **TOTAL REIMBURSEMENT:**

Dates of Travel

TRAVEL

Air Fare								
Personal Miles *								
Parking								
Ground Transportation								
Car Rental								

Meals

Breakfast								
Lunch								
Dinner								

Hotel

Room								

Other:

Comments:

_____
Signature of Traveler   Date

_____
Approval Signature   Date

Instructions / Guidelines
Shaded cells are for input. All other cells are protected.
* Insert the number of miles. Spreadsheet will calculate the dollar amount in the last column.
Team Chair to approve reports for Members and MIT.
The President of ACCE will approve the VT Chair Report.
All applicable receipts must be attached with the A-14 report.