ACCE

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

PARTNERSHIP FOR EXCELLENCE



ACCE

ANNUAL 2021 CONFERENCE

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

PARTNERSHIP FOR EXCELLENCE

July 16-23

VIRTUAL EVENT HANDBOOK

www.ACCE-HQ.org

2021

ACCE ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

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TAB 01 - Introduction

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Welcome to the 2021 ACCE Midyear Conference!

Howdy!

It's a bit warmer than the last time we got together in February – about a 100 degree change! We are thriving in 95 degree days now instead of the below-zero temperatures we endured during our last Conference!

Hopefully, you have enjoyed and learned new things from our newsletter, *The* **ACCE**lerator. The newsletter's name prompts me to think about "pushing the pedal to the metal" as we drive our ACCE organization down the road of improvement. **So let me share some of the things that we see in the rear-view mirror.**

We just completed the reaccreditation reviews for ten construction programs. Due to the pandemic, most of these reviews included a blended visit of some members going to the campus. In contrast, other members completed their assessments and deliberations using the technologies we have come to embrace daily.

I am happy to announce that six of these programs came through the review process with zero Weaknesses! Therefore, combined with four programs that completed their review process from the Fall of 2020, our Accreditation Committee will have up to ten programs to recommend to the Board for their approval of reaccreditation. In addition, we have one initial accreditation to consider for Lansing Community College.

Chip Mansfield created a new series of email blasts that will feature an individual ACCE program. The objective is to bring more information to our members about the individual programs that we accredit. So far, we have featured four BS degree programs and one AS Program. Great idea, Chip!

Our newly revamped Mentor Program has seen progressive success. We now have seven programs in line for initial accreditation during the next 12 months! Go to Tab 10 of the Conference Handbook to see the list of Programs in line for Initial Accreditation.

Our experiences with virtual technology have elevated our accomplishments as several committees, and the Board has held multiple meetings between our Conferences. For the first time, we have an approved annual budget for ACCE before the new fiscal year began. See Tab 04 for the Board Actions from their meeting in June and see what they will be voting on this coming Friday.

We recently surveyed all of our ACCE constituents to inquire about getting involved with an ACCE Committee. I am glad to say that 54 people responded that they are interested, either now or when they become qualified, to be a committee member. We have placed 17 of the 54 individuals into at least one ACCE Committee! There will be plenty of new ideas and capabilities for us in the future! We now have 14 ACCE Committees comprising of 103 individuals that fill 223 committee positions! See Tab 02 for each of the proposed Committee Rosters presented to the Board of Trustees for final approval on Friday.

Here are the activities we can see through the windshield as we drive forward:

The Guidance Committee will provide a Workshop for our ACCE program leaders to attend and be introduced to our new guidance documents. In addition, Dr. John Schmidt and his committee have assembled Document 104 Standards and Criteria with Commentary and Document 105 Planning for Accreditation. These two documents will be helpful as we migrate into our new Standards and Criteria Document 103. These new documents are in addition to our updated Document 102 Preparation for the Self-Evaluation Study. The Guidance Committee will also provide additional templates and tools for Programs to prepare for an accreditation review.

The Construction Workforce Education (CWE) Committee continues to move forward with its efforts to accredit our first apprenticeship programs. They have officially submitted their application for accreditation, Document Form CWE-1C, which includes applications for the five apprenticeship programs involved in the accreditation review - plumbing, pipefitting, electrical, sheet metal, and HVACR technician programs. The Visiting Team has been established and will travel in October to review the five campuses. Attend the CWE Committee meeting on Thursday afternoon for more details and to get involved!

Welcome to the 2021 ACCE Midyear Conference!

The Standards Committee established two task forces during their last Conference meeting. We look forward to the reports from the Online Degree task force and the SLO Reduction task force. These two initiatives will be critical for our future as more post-secondary degree programs embrace the online delivery of their curriculums. We endeavor to improve our standards for the industry continuously.

The Professional Development (PD) Committee established a task force to study the certification of an exam to verify a skill or competency that does not have a specific curriculum. Dr. Tulio Sulbaran successfully assembled the task force, and we now have a solid procedure for the review and accreditation of this type of examination. Thank you to Ray Zanon and HCSS for their patience and assistance in making this happen. We also have a private industry company, TechnoStruct, specializing in construction design and management computer software, that would like us to review and accredit their five programs. So, it looks like our PD Committee will be busy again this coming semester!

Our Training Committee has been challenged to help determine an online platform for our training programs. Over the years, there have been numerous requests for ACCE to provide training outside of our two Conferences. I believe Dr. Al Bleakley and Alan Bond are ready to provide us with a new program to consider for delivering our training programs.

Although these before-listed activities and objectives are exciting for ACCE, this is not all we have been planned. Further down the road, expect to hear more about the ACCE member database that you will be able to access via the ACCE website. We are working with YourMembership (YM) on creating this new and exciting program that will allow our Visiting Teams, Committees, Institutions, associations, corporations, and individuals to convene in one location for all of their ACCE activities. In addition, the YM Software will migrate with our QuickBooks software so that all of the accounting and financial transactions are managed via the members' portals.

Some significant personnel changes will occur this week. First, Charlie Roesset of Simpson Strong-Tie will become the new Chair of the Board for ACCE. I have known Charlie since I joined ACCE back in 2001 and look forward to working with him on our latest ventures! Second, Dr. Khalid Siddiqi is slated to be nominated and elected as our next Vice-Chair. With Khalid's move, Dr. Chris Gordon has agreed to take on the arduous task of the Chair of the Accreditation Committee. He will have a great group of experienced committee members to help navigate our accreditation process for the 32 programs scheduled to be reviewed during the next twelve months.

Finally, I would like to especially recognize and thank our outgoing Board Chair, Dr. John Schaufelberger. His expertise and experience with ACCE were so beneficial as we have navigated through these unprecedented past two years. I thank John for his guidance as I transitioned into my role as the President of ACCE and for being a great friend! (We had plenty of long phone conversations!) Although he will no longer be Chair of our Board, he is well committed to ACCE. He has volunteered to participate as a member of the Marketing and Communications Committee and be the Vice-Chair of the Accreditation Committee. Chris Gordon will have a great addition to his committee!

Enjoy the virtual Conference. Be safe!



Steve Nellis
President / CEO
American Council for Construction Education.

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TAB 02 - Meeting Agendas and Committee Rosters

TAB 02 - Meeting Agendas and Committee Rosters 2021

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Visiting Team Chair Training
Agenda

Friday, July 16, 2021

11:00 AM – 4:00 PM CDT

1. Greetings and Welcome	John Schaufelberger
2. Site Visit Planning	John Schaufelberger / Al Bleakley
3. Document 103 Structure	John Schaufelberger / Al Bleakley
4. Visiting Team Report Preparation	John Schaufelberger / Al Bleakley
5. Post-Visit Actions	John Schaufelberger/ Al Bleakley
6. Visiting Team Report Style Guide	Steve Nellis
7. Review of Form A-3A, A-3B, and A-4.	Steve Nellis
8. Closing Feedback and Questions	

Basic requirements for Visiting Team Chair:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for two years 2. Has attended at least two of the last four ACCE Conferences 3. Has attended Visiting Team Case Studies within three years 4. Has completed Visiting Team Chair Training within three years 5. Has served as a Full Member of three Visiting Teams	

Visiting Team Chair Training

July 16, 2021

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1

TODAY'S OBJECTIVE

ACCE PARTNERSHIP FOR EXCELLENCE

- Prepare Academic and Industry Volunteers to participate in the ACCE Accreditation Process as Visiting Team Chairs
- Discuss Changes to the ACCE Accreditation Process and Lessons Learned during recent Site Visits

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TRAINING HANDBOOK

ACCE PARTNERSHIP FOR EXCELLENCE

Tab 1 – Sequence of Events Checklist for Visiting Team Chairs

Tab 2 – Visiting Team Itinerary Template

Tab 3 – Section 5 from Document 101

Tab 4 – Sample Form A-15

Tab 5 – Visiting Team Report Style Guide

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PURPOSE OF SITE VISIT

ACCE PARTNERSHIP FOR EXCELLENCE

- Verify Contents of Self-Evaluation Study (SES)
- Resolve any Issues related to Student Learning Outcome (SLO) Assessment Materials
- Assess Factors not in Self-Evaluation Study
  - Student Attitudes and Motivation
  - Faculty Workload, Attitudes, and Morale
  - Administration and Faculty Commitment
  - Quality of Facilities and Services
  - Industry Involvement

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VISITING TEAM PARTICIPANTS

- Minimum of 3 Members (UG) or 2 Members (MD)
- Visiting Team Chair
- Members
  - Educator
  - Practitioner
- Member-in-Training – optional
- Industry Observer – recommended, preferably from Program's Industry Advisory Committee

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TYPICAL VISIT SCHEDULE

- Sunday
  - Afternoon Arrival
  - Tour of Program Facilities
  - Meetings with:
    - Visiting Team
    - Program Leader
    - Industry Advisory Committee – ***select best time for maximum participation***

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TYPICAL VISIT SCHEDULE

- Monday
  - Meetings with:
    - Institution President and/or Provost
    - Academic Administrators, Faculty and Staff
    - Student Groups – ***representative groups, not just student leaders***
  - Visit Support Staff (Library and Career Services)
  - Begin Draft of Visiting Team Report

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TYPICAL SCHEDULE

- Tuesday
  - Resolve any Outstanding Issues with Program Leader
  - Finalize Identification of:
    - Strengths
    - Deficiencies
    - Weaknesses
    - Concerns
    - Undeveloped Potential

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TYPICAL SCHEDULE

- Tuesday
  - Exit Interviews with
    - Department Chair/Head and Program Leader
    - Dean (if requested)
    - Institution President and/or Provost
  - Depart for Home

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EXIT INTERVIEWS

- Team Chair conducts Meetings, but Team is Present
- Provide an Objective Analysis of Team Findings
- Present Strengths, Deficiencies, Weaknesses, Concerns, and Undeveloped Potentials
- Answer any Questions on Factual Findings
- Provide Information on Procedures and Timelines
- ***Do Not Discuss Team Recommendations***

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PRE-VISIT PLANNING

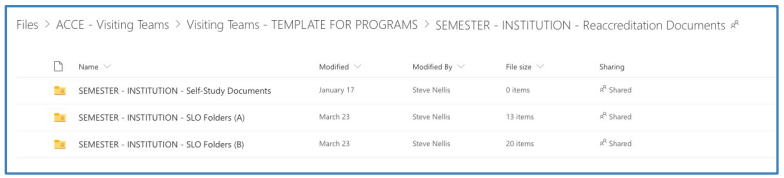
- Receive ***Self-Evaluation Study*** and ***SLO Documentation*** uploaded by Program Leader on OneDrive
  - One Folder for Self-Evaluation Study
  - One Folder for SLO Documentation
    - One Folder for each SLO

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OneDrive Set-up

OneDrive set up for Accreditation Documents
SLO Folders (A) – Associates
SLO Folders (B) – Bachelor's



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OneDrive Set-up

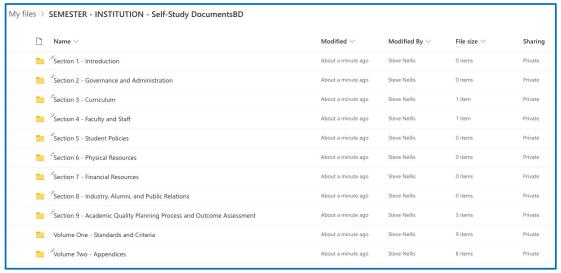
The Self-Evaluation Study Documents folder will have folders set up. You, along with the Program Leader, are free reorganize as you deem necessary.
Also, you can use the Volume One and Volume Two template or use the Nine Sections.

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OneDrive Set-up

Use the Nine Sections as an alternative. Can use Volume Two for Appendices.

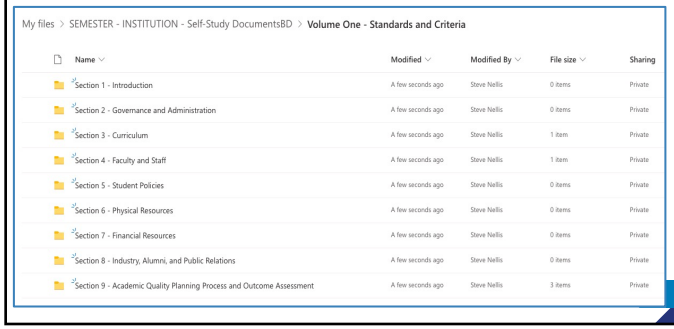


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OneDrive Set-up

Use Volume One in lieu of other Folders for the Nine Standards

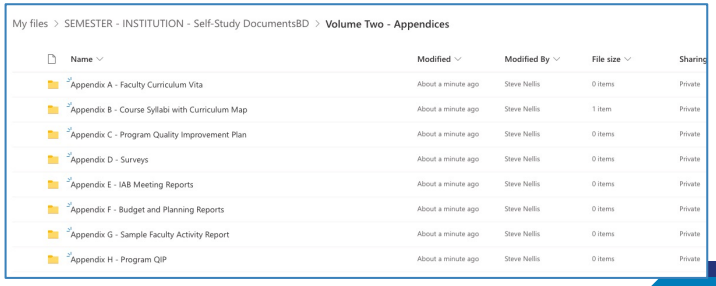


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OneDrive Set-up

Volume Two – for Appendices



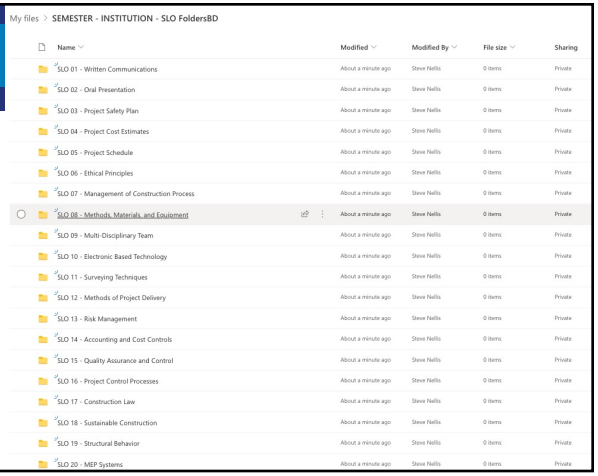
16

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OneDrive Set-up

Each SLO will have an individual folder set up.

Here are the Bachelor's Degree SLO Folders.



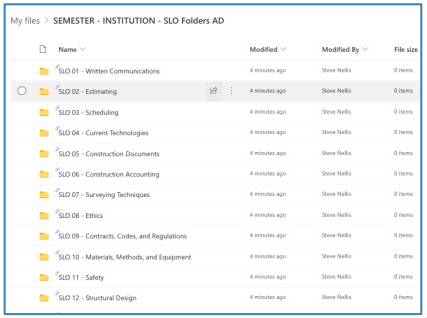
17

OneDrive Set-up

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Each SLO will have an individual folder set up.

Here are the Associate Degree SLO Folders.



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OneDrive Set-up

ACCE PARTNERSHIP FOR EXCELLENCE

TECHNICAL POINT – If you use OneDrive for your primary server at school or work, then you will need to adjust by completing one of these three operations:

- Sign out of your current OneDrive account.
- Use a different web browser for your ACCE OneDrive connections.
- Send ACCE-HQ a personal email address for the ACCE OneDrive links to be sent for you to use.

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PRE-VISIT PLANNING

ACCE PARTNERSHIP FOR EXCELLENCE

- Receive ***Visiting Team Member Handbook*** uploaded by President on OneDrive
  - Accreditation Report Calendar
  - Re-accreditation Letter from last Visit
  - Visiting Team Report from last Visit
  - All Progress Reports and Letters
  - Visiting Team Cover Letter
  - Pre-Visit Review Sheet
  - Document 103
  - Visiting Team Report Template
  - Visiting Team Report Style Guide
  - Required Forms

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PRE-VISIT PLANNING

- Contact Visiting Team Members, Members-in-Training, and Program Leader
- Develop Initial Visiting Team Schedule and provide to Program Leader and Team
- Develop Visit Itinerary and provide to Team
- Determine Team Assignments for review of Self-Evaluation Study and SLO Documentation and communicate Assignments to Team Members
- Finalize Visit Schedule with Program Leader and provide to Team

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PRE-VISIT PLANNING

ACTION	***FALL SITE VISITS***
Receive Self-Evaluation Study	May 1
Complete Review of Self-Evaluation Study	May 31
Collect Self-Evaluation Study Review Comments and send to Program Leader	June 10
Receive SLO Documentation	June 1
Complete Review of SLO Documentation	June 30
Collect SLO Documentation Review Comments and send to Program Leader	July 10
Receive Program Leader Responses and determine if additional information is needed	August 1
Request additional information from Program Leader if needed	August 15
Site Visit	September/October

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TERMS TO CATEGORIZE FINDINGS

- ***Strength*** – exceptionally strong condition, practice, or attribute that has significant positive impact on Program
- ***Deficiency*** – lack of compliance with a Standard
- ***Weakness*** – lack of compliance with a Requirement
- ***Concern*** – a situation that if unaddressed has the potential of becoming a Deficiency or Weakness
- ***Undeveloped Potential*** – area that might be explored for potential enhancement of the Program

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DOCUMENT 103 SECTIONS

1. Program Eligibility
2. Governance and Administration
3. Curriculum
4. Faculty and Staff
5. Student Policies
6. Physical Resources
7. Financial Resources
8. Industry, Alumni, and Public Relations
9. Academic Quality Planning Process and Outcome Assessment

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SECTION ORGANIZATION

- Single ***Standard*** that must be met to receive Initial Accreditation or Reaccreditation
- ***Requirements*** that are to be met to comply with ACCE Accreditation Criteria but will not result in failure to receive Initial Accreditation or Reaccreditation

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SECTION TWO EXAMPLE (103)

SECTION TWO: GOVERNANCE AND ADMINISTRATION

STANDARD 2: Be administered as a distinct professional degree program that has sufficient institutional support, authority, and resources to enable the achievement of the degree program's started mission, goals, and objectives.

REQUIREMENTS

2.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE

2.1.1 The organizational structure of the educational Institution shall provide a basis for establishing authority and responsibility, utilizing resources, and achieving the Degree Program's mission, goals, and objectives.

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SECTION TWO EXAMPLE (A-3)

STANDARD 2: Be administered as a distinct professional degree program that has sufficient institutional support, authority, and resources to enable the achievement of the degree program's started mission, goals, and objectives.

Place cursor and start typing here

REQUIREMENTS

2.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE

2.1.1 The organizational structure of the educational institution shall provide a basis for establishing authority and responsibility, utilizing resources, and achieving the degree program's mission, goals, and objectives.

Place cursor and start typing here

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OTHER SECTIONS IN VTR (A-3)

10. Review of Last Visiting Team's Weaknesses and Concerns

11. Strengths, Deficiencies, Weaknesses, Concerns, and Undeveloped Potential

    11.5 Any modifications to identified Deficiencies or Weaknesses as result of receipt of Form A-15.

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1. PROGRAM ELIGIBILITY

- Information on Institution
- Information on Construction Unit
- List of Persons Interviewed – ***provide industry affiliation of IAB members – collect business cards from persons interviewed***

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2. GOVERNANCE AND ADMINISTRATION

- Institutional Organization Structure – ***organization chart not required***
- Educational Unit Autonomy, Structure and Leadership
- Faculty Participation
- Contribution to the Institution

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3. CURRICULUM

- Curriculum Requirements – ***describe how met***
  - General Education
  - Business and Management
  - Construction
- Curriculum Map showing SLO coverage
- Course Syllabus Requirements – ***fill out table***
- Courses Delivered by Alternative Forms of Delivery
- Multiple Campus Delivery
- Dual or Second Degrees

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CORE SUBJECT AREA REQUIREMENTS

Core Subject Area	Bachelor Degree	
	Semester Hours	Quarter Hours
General Education		
Communications	6	9
Mathematics	3	4
Physical or Environmental 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

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CURRICULUM REQUIREMENTS

- Additional Requirements:
  - Any Math Course except College Algebra or Trigonometry
  - Science must be analytical, not descriptive
  - Business and Management must include the fundamentals of:
    - Accounting
    - Economics
    - Business Law
    - Principles of Management

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SLO CURRICULUM COVERAGE

- Program is to provide a Curriculum Map indicating where SLO Content is addressed
- Program is to provide a Syllabus for each Construction Course used to support the SLOs

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Course No.	Course Title					
		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
		Written	Oral	Safety	Estim.	Sched.
CM 301	Prof. Writing in Const.	I	I			
CM 302	Intro to Const. Mgmt.	R	R			
CM 322	Soils and Concrete	R				
CM 324	Const. Techniques			I		
CM 343	Structures			R		
CM 361	Const. Estimating 1				I	
CM 370	Const. Contracts	R				
CM 373	Const. Safety, Health & Env.			DA		
CM 442	Temporary Structures			R		
CM 461	Const. Estimating 2				DA	
CM 472	Const. Planning and Control	R	R			I, DA
CM 478	Const. Capstone Proj. (DA)	DA	DA	R	R	

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SYLLABUS REQUIREMENTS

- Contain a Description of the Course Learning Outcomes and their Relationship to SLOs
- Contain a Description of the Instructional Methods used in the Course
- Contain a Topical Content Outline
- Describe Method(s) to assess Student Learning of Course Learning Outcomes
- Describe Grade Performance Criteria

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4. FACULTY AND STAFF

- Academic Qualifications
- Faculty Size – ***consider all faculty, full-time and part-time***
- Faculty Workload
- Administrative and Technical Staff Support
- Employment Policies
- Professional Development
- Faculty Evaluations

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5. STUDENT POLICIES

- Academic Policies
- Teaching Quality
- Admissions and Enrollment
- Recruitment and Composition
- Academic Advising and Mentoring
- Course Scheduling
- Student Placement
- Extracurricular Activities
- Student Feedback
- Financial Aid and Scholarships

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6. PHYSICAL RESOURCES

- Offices, Classrooms, and Laboratory Spaces
- Library Resources
- Information Systems and Technological Equipment

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7. FINANCIAL RESOURCES

- Budgeted Funds
- Nonrecurring Funds – ***endowed funds are recurring funds***

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8. INDUSTRY, ALUMNI AND PUBLIC RELATIONS

- Support from Industry
- Support for Industry
- Student-Industry Relations
- Alumni Relations and Feedback
- Public Disclosures

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PUBLIC DISCLOSURES

- Program Objectives
- Program Admission Requirements
- Program Assessment Measures
- Information obtained from Assessment Measures
- Actions taken as a result of Assessment Data collected
- Student achievements
- Rates and types of employment of graduates
- Data to support qualitative claims made by the Program

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9. ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT

- Program needs a Quality Improvement Plan (QIP) with the following components:
  - Strategic Plan for the Educational Unit
  - Assessment Plan for Degree Program
  - Assessment Implementation Plan for the Degree Program

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EDUCATIONAL UNIT STRATEGIC PLAN

- Describes the systematic and sustained effort to enable the Degree Program to accomplish Its Mission
- Reviews the internal status of the Degree Program Resources as well as the external factors that influence the operation of the Degree Program
- Is updated periodically and represents the collective input from all Degree Program Constituents

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PROGRAM ASSESSMENT PLAN

- Degree Program Mission Statement
- Degree Program Objectives
- Assessment Tools
- Performance Criteria
- Evaluation Methodology

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BLOOM'S TAXONOMY VERBS

- ***Create:*** At the highest level, students are producing new ideas or products that integrate knowledge that they have gained.
- ***Analyze:*** Students begin to develop higher order thinking. They may be asked to compare and contrast a concept and break it into parts to explore the relationships present.

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BLOOM'S TAXONOMY VERBS

- ***Apply:*** At this level, students begin to put the information they are learning into context. Here they are able to integrate ideas across multiple situations or utilize the content in a new way.
- ***Understand:*** At this level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.

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SLO ASSESSMENT

- Evidence is to be provided that each SLO is evaluated by at least 2 Assessment Methods with at least 1 of the Methods being a Direct Assessment
- Data Collection Methods:
  - ***Direct:*** Evidence of Student Learning in the Form of a Student Product or Performance that can be evaluated
  - ***Indirect:*** Evidence of Student Learning in the Perception, Opinion, or Attitude of Students (or Others)

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GROUP ASSESSMENT

- Individual Student Achievement of each SLO must be assessed – ***students are not required to meet program standard***
- Group Work can be used for SLO Assessment, as long as there is a process in the Team/Group Activity to assess Individual Student Learning – ***program is responsible to describe how performed***

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SLO DOCUMENTATION

- Description of the SLO (taken from Standards)
- One copy of each Assessment Measure used and the Desired Performance Standard for each Measure
- Grading Rubrics for each Assessment Measure (if used)
- One example of each Assessment Measure that has been graded or evaluated
- Description of the Evaluation of Assessment Data collected and how it was included in the Quality Improvement Plan
- Description of Actions Taken based on evaluation of Assessment Data

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SLO ASSESSMENT (VTR)

Evidence was provided that each SLO is evaluated by at least two assessment methods with at least one of the methods being a direct assessment (Yes/No).

SLO	Direct Measurement	Indirect/Direct Measurement	Measures Individual Student Performance
1			
2			
3			
4			

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SLO ASSESSMENT (VTR)

Evidence in the form of assessment tools, associated grading rubrics, and one example of graded student work was provided for each SLO (Yes/No).

SLO	Assessment Tool applicable to SLO	Assessment Tool or Grading Rubric	Graded Sample of Student Work	Adequate for Outcome Level (Bloom's Taxonomy)
1				
2				
3				
4				

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PROGRAM ASSESSMENT IMPLEMENTATION PLAN

- A process to conduct a comprehensive assessment of Degree Program Objectives and SLOs. The SLO assessment cycle is no less than once every three years.
- Data collected to measure achievement of Degree Program Objectives and student achievement of SLOs. Data used to measure student achievement of SLOs is collected annually.

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PROGRAM ASSESSMENT IMPLEMENTATION PLAN

- Evaluation of Degree Program objectives and SLOs as compared to stated performance criteria, noting any areas where corrective action is warranted.
- Description of corrective actions implemented to improve achievement of Degree Program Objectives and student achievement of SLOs.
- Description of any revisions made to Degree Program Assessment Plan.

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10. REVIEW OF LAST VISITING TEAM'S WEAKNESSES AND CONCERNS

- List Each Weakness and Concern identified in the last Visiting Team Report
- Provide a Brief Statement as to the Current Status of each Weakness and Concern
- **Do not copy the Narrative provided in the Program's last Progress Report**

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11. STRENGTHS, DEFICIENCIES, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL

- List Strengths, Deficiencies, Weaknesses, Concerns, and Undeveloped Potential
- Remember the definitions of potential findings:
  - A Deficiency is a lack of compliance with a Standard.
  - A Weakness is a lack of compliance with a Requirement.
  - A Concern must relate either to a Standard or Requirement.

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11. STRENGTHS, DEFICIENCIES, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL

- Follow the Visiting Team Report Style Guide in listing Deficiencies, Weaknesses, and Concerns.
- All Deficiencies, Weaknesses, and Concerns are to be fully described in the main body of the Report. Only summary comments are to be included in Section 11.

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AFTER THE VISIT

- Prepare Draft Visiting Team Report following Writing Style Guide
- Submit Travel Expense Forms for Team to President
- Send Draft Report to Team for comment
- Revise Draft Report, as needed, and submit to President
- Receive comments from President and Chair of Accreditation Committee
- Revise Draft Report, as needed, and submit to President
- Receive Institution Comments and Form A-15, if applicable, from President
- Revise Report, as needed, and submit Report to President
- Submit Form A-5 to President
- Submit Team Evaluations to President

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AFTER THE VISIT

- If Deficiencies or Weaknesses are identified in the Visiting Team Report, the President will prepare a Form A-15 and send to Program
- Completed Form A-15 is sent to Team Chair for review by Members of Visiting Team (not by Members-in-Training)
- Team determines whether or not Visiting Team Report findings should be revised
- Any revisions are identified and justified in Section 11.6 of the Visiting Team Report
- Final Visiting Team Report is sent to President

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Form A3 / A4

- Located within the Visiting Team Handbook on OneDrive
- ACCE will prepare a template of the Form A-3/A-4 for your specific Program.
- Includes the previous VTR materials in Section 10.
- Name of Institution at the footer of each page.

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Writing the Visiting Team Report

- Microsoft Word form.
- Preface of COVID activities.
- Document will be locked except for areas in gray shading.
- Click within gray shade area to begin typing your information. See screen shot on next page.
- Do not be concerned with pagination.

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Writing the Visiting Team Report

Visiting Team Report

1. **Section 1: INTRODUCTION**

1.1 Requirement

Size, brief history, type, and purpose of the Institution.
Place cursor here and then start typing

Institution organization and location of the Construction Education Unit.
Place cursor here and then start typing

Size, number of faculty members, brief history, and purpose of the Construction Education Unit.
Place cursor here and then start typing

Accreditation history – first accredited and reaccredited.
Place cursor here and then start typing

Degree title and credit hours required.
Place cursor here and then start typing

Other Degree Programs administered by the Construction Education Unit.
Place cursor here and then start typing

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Writing the Visiting Team Report

Attributes of well written report.

- Spell check!
- Form will not allow changing fonts.
- Do not repeat the question / requirement in the answer.
- Provide solid evidence.
- Provide feedback in all the gray cells.

Attributes of poorly written report.

- Lack of support for statements made in report.
- Hearsay comments.
- Inconsistent style.
- Lack of adherence to Visiting Team Report Style Guide.

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Writing the Visiting Team Report

3.1.5. STUDENT LEARNING OUTCOMES
Place cursor here and then start typing

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 here and then start typing

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	Not In Compliance
Contained a description of the instructional methods used in the course	Not In Compliance / In Compliance / Not Appicable

Rev. 2021.05.27 Name of Institution 9

- Compliance Status matrices will have drop-down menu of possible choices.
- Default is Not in Compliance.

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Writing the Visiting Team Report

- Review a well written report and a poorly written report.

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Writing the Visiting Team Report

The Visiting Team Report Style Guide

- Capitalization of words
- Lists of individuals
- Group Titles
- Citations (See note below)
- Acronyms
- General Guidance
- Describing the Discrepancy, Weakness, Concern, Strength and Undeveloped Potential

✓ Form will not allow change in font. ACCE HQ will adjust.

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AFTER THE VISIT

Complete Survey for Council of Chairs

ACCE HQ will send our Survey Monkey Links for:

- Program Leader Assessment of the process and the Visiting Team
- Visiting Team Chair assessment of Program's performance during the reaccreditation process.
- Visiting Team Chair assessments of Visiting Team Members and Members-in-Training.

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Thank You





Questions?

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Sequence of Events Checklist for Visiting Team Chairs

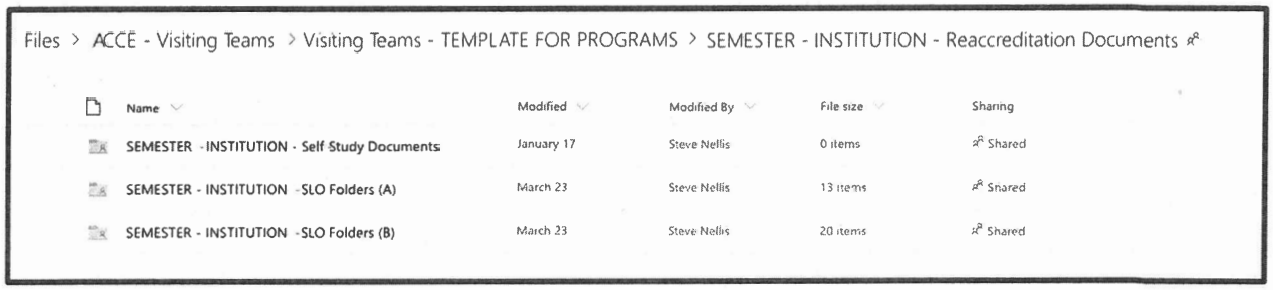
Before the Visit

1. Receive the call from Steve Nellis.

- Steve will convey institution, dates, and proposed Team Members.
- Check your calendar to ensure that you can meet the time commitment before, during, and after the site visit dates. You will need to communicate with Team Members and the Program Leader of the visited program as well as make travel arrangements, carefully review the Self-Evaluation Study and SLO Documentation prior to the visit, and write and edit the Visiting Team Report after the visit.
- Verify that you have no concerns with the proposed team membership.

2. Receive documentation from Steve Nellis.

- Copy of letter to Program Leader confirming Team Members (See Exhibit #1).
- An e-mail providing access to the One Drive cloud-based folders containing the program Self-Evaluation Study and the SLO Documentation. The SLO folder will contain individual folders for each SLO. SLO Folders (A) for associate degree programs or SLO Folders (B) for bachelor's degree programs.



Self-Evaluation Studies are to be uploaded by May 1 for fall semester visits and by November 1 for spring semester visits. SLO Documentation is to be uploaded by June 1 for fall semester visits and by December 1 for spring semester visits.

- A ***Visiting Team Member Handbook*** uploaded on One Drive containing the following folders:
    - Accreditation Report Calendar (See Exhibit #2)
    - Re-accreditation Letter from last Visit
    - Visiting Team Report from last Visit
    - All Progress Reports and Letters
    - Visiting Team Cover Letter (See Exhibit #3)
    - Visit Schedule Template (Tab 2 in Training Handbook)
    - Pre-Visit Review Sheet (Form A-16)
    - Document 103
    - Visiting Team Report Template (Form A-3 or A-4)
    - Visiting Team Report Style Guide (Tab 5 in Training Handbook)
    - Required Forms

3. Contact Team Members, Members-in-Training, and Program Leader

- Send an e-mail to Team Members and any Members-in-Training welcoming them to the team, asking if they received access to information on One Drive from Steve Nellis, and telling them not to make any travel plans until you have had a chance to contact the Program Leader and discuss a visit schedule.

- Contact the Program Leader. This may be by e-mail, telephone, or Zoom conference. You may be using all three methods of communication to coordinate the site visit. Ask about scheduled dates and times for the in-briefing with the President or Provost on Monday morning and the out-briefing with the President or Provost on Tuesday morning. Indicate that you will develop a proposed schedule that the program may wish to adjust. Also ask for recommendations regarding hotel accommodations near campus. If available, Steve Nellis will inform you of a local Marriott-brand hotel for which ACCE will receive discounted room rates. Use the hotel where it makes sense. Ask for the name and contact information for the Industry Observer. Provide the information to Steve.

- Carefully read the Self-Evaluation Study to determine individuals to be contacted during the site visit. They should include faculty, staff, students, advisers, placement offices, and the library. Some support staff may be provided at the college or institutional level.

- Prepare an initial draft of the Visiting Team Schedule. The schedule needs to allow the team to visit all facilities, meet with representative groups of students (not just the student leaders), meet with the Industry Advisory Committee, meet with full-time and part-time faculty members, and meet with support staff. A Visit Schedule Template is shown in

Tab 2 of the Training Handbook. Not all members of the team need to meet with everyone. Often dividing the team enables more time to conduct the interviews.

- Send the initial draft of the Visiting Team Schedule to the Program Leader for review and comment. The Program Leader will need to make adjustments based on the availability of individuals with whom the team wishes to meet.

- Plan the itinerary and select a hotel to use during the visit. Determine travel time from the airport to the hotel and to campus so that you can provide travel parameters to the Visiting Team Members and Members-in-Training. Determine when the Visiting Team Members and Members-in-Training need to arrive on Sunday and the earliest time to schedule airport departures on Tuesday. Provide Visiting Team Members the name of the selected hotel and the latest airport arrival and earliest airport departure times. Each Visiting Team Member and Member-in-Training is responsible for making their own hotel reservations and travel arrangements. Plan ground transportation requirements so that only one rental vehicle is needed. Individual rental cars are not to be used. Ask each Visiting Team Member and Member-in-Training to provide you with their travel schedules, so that you can coordinate ground transportation. Provide them with your initial draft of the visit schedule and indicate that it is being refined by the program.

4. Preparing for the Site Visit

- Carefully review the Self-Evaluation Study and the SLO Documentation to determine specific task assignments for Visiting Team Members to review and/or be prepared to take the lead on. For example, the industry member of the team may be asked to pay special attention to the Industry Advisory Committee sections. Notify team members of their assignments and ask that they carefully review the Self-Evaluation Study and SLO Documentation and identify any concerns. Many Visiting Team Chairs find it useful to conduct a remote meeting via Zoom with all Visiting Team members and Members-in-Training to discuss the information in the Self-Evaluation Study and SLO Documentation. Any issues of concern should be forwarded to the Program Leader for resolution prior to the site visit. Sometimes the issues cannot be resolved, but sometimes they are simply related to missing or incomplete documentation. The following table provides suggested timelines for review of the Self-Evaluation Study and SLO Documentation. The Pre-Visit Review Sheet (Form A-16) can be used to list any issues identified by Team Members. This Review Sheet is included in the Visiting Team Member Handbook.

Action	Fall Site Visits	Spring Site Visits
Receive Self-Evaluation Study	May 1	November 1
Complete Review of Self-Evaluation Study	May 31	November 30

Collect Self-Evaluation Study Review Comments and send to Program Leader	June 10	December 10
Receive SLO Documentation	June 1	December 1
Complete Review of SLO Documentation	June 30	December 15
Collect SLO Documentation Review Comments and send to Program Leader	July 10	December 20
Receive Program Leader Responses and determine if additional information is needed	August 1	January 5
Request additional information from Program Leader if needed	August 15	January 10
Site Visit	September/October	February/March

- Using the Visiting Team Report template, complete some of the sections prior to the site visit. The institution history provided in the Self-Evaluation Study should be summarized to about two paragraphs and inserted in the report.

- Finalize the visit schedule with the Program Leader and provide copies to all Team Members and Members-in-Training. Include any instructions to the Team Members related to any specific assignments. Reach out to the Industry Observer welcoming him or her to participate in the site visit. In general, the Industry Observer participates in all Visiting Team activities except the team meeting on Monday evening when the team findings are discussed.

- If you have questions during the site preparation, please contact Steve Nellis or the Chair of the Accreditation Committee for help. Remember that you represent ACCE, and we need consistency in our evaluation process.

During the Visit

- Remind all Visiting Team Members and Members-in-Training that they represent ACCE and not their home institutions or companies. Any Deficiencies identified must clearly result from non-compliance with a standard. Any Weakness identified must clearly result from non-compliance with a requirement. Any Concern identified must relate to a situation that if unaddressed has the potential of becoming a Deficiency or Weakness.

- Review team assignments for the visit and for the preparation of the Visiting Team Report. Ask Team Members to collect business cards from all individuals interviewed. This will help with obtaining the correct names and titles of all individuals contacted.

- Ensure that Team Members understand that the Team Chair is the spokesperson for the team when meeting with the President or Provost. During the initial meeting on Monday,

you should introduce the members of the Visiting Team, explain the purpose of the visit, and describe the procedures to be followed during the visit. You should also provide an outline of what you will address in the Tuesday meeting. During the out-briefing on Tuesday, you should thank the institution for its support of the Site Visit, provide an overview of our process for handling Visiting Team Reports, and summarize any Strengths, Deficiencies, Weaknesses, Concerns, and Undeveloped Potential identified during the visit.

- Make sure that the team stays on schedule.

- On Tuesday morning, coordinate completion of the Visiting Team Report to ensure compliance with the schedule provided in the Visiting Team Member Handbook.

After the Visit

- Send thank you e-mails to Team Members and remind them of the time when all input to the Visiting Team Report is to be submitted to you.

- Send a thank you e-mail to the Program Leader for his or her support during the visit.

- Draft the complete report and send it to Team Members for comment. Follow the Visiting Team Report Style Guide.

- Receive any Team Member comments, complete the Draft Report, and send it to Steve Nellis. He will review the Draft Report and send it to the Chair of the Accreditation Committee to review. Once both reviews are completed, Steve will provide you with all comments.

- After you receive the editing comments, make any needed revisions to the Draft Report and send it to Steve. He will forward the Draft Report to the Institution President for factual review.

- Conduct a poll of the Visiting Team Members (not Members-in-Training or the Industry Observer) to agree on a recommendation to make to the Accreditation Committee and the Board of Trustees. Once the team has agreed on a recommendation, complete Form A-5 and send it to Steve Nellis.

- Remind Visiting Team Members and Members-in-Training to prepare a travel expense form (Form A-14) and submit the form to Steve Nellis. Prepare your own travel expense form and submit it to Steve.

- Complete forms A-12 and A-13 on Team Members and Members-in-Training and submit to Steve Nellis.

- Receive Institution factual corrections on the Visiting Team Report and make any needed modifications to the report. Submit the Final Report to Steve Nellis.

- If Deficiencies or Weaknesses are identified in the Visiting Team Report, Steve Nellis will prepare a Form A-15 (Tab 4 in Training Handbook) and send it the Institution to provide a response. Institution responses are due on May 1 for fall visits and December 1 for spring visits.

- Upon receipt of the completed Form A-15 and attached documentation, Steve Nellis will provide the information to you. You need to provide the information to each Visiting Team Member (not Members-in-Training or the Industry Observer) for review. Then the team needs to decide if any revisions to the Visiting Team Report findings should be made based on the corrective actions described in the Form A-15. If the Visiting Team decide that any revisions are needed, the revisions should be identified in Section 11.6 of the Visiting Team Report. The updated Visiting Team Report is then sent to Steve for submission to the Accreditation Committee and the Board of Trustees.

- Complete the Council of Chairs survey to provide your perspectives on the site visit.

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

John Schaufelberger
Board Chair

Charlie Roesset
Board Vice Chair

Richard Burt
Secretary

Pam Dullum
Treasurer

Steve Nellis
President / CEO

October 28, 2019

Dr. Richard Burt
Program Leader
Auburn University
118 M. Miller Gorrie Center
Auburn, AL 36849-5315

Dear Dr. Burt,

This will confirm the members of the Visiting Team for your Construction Management Program with visitation dates of March 2 – 3, 2020. The Team Members will arrive on Saturday or Sunday and then will depart on the afternoon of Tuesday, March 3, 2020. Please contact me should you discover any conflicts of interest with the team roster.

The Visiting Team is as follows:

Chair- Dr. Abdol Chini, University of Florida
Members- Dr. Tan Qu, Seminole College and Mr. Bill Good, National Roofing Contractors Association
Members-in-Training- Dr. Patrick Suermann, Texas A&M University and Professor Krishna Kisi, Central Connecticut State University

Dr. Chini will be in touch with you to establish a schedule along with other logistical arrangements for the visit. Dr. Chini will coordinate your feedback with the members of the visiting team.

ACCE will conduct the visit to be helpful for the program and to cause as little disruption as possible while on your campus. We welcome feedback about the visiting team's efforts while at your campus

Feel free to contact Rhonda or me if you need additional assistance.

Good luck with your visit!

Sincerely,
American Council for Construction Education

SE Nellis

Steve Nellis
President & CEO

Exhibit #1

ACCE AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Accreditation Report Calendar for Arizona State University

Report Version	Action Item	Work Days	Deadline
	Visiting Team Arrive at Institution		November 1, 2020
	Visiting Team Departs from the Institution	2	November 3, 2020
VTR-01-AZ.SU	Team Chair's draft report completed, report sent to Team	10	November 17, 2020
VTR-02-AZ.SU	Team review of report and return to Team Chair	5	November 24, 2020
VTR-03-AZ.SU	Team Chair's draft report sent to ACCE President for review.	5	December 3, 2020
VTR-04-AZ.SU	ACCE President reviews Team report and sends to Accreditation Committee Chair and Board Chair	2	December 7, 2020
VTR-05-AZ.SU	Team report and suggested changes from Accreditation Committee Chair and President returned to Team Chair	5	December 14, 2020
VTR-06-AZ.SU	Team Chair makes changes and sends report to President. Also, Chair submits Form A-5, Visiting Team Recommendation to the Accreditation Committee and Board of Trustees,	3	December 17, 2020
VTR-07-AZ.SU	President prepares the Team report, to be sent on behalf of the Board Chair	2	December 21, 2020
VTR-08-AZ.SU	Institution reviews Board Chair's request for factual review and returns feedback to President	15	January 19, 2021
VTR-09-AZ.SU	President sends Team report and Institution comments to Team Chair	2	January 21, 2021
VTR-10-AZ.SU	Team Chair completes report and sends it to President	5	January 28, 2021
VTR-11-AZ.SU	ACCE send Final Report to Institution. Form A-15 is sent if required.	1	January 29, 2021
	President distributes the Team report and Accreditation Committee recommendations to the Board of Trustees		February 21, 2020
	Board of Trustees accreditation action		February 26, 2021
VT-12-AZ.SU	Report A-15 Submitted from Program Leader to ACCE. ACCE forwards the package to Team Chair.	1	May 1, 2021
VT-13-AZ.SU	Revised VTR with Section 11.5 Submitted to ACCE	10	May 14, 2021
VT-14-AZ.SU	ACCE to Upload Final VTR to OneDrive for Accreditation Review	1	May 17, 2021
	President distributes the Team report and Accreditation Committee recommendations to the Board of Trustees		July 15, 2021
	Board of Trustees accreditation action		July 23, 2021

Exhibit #2

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

To: Abdol Chini, University of Florida- Chair

From: Steve Nellis, President

Cc: Tan Qu, Seminole State College - Member
Bill Good, National Roofing Alliance - Member
Patrick Suermann, Texas A&M University - Member-in-Training
Krishna Kisi, Central Connecticut State University - Member-in-Training

Date: June 17, 2020

Subject: Visiting Team Information
Auburn University – Dr. Richard Burt, Department Chair

Thank you for volunteering to be a part of the Visiting Team for Auburn University. The dates for the visit are March 1st thru March 3rd, 2020. The Team should arrive on Saturday, February 29th and depart on the afternoon of Tuesday, March 3rd.

We have made arrangement with Marriott Hotels to provide you with a possible location of theirs for your visit. However, you are free to choose a hotel that may be closer or that you favor. Please contact the department chair to assist with your hotel accommodations.

In your deliberations during the on-site visit, please keep in mind that the curriculum must support the stated mission, goals, and objectives of the program. In addition,

1. The minimum for Construction is 50 semester (75 quarter) hours of academic credit,
2. With the new Outcome-Based Assessment standards, the required hours are much different than before – please pay attention to the new requirements.
3. If the documentation is not available, the Visiting Team must assume that the requirements are not satisfied.
4. With the new Outcome-Based Assessment standards, the importance and reliance on assessment is greatly increased. The program IS NOT required to ASSESS each Student Learning Outcome (SLO) each year, though data collection is expected annually.
5. The program is required to have an Assessment Plan for the SLO's in place and is to have completed the planned assessment cycle(s) as outlined in the plan.
6. The SLO Assessment Plan is separate from the Quality Improvement Plan (QIP) for the program.
7. The QIP has 3 elements, all of which are to be in place:
   Strategic Plan for the Educational Unit
   Assessment Plan for the Degree Program
   Assessment Implementation Plan for the Degree Program
8. Be reminded that changes made to be effective July 12, 2019 are now required as part of ACCE's standards and are also included in the OBA standards. Some highlights:
   A. Student work is required for all Construction courses regardless of where taught.
   B. Business courses within the Business/Management category are to be taught within the academic business unit with limited exceptions.
   C. Student Learning Outcomes are required for each course within Construction/Construction Science; no specific requirements as to form or substance are stated.
   D. Continued emphasis is needed on information provided to the General Public.

Exhibit #3

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Please note – In document 103, several clarifications have been added which have not yet been coordinated with Document 102.

1. Section 3.1.2.3 – Environmental Science has been clarified to be acceptable as a physical science. If the program has environmental Science and it is analytical, it is an acceptable element to be included in the science category.
2. Section 3.1.5.3 (D) – If student teams are used for assessment, there must also be assessing for individual student learning.
3. Section 3.1.5.3 (E) – Student learning objectives are to be assessed on the individual student for all SLO's.

The Visiting Team Report is a newly master formatted report that is included in the Visiting Team Member Handbook. Please use the format provided.

Each team member is expected to have reviewed the entire self-evaluation study in detail prior to the site visit. They all have been sent the OneDrive link that provides all of the documents that the Program has provided in electronic format.

The Visiting Team Chair is responsible for contacting the program administrator to obtain any needed clarification of items of information omitted, correction of errors detected, or needed additional information in the self-evaluation study. Such requests by the Team Chair must be made as soon as possible in order that these issues are resolved prior to the beginning of the site visit.

Thanks to all of you for your volunteer efforts.

Steve Nellis
President / CEO

Visiting Team Itinerary Template

Time	Sunday	Monday			Tuesday
7:00 AM		Breakfast			Breakfast
7:30 AM					
8:00 AM		Team Meeting			Team Meeting
8:30 AM					
9:00 AM		Meeting with Program Leader			
9:30 AM					Meeting with Program Leader
10:00 AM		Meeting with Dean			Meeting with Dean
10:30 AM					
11:00 AM		Meeting with President/Provost			Meeting with President/Provost
11:30 AM					Depart Campus
12:00 PM		Lunch with Part-Time Faculty			
12:30 PM					
		VT Chair	**VT Member & MIT**	**VT Member & MIT**	
1:00 PM		Meet Program Staff	Meet Placement Staff	Meet Librarian	
1:30 PM		Meet Advisors	Meet IT Staff	Meet Faculty	
2:00 PM		Meet Faculty	Meet Faculty	Meet Faculty	
2:30 PM		Meet Faculty	Meet Faculty	Meet Faculty	
3:00 PM	Team members arrive at hotel	Meet Faculty	Meet Faculty	Meet Faculty	
3:30 PM		Meet with 2nd and 3rd year students; no faculty			
4:00 PM	Team Meeting				
4:30 PM		Meet with 4th year students; no faculty			
5:00 PM	Meeting with Program Leader				
5:30 PM	Tour Facilities	Team Dinner			
6:00 PM					
6:30 PM	Dinner with Industry Advisory Board; no faculty*	Team deliberation and preparation of Oral Report			
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
		*May be held on Monday if not held on Sunday			

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Visiting Team Itinerary Template

Time	Sunday	Monday			Tuesday
7:00 AM 7:30 AM		Breakfast			Breakfast
8:00 AM 8:30 AM		Team Meeting			Team Meeting
9:00 AM 9:30 AM		Meeting with Program Leader			Meeting with Program Leader
10:00 AM 10:30 AM		Meeting with Dean			Meeting with Dean
11:00 AM 11:30 AM		Meeting with President/Provost			Meeting with President/Provost
12:00 PM 12:30 PM		Lunch with Part-Time Faculty			Depart Campus
		VT Chair	**VT Member & MIT**	**VT Member & MIT**	
1:00 PM 1:30 PM		Meet Program Staff Meet Advisors	Meet Placement Staff Meet IT Staff	Meet Librarian Meet Faculty	
2:00 PM 2:30 PM		Meet Faculty Meet Faculty	Meet Faculty Meet Faculty	Meet Faculty Meet Faculty	
3:00 PM 3:30 PM	Team members arrive at hotel	Meet Faculty	Meet Faculty	Meet Faculty	
4:00 PM 4:30 PM	Team Meeting	Meet with 2nd and 3rd year students; no faculty			
5:00 PM 5:30 PM	Meeting with Program Leader Tour Facilities	Meet with 4th year students; no faculty			
6:00 PM 6:30 PM	Dinner with Industry Advisory Board; no faculty*	Team Dinner			
7:00 PM 7:30 PM 8:00 PM	*May be held on Monday if not held on Sunday	Team deliberation and preparation of Oral Report			

Section 5 from
ACCE Document 101, Accreditation Manual

5. ON SITE VISITATION PROCEDURES AND GUIDELINES

5.1. Introduction and Purpose for ACCE Visits

The accreditation of postsecondary education programs 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, believe 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.

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 ensure compliance with ACCE standards and criteria. The visitation and subsequent analysis are intended to help the Institution and the profession. ACCE commits to the Institution that it shall conduct its accreditation investigation based on the following guidelines:

- Evaluate or visit a construction program only on the express invitation of the Chief Executive Officer of the Institution or that officer's officially designated representative;
- Allow 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;
- 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; and
- Rely upon the regional accrediting agency for evaluation of the general quality of the Institution.

5.2. Procedures Prior to Visit

After the program leader is informed that cloud-based folders have been set up for submittal of the Self-Evaluation Study and SLO documentation, the ACCE President selects qualified persons as the Chair and Members of the Visiting Team as described in Section 3.4 of this Document.

The ACCE President shall then complete the following items:

- Establish the dates for the visit that are mutually agreed upon by all persons involved. If an Institution has more than one degree program to be accredited, they may request that the assigned dates be consistent for the multiple visiting teams.
- Request and confirm that the program staff schedule visits with:
  - The executive officers of the Institution,
  - The program's faculty and students,
  - Other Institutional staff that provide services for the program,
  - Members of the program Industry Advisory Board, and
  - Visits to classes, laboratories, and other facilities.

  Section 5.5 provides an illustration of a typical schedule for a Visiting Team. Final coordination of the schedule is the responsibility of the Visiting Team Chair.
- Provide access to the cloud-based folders that contain the Self-Evaluation Study and SLO documentation to Team Members, Members-in-Training, and Industry Observer.

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. All Members are expected to provide expert knowledge concerning construction education. This is accomplished by:

- Careful preparation and skill in determining important relevant facts,
- Having a broad outlook and sympathy for the Institution's objectives and environment in which it operates,
- Providing sound judgment that is objectively exercised, and
- A full sense of responsibility to professional ideals.

ACCE shall provide Visiting Team Members who agree to perform these responsibilities in accordance with the following ACCE policies:

- 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 be prepared to provide advisory assistance separate from the accrediting process;
- Encourage sound educational experimentation and innovation;
- Conduct the evaluation by experienced and qualified examiners under conditions that assure impartial and objective judgment, including representation from the staffs of Institutions offering similar 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 prior to and 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 the 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 comments, as provided above, and when the Chair of the Visiting Team is present or the views of the Visiting 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; and
- Permit, except as provided herein, an Institution to make such disposition of the Self-Evaluation Study as it desires.

The primary purpose of ACCE accreditation is to provide recognition of the achievement of a defined level 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 ACCE Document 103, Standards and Criteria for Accreditation of 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 their alma mater. Above all, Visiting Team members should refrain from providing feedback based on "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.

- 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 Strengths, Deficiencies, Weaknesses, Concerns, and Undeveloped Potentials 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 and SLO documentation will be available via an online storage web site to each Visiting Team member prior to the site visit. Each Team member is expected to have reviewed the entire Self-Evaluation Study and assigned sections of the SLO documentation 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 SLO documentation or requests for additional information should be directed to the Team Chair.
- Visiting Team members are expected to plan time away from their office to permit attendance during all scheduled conferences. On each 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:

- Be fully knowledgeable with all past Visiting Team Reports, Accreditation Committee reports and decisions, Progress Reports, any special reports, the documented actions by ACCE, and the current Self-Evaluation Study and SLO documentation for the construction program(s) being visited.

- Assign specific aspects of the Visiting Team Report (VTR) to each team member including specific portions of the SLO documentation.
- Arrange the schedule with the Institution, including a list of people to be interviewed.
- Schedule time during the visit to enable members of the Visiting Team to review their feedback of the characteristics and effectiveness of the construction program being observed.
- Schedule adequate time near the end of the visit, but before the final meeting with the respective administrators of the program and Institution, to consider the Visiting Team findings.
- Meet with the appropriate administrator(s) of the program(s) and Institution in a summary session to inform them of the proceeding steps and timing for developing the final VTR. During this meeting, the Chair shall discuss the Strengths, Deficiencies, Weaknesses, Concerns, and Undeveloped Potentials which will be in the Visiting Team Report.
- Is prohibited from disclosing, projecting, or predicting what accreditation action will be taken as a result of the visit. This action is the prerogative of the ACCE Board only, acting upon the findings and recommendations of the Visiting Team and the recommendations of the Accreditation Committee.
- Ensure each Team Member and Visiting Member-in-Training has the current version of the expense reimbursement Form A-14. Each Team Member shall complete their individual form and send it to the ACCE Headquarters office for processing of the reimbursement payment.
- Prepare a draft of the VTR and circulate it to the Team Members for comment and/or consensus.
- Forward the completed draft VTR to the ACCE President for further review and editing.
- Review and then incorporate any agreed upon corrections noted by the ACCE President and Accreditation Committee Chair into the VTR. Then return the revised VTR to the ACCE President for forwarding of the VTR to the Institution for concurrence of accuracy of the facts in the report.
- The ACCE President then sends the draft VTR to the Institution Chief Executive Officer via USPS requesting that any factual inaccuracies be identified. Electronic copies of the letter and draft VTR are sent to the Provost, Dean, and Program Leader.
- If there are Deficiencies or Weaknesses identified in the VTR, the ACCE President shall include a completed ACCE Form A-15 that identifies the individual Deficiencies or Weaknesses with the VTR to the Institution along with the request for factual corrections.
- Upon receipt of the factual accuracy feedback and the completed ACCE Form A-15 from the Institution's program leader, the VT Chair shall review the VTR and make appropriate factual corrections. The VT Chair sends the completed ACCE Form A-15 to all full members of the VT for review. The VT then determine if any revisions to the VTR findings should be made based on the corrective actions described in the ACCE Form A-15. If the VT decide that any revisions are needed, the revisions should be identified in Section 11.5 of the VTR. The updated VTR is then sent to the ACCE President for submission to the Accreditation Committee and Board.

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 Board.

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.

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 at regularly scheduled meetings following discussion and review of the Visiting Team Report, and recommendations of the Visiting Team and the 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 cooperate with the Chair of the Visiting Team in adhering closely to prearranged conference schedules. Visiting Team Members are requested to refrain from expressing personal observations regarding teaching methodology or techniques not considered relevant to the conference. Visiting Team Members are reminded that program leader and faculty have invested considerable time and thought in the 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 Visiting 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 preparation of the report, and to prepare the recommendation for accreditation / reaccreditation, to be reviewed by the Accreditation Committee. It is not enough to assume that no reply from a Visiting 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

Visiting Team views at any time before, during, or after site visits and Board review is not authorized.

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 by early afternoon on Sunday. Final adjournment of the site visit should be timed to permit Visiting Team members to make air or other transportation connections so that they may arrive home on the Tuesday evening.

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

- **DAY ONE: Sunday Afternoon**

  Prior to the start of the formal visitation, the Team will meet with the Program Leader to review final details of the visit including the schedule. This conference is held so that the Visiting Team Members are informed of any unique issues or circumstances. It also is intended to orient the Program Leader to the methods and procedures of the Visiting Team.

  After this conference, an executive session of the Visiting Team should be held to review assignments and the work schedule, to review the appropriate ACCE documents regarding past accreditation visits to the Institution, and to consider other necessary details. During conduct of the visitation, Visiting Team Members should record their observations and make comments for use in preparing their assigned portions of the Visiting Team Report.

  The Visiting Team should have an orientation tour of the Institution's campus and the facilities of the construction program, including the classrooms, laboratories, and other department resources.

  The remainder of the afternoon should be utilized to address any unresolved issues identified during the review of the SLO documentation.

- **DAY ONE: Sunday Evening**

  A dinner may be held with the Industry Advisory Board and program alumni. The Visiting Team should ask attendees their perceptions of the strengths and weakness of the program.

  After dinner, the Visiting Team reassembles for a review of findings concerning program and administrative elements examined earlier that day. They also discuss any issues that need to be addressed on the following day.

- **DAY TWO: Monday Morning**

  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 Visiting Team.

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

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

- **DAY TWO: Monday Lunch**

  The Visiting Team may meet with part-time faculty or a group of students during lunch.

- **DAY TWO: Monday Afternoon**

  Visiting Team members proceed with their assigned duties.

- **DAY TWO: Monday Evening**

  A dinner meeting with the Industry Advisory Board and program alumni may be held if not held on Sunday evening. The Visiting Team should ask attendees their perceptions of the strengths and weakness of the program.

  The Visiting 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 Visiting Team Member encounters unusual conditions, another Visiting Team Member should be assigned to make a crosscheck. Members should begin preparing their portion of the Visiting Team Report utilizing their observations and notes.

- **DAY THREE: Tuesday Morning**

  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, Deficiencies, Weaknesses, Concerns, and Undeveloped Potentials of the program. The Team should discuss target dates for completion, review, and return of the final Visiting Team Report to the Chair.

  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 Visiting Team 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 from the Visiting Team.
- To discuss observed Strengths and all Deficiencies, Weaknesses and Concerns of the program in relation to the applicable ACCE Standards and Criteria.
- To discuss all Undeveloped Potentials identified by the Visiting Team Members regarding the program.
- To explain the procedures in the accreditation process that 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 begin their departure from the campus.

5.6.2. Master's Degree Programs

The campus visit 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 p.m. 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.

- **DAY ONE: 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 orientate the administrators to the methods and procedures of the Visiting Team.

- **DAY TWO: 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 educational unit 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. 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.

- **DAY TWO: 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.

- **DAY TWO: 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, a meeting with a representative sample of master's degree students, and resolution of any open issues with the SLO documentation.

  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.

- **DAY TWO: Monday Evening**

  A dinner is held with the Industry Advisory Board and program alumni. The Visiting Team should ask attendees their perceptions of the strengths and weakness of the master's degree program.

  After dinner, the Team reassembles to discuss their findings concerning program and administrative elements examined that day. Strengths, Deficiencies, Weaknesses, and Concerns discovered in both program and supporting areas should be discussed.

- **DAY THREE: 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 any information obtained during the visit.

  Team members hold an executive session to finalize the preliminary report on Strengths, Deficiencies, and Weaknesses of the program along with any Concerns and Undeveloped Potentials that the Visiting Team may have. The Team should discuss

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

- **DAY THREE: 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 accuracy and to answer any questions.

- **DAY THREE: Tuesday Afternoon**

  This preliminary report is presented in an exit interview during which time the Visiting Team meets with the program administrator, the Administrative Head of the educational unit, and the Dean of the College in which the program is located, 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, Deficiencies, and Weaknesses 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 discuss all Undeveloped Potentials identified by the Visiting Team Members regarding the program.
  – 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 are free to depart.

5.7. Procedures After the Visit

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

– Complete and submit via email to the ACCE President, the ACCE Form A-11, Team Member Assessment of Performance of the Visiting Team Chair.
– Complete and submit via email to the ACCE President their signed ACCE Form A-14, Travel Expense Voucher, with receipts attached with the voucher.
– Completion and submission via email 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 is 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 Visiting Team 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. The report should reflect a comprehensive and impartial review of the qualitative aspects of the program reviewed by ACCE. Therefore, Visiting Team Reports should demonstrate the integrity of ACCE efforts to provide constructive suggestions and evaluation of educational programs serving the construction profession. It is essential that Visiting Teams present sufficient information to enable consideration by those who must make the accreditation recommendations and decisions.

If time is available, each member of the Visiting Team should prepare 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 established schedule. The Visiting Team Chair writes or compiles the first draft of the Visiting Team Report following the visit. The Visiting Team is to follow the report format contained in ACCE Form A-3A for associate degree programs, ACCE Form A-3B for baccalaureate degree programs and ACCE Form A-4 for master's degree programs.

All Deficiencies, Weaknesses, and Concerns identified by the Visiting Team must be fully 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 Visiting Team Chair with comments and suggestions for revision(s). The Visiting Team Chair then revises the report, taking into consideration the suggestions of the Visiting Team members.

The draft report is sent to the ACCE President who reviews the Visiting Team Report for consistency of formatting with other reports and suggested revisions. The Visiting Team Report is then forwarded to the Chair of the Accreditation Committee along with other possible reviewers. They also will review the report for format and completeness.

The report is then returned to the Visiting 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 Board, to the ACCE President.

The ACCE President then sends the draft Visiting Team Report to the Institution Chief Executive Officer via USPS asking for the Institution's review for factual accuracy. Electronic copies of the letter and draft Visiting Team Report are sent to the Provost, Dean, and Program Leader.

If there are Deficiencies or Weaknesses identified in the Visiting Team Report, the ACCE President shall include a completed ACCE Form A-15 that identifies the individual Deficiencies or Weaknesses with the Visiting Team Report to the Institution along with the request for factual corrections.

Upon receipt of the factual accuracy feedback and the completed ACCE Form A-15 from the Institution's program leader, the Visiting Team Chair shall review the Visiting Team Report and make appropriate factual corrections.

The Visiting Team Chair sends the completed ACCE Form A-15 to all full members of the Visiting Team for review. The Visiting Team then determine if any revisions to the Visiting Team Report findings should be made based on the corrective actions described

in the ACCE Form A-15. If the Visiting Team decide that any revisions are needed, the revisions should be identified in Section 11.5 of the Visiting Team Report. The updated Visiting Team Report is then sent to the ACCE President for submission to the Accreditation Committee and the Board.

5. 9. Report of Corrective Actions

As described in Section 5.8, if the Visiting Team identify any Deficiencies or Weaknesses during the site visit, the ACCE President will prepare a ACCE Form A-15 and send it to the program leader. The purpose of the form is to enable a visited program to report corrective actions taken to alleviate any Deficiencies or Weaknesses identified by the Visiting Team. The program will be given about six months in which to take corrective action regarding the Deficiencies and Weaknesses and submit a completed ACCE Form A-15 that describes what specific actions have been taken to alleviate the identified Deficiencies and Weaknesses and provide evidence supporting the claim of corrective action being taken. The purpose of the form is not to describe a plan to alleviate a Deficiency or a Weakness, but instead to describe what corrective action has been taken. Completed ACCE Form A-15 reports will be due on May 1 for Fall visits and on December 1 for Spring visits.

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FORM A-15
Report of Corrective Actions Taken

Name of Institution:	Northern University		
Degree Program:	Construction Management		
Date of Team Visit:	February 9-11, 2020	**VT Chair:**	Tom Jones
Mentor Assigned:	No	**Name of Mentor:**	
Number of Weaknesses:	2	**Date of Report:**	

This report is to update the Visiting Team of corrective actions that have been implemented to alleviate identified Deficiencies and Weaknesses prior to the final version of the Visiting Team Report being submitted to the Board of Trustees. Use the response box to describe what specific actions have been taken to alleviate each identified Deficiency and Weakness. Then provide an attachment for each Deficiency and Weakness containing evidence supporting the claim of corrective action being taken. The purpose of the form is not to describe a plan to alleviate a Deficiency or Weakness, but instead to describe what corrective action has been taken.

Submitted by:			
	Name – Program Leader		Title
	Signature		Date
Approved:			
	Name - Dean		Title
	Signature		Date
Approved:			
	Name – CEO / Provost		Title
	Signature		Date

List of Additional Attachments:

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FORM A-15
Report of Corrective Actions Taken

Weakness 1

Description of Deficiency or Weakness as written in the Visiting Team Report

11.2.1 Direct Assessment of SLO 3. [See Section 3.1.6.3 of this Report.] The direct assessment of SLO 3, create a construction project safety plan, was not provided to the Visiting Team. [See ACCE Document 103B, Section 3.1.6.3].

Program's corrective actions taken for Deficiency or Weakness

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FORM A-15
Report of Corrective Actions Taken

Weakness 2

Description of Deficiency or Weakness as written in the Visiting Team Report

11.2.2 Educational Unit Strategic Plan. [See Section 9.1.2 of this Report.] The CM Strategic Plan does not currently exist based on information presented during the visit. Lack of CM Strategic Plan was cited as a Concern in the previous Visiting Team Report, and it has now been elevated to a Weakness [See ACCE Document 103B, Section 9.1.2].

Program's corrective actions taken for Deficiency or Weakness

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DOCUMENT 110
VISITING TEAM REPORT
STYLE GUIDE
Revised June 2021

1. INTRODUCTION –

The Visiting Team Report (VTR) is an essential document in the ACCE accreditation process. The quality of these reports reflects on the quality and professionalism of ACCE. The purpose of this Style Guide is to help Visiting Teams be more consistent and more professional in preparing Visiting Team Reports for their target audiences, which includes Presidents and Provosts of many universities. This document is created with some editorial license – there are many ways to develop written form within the English language – this Guide is how ACCE chooses to direct its Visiting Teams in developing their reports.

2. GENERAL –

As a Member of a Visiting Team, you will be granted access to a folder on ACCE's OneDrive cloud-based filing system. In this folder are the pertinent forms and documents for the Program that is being reviewed for accreditation. One of the sub-folders is called the Visiting Team Handbook. Within this folder, there is a Microsoft Word file named "Tab - Form A-3B DATE", (DATE is based on most recent version of the form) that is the template for the preparation of its VTR.

The template will be based on the level of the degree at the Institution that is being reviewed. For an Associate's Degree, the template is Form A-3A. For a Bachelor's Degree, the template will be Form A-3B. For the Master's Degree, it will be Form A-4.

Follow the template for your VTR. Be aware that font, type, size, and format along with the report outline, margins, and indents will be locked. **Do not change any of the formatting in the template or attempt to change the form**. The VTR form will have the template boiler plate in bold type. Use this Style Guide to help with the routine items of capitalization, punctuation, and other elements of style.

NOTE: Always keep in mind that the Visiting Team Report will be sent to the Institution and reflects on ACCE as professional correspondence.

3. CAPITALIZATION –

a. Capitalize "Department," "College," "University", and "Institution" when referring to the site being visited.

b. Capitalize the word "Program" when used with its title, i.e., "Construction Management Program" and when referring to the specific Program being reviewed (example: the VT reviewed the Program's laboratory).

c. Capitalize "Strength," "Deficiency," "Weakness," "Concern," and "Undeveloped Potential" throughout the VTR if they are used as a Strength, Deficiency, Weakness, Concern, or Undeveloped Potential in Section 11 of the report. Do not use bold or all uppercase font for these words.

d. Capitalize Visiting Team and Team every time used in the VTR when referencing the ACCE Visiting Team. Also, capitalize Visiting Team Member.

e. Capitalize the first letter of a position that has a formal job title. Examples: Dean, Department Chair, Program Coordinator, etc.

f. Capitalize the name of a semester or quarter – Fall, Spring, Summer, Winter.

g. Capitalize the delineation of a State in the United States – State of Texas, State of California, State of North Carolina, New York State, etc.

4. LISTS OF PERSONS VISITED –

a. Use the following sample format for all persons visited:

- Dr. James E. Jones, President
- Dr. Amanda R. Roberts, Provost and Chief Academic Officer
- Dr. Robert A. Lightyear, Department Chair, Department of Math, College of Science
- Professor Tom Jones, Assistant Professor, Department of Construction
- Ms. Rachel Smith, Librarian
- Mr. Russell Meyer, Adjunct Faculty, Department of Construction
- Mr. Robert Byte, Laboratory Technician, College of Engineering
- Mr. Tom Jones, Turner Construction Company

b. Identify the company affiliation for each member of the Industry Advisory Board and list members alphabetically by last name

c. List interviewed students alphabetically by year (Freshman, Sophomore, Junior, Senior) and then by last name, or alternatively, quantify the number of students interviewed by grade level.

5. GROUP TITLES –

When naming a special group in the VTR, be consistent on the group name and respect the Institution's name for the group, especially the Industry Advisory Board (or Committee) and the educational program title.

Entities such as the Institution, School, Department, Program, Industry Advisory Board, and Faculty are to be treated as singular nouns which take singular verbs and the corresponding pronoun "it." When referring to members of groups, identify them as such (e.g., "faculty members", "IAB members", etc.)

6. CITATIONS –

When citing verbatim materials of less than two lines in a paragraph, use quotations.

If the verbatim materials are more than two lines, create a separate paragraph dedicated to the quote. During the final review of the VTR, the fonts for the verbatim paragraphs will be italicized. Due to the new format of the VTR form, the writer will be unable to change the fonts.

7. **ACRONYMS –**
   a. Use only acronyms that the host and the readers will understand. It is easier to write out the entire title than it is to explain it.
   b. Spell out the term the first time followed by the acronym in parenthesis. An example would be: The Department is supported by two libraries; John Peace Library (JPL) on main campus and Downtown Campus Library (DTL).
8. **GENERAL GUIDANCE –**
   a. The Institution's history provided in the Self-Evaluation Study (SES) should be summarized to about two paragraphs and inserted in the report.
   b. Answers in the tables used to record compliance with Requirements are listed in a drop-down menu and should be either "In Compliance", "Not in Compliance", or "Not Applicable". If full compliance is not the case, terms such as "Partially Compliant" or "See Below" are not to be used. The report format provides space below each table for explanations of items "Not in Compliance" Or "Not Applicable".
   c. Enter "Not Applicable" for items in the report format which do not apply to the program visited (e.g., §3.2 Courses Offered by Alternate Forms of Delivery).
   d. If there are no comments in response to "**General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report**" enter "None." Also, in other parts of the Visiting Team Report use "None" if the item does not apply to the Program being reviewed.
   e. In Section 10, a list of each Weakness and Concern identified in the last Visiting Team Report will be inserted into the form for your Program's VTR. The text will be italicized. Provide a brief statement as to the current status of each Weakness and Concern. **Do not copy the narrative provided in the Program's last Progress Report.**
   f. As this is a technical report and to avoid ambiguity, the VTR should be written in active voice as opposed to the passive voice.
   g. Use the "Carnegie comma" (or otherwise known as the Serial comma or the Oxford comma) for the last item in a list of items which should be proceeded with the conjunction and comma. (e.g., "and,"; "or,")
   h. When responding to each Section, succinctly respond without restating the text that describes the Section within the context of the feedback.
9. **DEFICIENCIES, WEAKNESSES, AND CONCERNS –**
   a. Deficiencies. Use the following format in Section 11 of the report:

      The format for Deficiencies should include a short topical description [1-4 words], a parenthetical reference to the VTR section that contains the detailed description of the Deficiency (in the report body), a brief summary of the Deficiency, and a parenthetical reference to the applicable Standard in Document 103. **No Deficiencies are to be cited that are not fully explained in the body of the report**.

An example of the format to be used to cite a Deficiency is:

> 11.2.1 Curriculum for the Bachelor's Degree. (See Standard Three of this report.) The Visiting Team found that the curriculum is short three semester hours of required Communications content. [See ACCE Document 103, Standard Three.]

b. Weaknesses. Use the following format in Section 11 of the report:

The format for Weaknesses should include a short topical description [1-4 words], a parenthetical reference to the VTR section that contains the detailed description of the Weakness (in the report body), a brief summary of the Weakness, and a parenthetical reference to the applicable Requirement in Document 103. **No Weaknesses are to be cited that are not fully explained in the body of the report**.

An example of the format to be used to cite a Weakness is:

> 11.3.1 Business and Management. (See Section 3.3 of this report.) The Visiting Team found no evidence of the "principles of management" being taught in any of the Business and Management courses listed in the curriculum. This was confirmed during a meeting with faculty members from the College of Business. [See ACCE Document 103, Section 3.3.]

c. Concerns. Use the following format in Section 11 of the report:

The format for Concerns should include a short topical description [1-4 words], a parenthetical reference to the VTR section that contains the detailed description of the Concern (in the report body), a brief summary of the Concern, and a parenthetical reference to the applicable Standard or Requirement in Document 103. **No Concerns are to be cited that are not fully explained in the body of the report**.

An example of the format to be used to cite a Concern is:

> 11.4.1 Faculty Size. (See Section 4.2.1 of this report.) Due to the retirement of one faculty member and the 50% administrative appointment of another faculty member, the program needs additional faculty to reduce reliance on part-time faculty members and teaching overloads for the Program Coordinator. If uncorrected, this could lead to a Weakness. [See ACCE Document 103, Section 4.2.1.]

d. Do not group Weaknesses and Concerns. For example, do not cite a single curriculum Weakness with several sub-Weaknesses. List them as separate Weaknesses. This facilitates tracking of corrective action by the Accreditation Committee.

e. If a Weakness or Concern from the previous VTR has not been alleviated, it should be repeated in the current VTR under Section 11, as appropriate.

f. Deficiencies, Weaknesses, and Concerns listed in Section 11 of the VTR should be organized in the order in which they are identified in the body of the report.

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Monday, July 19

TAB 01 Introduction

2021

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AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

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ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

New Attendee Orientation

TAB 01 Introduction

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

New Attendee Orientation
Agenda

Monday, July 19, 2021

11:00 AM – 12:00 PM CDT

1.	Greetings and Welcome	John Schaufelberger
2.	Mission / CHEA Recognition / Reciprocity Agreements	John Schaufelberger
3.	Organization	John Schaufelberger
4.	Accreditation Process Flow Chart	Steve Nellis
5.	ACCE Accredited Programs and Candidate Programs	Steve Nellis
6.	Website and Annual Report	Steve Nellis
7.	Next Steps – Get Involved!	Al Bleakley
8.	Questions / Feedback	John, Steve, and Al

To request an application for ACCE Membership, visit our website www.ACCE-HQ.org or send an email to ACCE@ACCE-HQ.org.

	NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.

ACCE – New Attendee Orientation

July 19, 2021

ACCE

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

PARTNERSHIP FOR EXCELLENCE

Agenda

ACCE
PARTNERSHIP FOR EXCELLENCE

1. Mission and Purpose / CHEA Recognition / Reciprocity Agreements
2. Organization
3. Accreditation Process
4. Accredited and Candidate Programs
5. Website and Annual Report
6. Your next steps – Get Involved!
7. Questions / Feedback

Dr. John Schaufelberger
University of Washington
Chair - ACCE Board of Trustees



ACCE Mission and Purpose

ACCE
PARTNERSHIP FOR EXCELLENCE

ACCE Mission Statement

ACCE
PARTNERSHIP FOR EXCELLENCE

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

ACCE Purpose of Corporation

ACCE
PARTNERSHIP FOR EXCELLENCE

1. To promote and improve post secondary construction education by:

- Offering accreditation of construction education programs offered by colleges and universities
- Offering accreditation of construction workforce education programs offered by colleges and universities, trade unions, industry associations, and private industry organizations

2. To promote and improve construction professional development educational programs offered by colleges and universities, industry associations, and private industry organizations

Services Provided

ACCE
PARTNERSHIP FOR EXCELLENCE

- Accreditation for Master's, Bachelor's, and Associate Degree programs in Construction Management
- Review and recognize industry training, certification, and professional designation programs
- Scholarships for future construction management faculty
- Annual Industry Advisory Board Workshops
- Annual Faculty Development Workshops

Credentials

ACCE
PARTNERSHIP FOR EXCELLENCE

- Nationally recognized by CHEA and soon to be with the Department of Education.

CHEA Council for Higher Education Accreditation
CHEA International Quality Group CIQG®



International Partnerships

ACCE
PARTNERSHIP FOR EXCELLENCE

ACCREDITING AGENCY TRUSTEES

The Chartered Institute of Building Bracknell, United Kingdom	National Board of Construction Education Beijing, China

CIOB
THE CHARTERED INSTITUTE OF BUILDING

ACCE Organization



Organization

- Comprised of Educators and Industry Practitioners.
    - All are volunteers!
- The single accrediting organization that is focused ONLY on Construction Education.

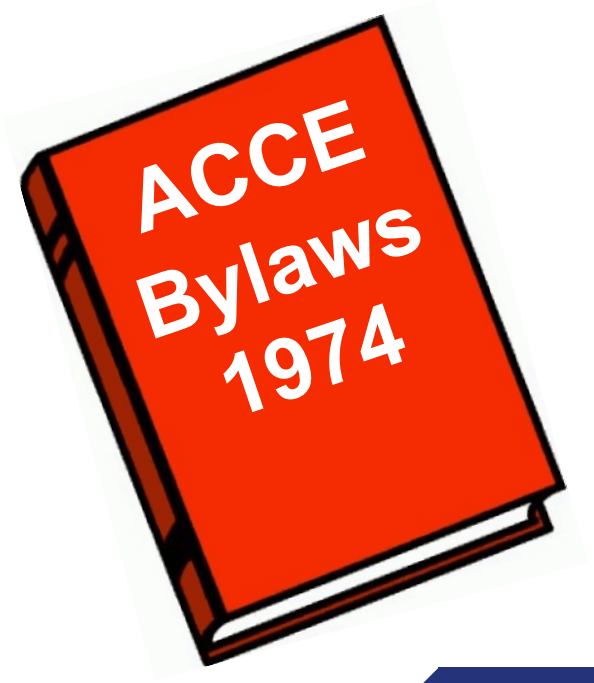


ACCE - Organization

ACCE
PARTNERSHIP FOR EXCELLENCE

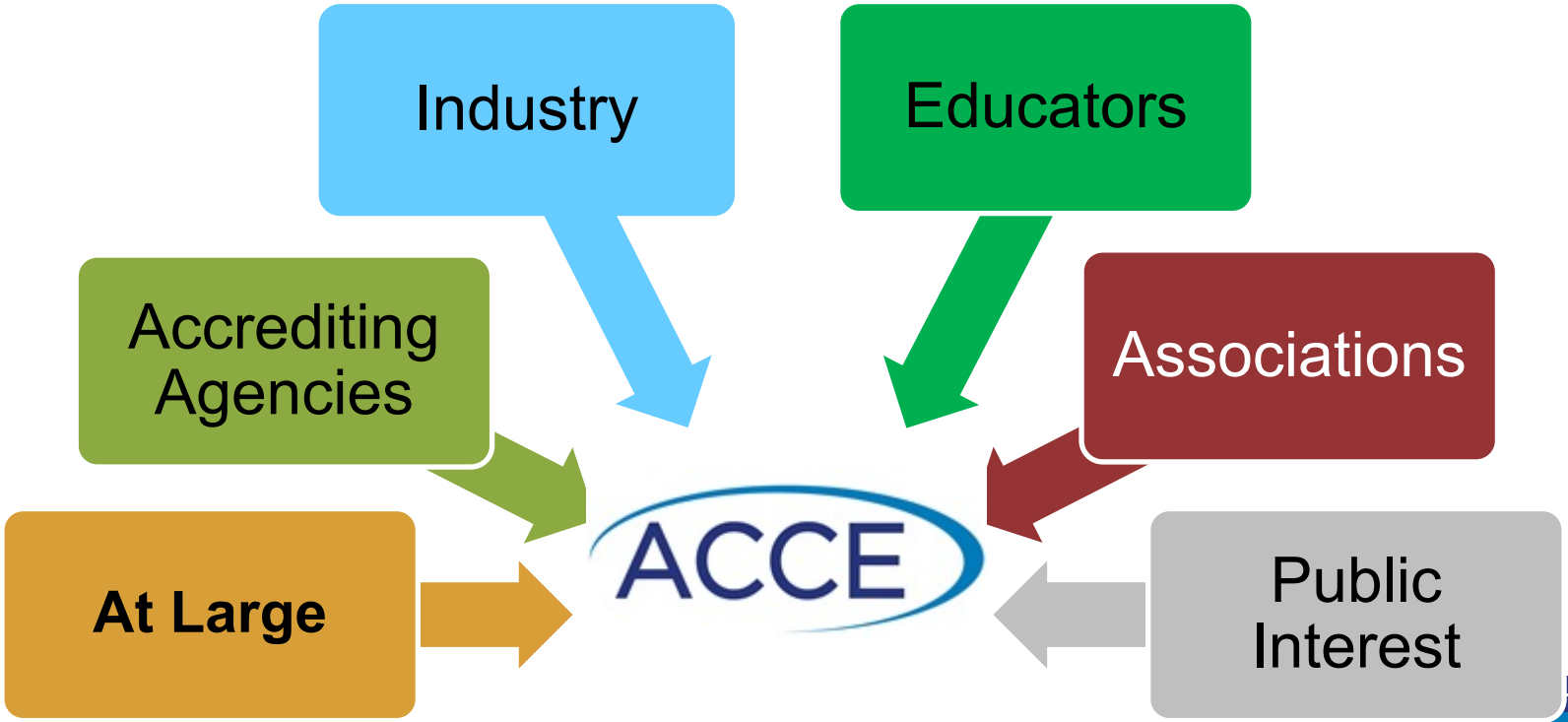
BOARD OF TRUSTEES

- Governing body
- Decision making body
- Operational decisions
- Accreditation decisions



ACCE Trustees

ACCE
PARTNERSHIP FOR EXCELLENCE



ACCE Leadership

			
Dr. John Schaufelberger **Chair** *University of Washington*	**Mr. Charles Roesset** **Vice Chair** *Simpson Strong-Tie*	**Dr. Richard Burt** **Secretary** *Auburn University*	**Ms. Pam Dullum** **Treasurer** *ACCE Individual Member*

ACCE – Board Committees

ACCE
PARTNERSHIP FOR EXCELLENCE

ACCE Board of Trustees

Special Committees

Board Committees

Caucuses

- Executive Committee
- Accreditation Committee
- CWE Committee
- Council of Chairs
- Finance Committee
- Leadership Development Committee
- Marketing & Communications Committee
- Standards Committee

Board Committees

Accreditation

- Accreditation Process
- Review of Programs
- Recommendations to Board of Trustees



Dr. Khalid Siddiqi
Kennesaw State University (Retired)

Standards

- Criteria & Standards for Accreditation



Dr. Chuck Berryman
Louisiana State University

Council of Chairs

- Improvement of Quality and Consistency of Visiting Team Reports



Dr. Souhail Elhouar
Bradley University

Board Committees

Finance	Construction Workforce Development	Marketing & Communications	Leadership
• Oversee Budgets and Financial Preparation	• Skilled Labor Development and Accreditation	• Increase Membership and Participation	• Develop Future Leaders • Prepare Slate of Candidate
			
Ms. Pam Dullum *ACCE Individual Member*	**Mr. Bill Good** *National Roofing Alliance*	**Ms. Joy Svoboda** *ACCE Individual Member*	**Dr. Cheryel Goodale** *ACCE Individual Member*

Organization – Special Committees

ACCE
PARTNERSHIP FOR EXCELLENCE

ACCE Board of Trustees

Board Committees

Special Committees

- Industry Liaison Committee
- Awards and Scholarships Committee
- Training Committee
- Professional Development Committee
- Guidance Committee

Caucuses

Special Committees

Guidance

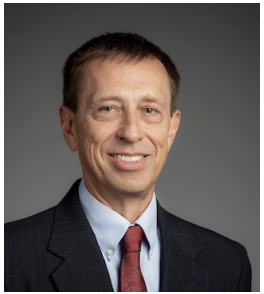
- Advisory & Support to Programs
- Identify Potential Programs
- Mentor Program



Dr. John Schmidt
ACCE Individual Member

Training

- Visitor training
- Leadership training



Dr. Albert Bleakley
Florida Institute of Technology

Special Committees

Dupree Fund

- Scholarship Development
- Scholarship Awards



Mr. Rogers Hunt
ACCE Individual Member

Recognition

- Non-Degree Construction Programs



Ms. Tammy Crooks
ACCE Individual Member

Industry Liaison

- Liaison construction industry and ACCE



Dr. Charles McIntyre
IUPUI

Organization – Caucuses

ACCE
PARTNERSHIP FOR EXCELLENCE

ACCE Board of Trustees

Board Committees

Caucuses

- Industry Caucus
- Baccalaureate Degree Caucus
- Associate Degree Caucus

Special Committees

Caucuses

ACCE
PARTNERSHIP FOR EXCELLENCE

Baccalaureate Degree	Associate Degree	Industry Caucus
		
Dr. Robert Ries *University of Florida*	**Dr. Rod Stutt** *Saskatchewan Polytech*	**Ms. Joy Svoboda** ACCE Individual Member

The Caucus is a forum for like-minded people to discuss current issues and exchange best practices to advance construction education. They also choose Board of Trustee members to represent their respective categories.

ACCE - Governance

ANNUAL CONFERENCE – JULY

- Accreditation Actions
- Election of Officers and Trustees
- Confirmation of Committees and Chairs
- Committee Meetings
- Task Force Meetings

MIDYEAR CONFERENCE – FEBRUARY

- IAB Workshop
- Teaching Workshops
- Accreditation Actions
- Committee Meetings
- Task Force Meetings



Steve Nellis
President & CEO
America Council for Construction Education

ACCE Accreditation Process

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Accreditation Process

ACCE
PARTNERSHIP FOR EXCELLENCE



The Institution provides ACCE with an application for Candidate Status. A Program may remain in Candidate Status for five years.



ACCE will set up a OneDrive folder for the Program to upload their documents.
ACCE will send invoice for $1,000 Application Fee
ACCE will provide a Mentor to assist with the documentation and preparations.



The Program uploads their documents to the OneDrive folder.

Accreditation Process

ACCE
PARTNERSHIP FOR EXCELLENCE



ACCE reviews the submitted documents to determine whether or not to admit the Program into Candidate Status.



The Program develops their Self-Evaluation Study and submits the document via OneDrive for ACCE review.



If the review of the Self-Evaluation Study indicates that the Program is ready for a site visit, a Visiting Team is organized and a visit scheduled. If issues remain that require resolution, the site visit will be deferred until they are corrected.

Accreditation Process

ACCE
PARTNERSHIP FOR EXCELLENCE



A site visit is conducted to verify the contents of the Self-Evaluation Study and that the program is in compliance with ACCE standards. ACCE will send an invoice for a $4,000 fee to cover costs of visit.



The Visiting Team submits a report of the site visit to the ACCE Board of Trustees who makes the final decision regarding award of accreditation during one of ACCE's Semi-Annual Conferences



ACCE notifies the institution immediately of the Board decision. A letter to the Institution is sent regarding the terms of the award of accreditation. Annual Accreditation Fee is $2,750.

ACCE Accredited and Candidate Programs



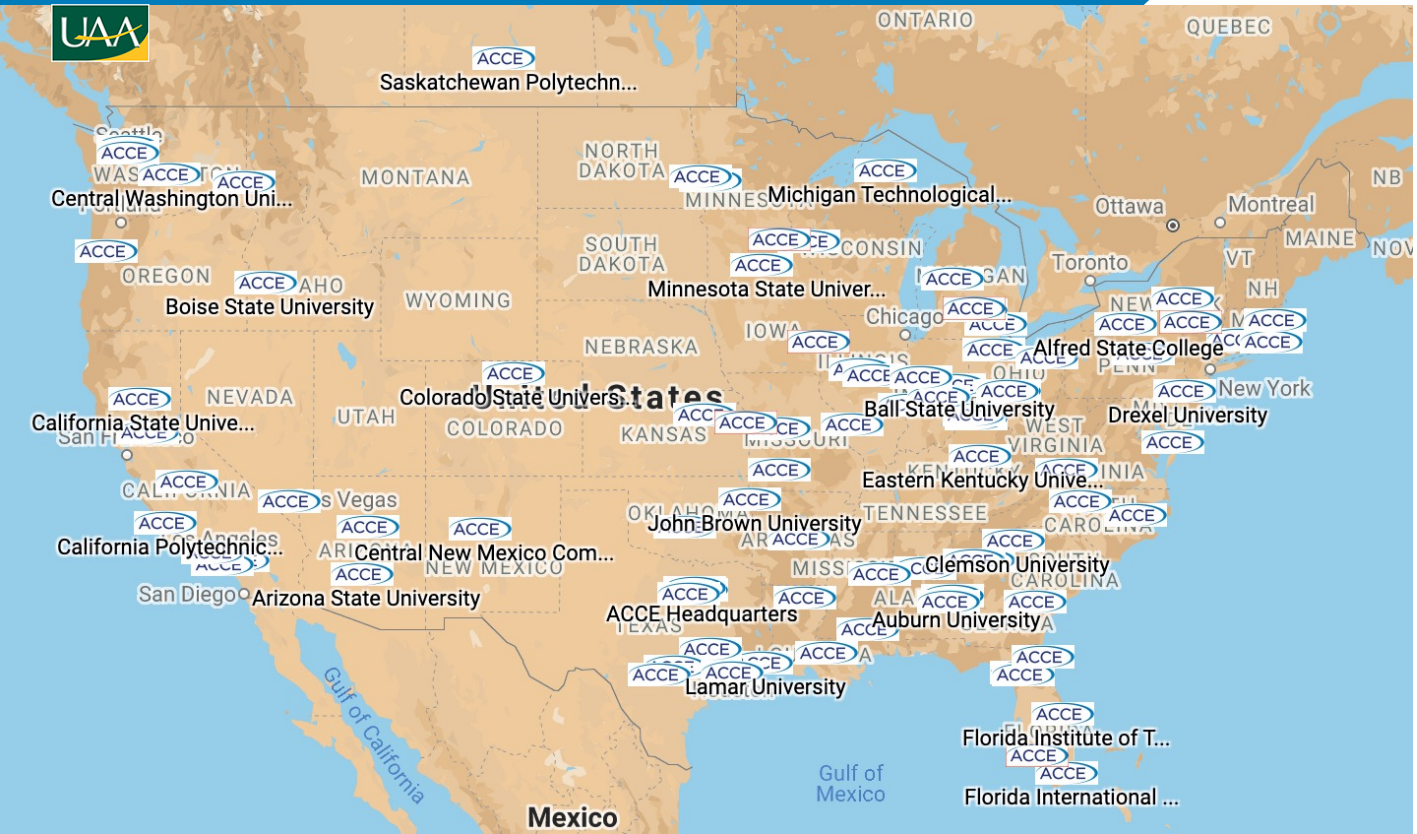
Accredited Programs

ACCE
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- 14 Accredited Associate Degree Programs
- 72 Accredited Bachelor's Degree Programs
- 5 Accredited Master's Degree Programs
- 12 Candidate Status Programs
  - 8 Bachelor's Degree Programs
  - 4 Associate Degree Programs
- 10 Applicant Programs
  - 6 Bachelor's Degree Programs
  - 4 Associate Degree Programs

A total of 113 Programs!

Accredited Programs



ACCE
PARTNERSHIP FOR EXCELLENCE

First programs accredited in 1976

UF UNIVERSITY of FLORIDA

UNIVERSITY OF LOUISIANA MONROE

Most recent accredited in 2019

MISSISSIPPI STATE UNIVERSITY

ACCE Website and Annual Report



Keep Connected

ACCE
PARTNERSHIP FOR EXCELLENCE



New feature coming soon! Member Login and Profile

The ACCE Web Site With Annual Report

ACCE Web Site



Resources available on ACCE Web Site

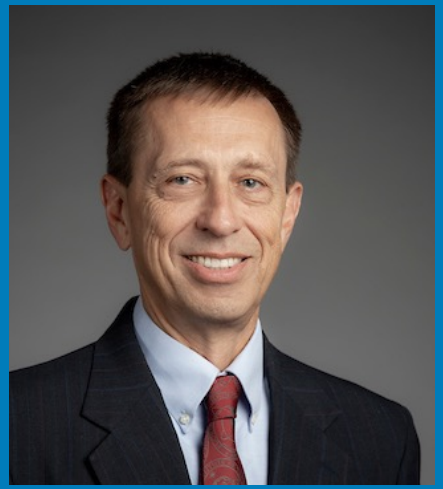
- Forms and Documents
- Career Openings
- Membership Information
- List of Accredited Programs
- Contact information for ACCE
- Committee Web Pages

Annual Report



Summary of past fiscal year activities

- Accredited Programs
- Membership
- Leadership
- Committees
- Financial Summary



Dr. Al Bleakley
Florida Institute of Technology
Chair - ACCE Training Committee

Next Steps – Get Involved!

ACCE
PARTNERSHIP FOR EXCELLENCE

How to get Involved



I am ready to get involved! What's next?

Get Involved as a Member

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PARTNERSHIP FOR EXCELLENCE

Membership Categories

- Individual
- Corporate
- Association
- Institutional

All applications on ACCE website – Forms & Documents



ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Initial Individual Membership Application

A person having an interest in the construction industry or in construction education or in providing goods or services to construction professionals and/or educators may become an Individual Member. Individual Members are able to influence the educational experience of future construction leaders through their participation on ACCE committees and to network with other industry members and academic leaders to promote quality construction education.

Individual Member representatives may participate as members of the Industry Caucus and may be appointed to ACCE committees for which they are qualified.

The annual membership fee is $150.00 per year, with the initial year's membership of $75.00.

NEW MEMBER PROMOTION FOR A LIMITED TIME! ACCE will waive the first-year fee of $75.00 if you submit your application before December 31, 2021!

Believing in the goals and objectives of the American Council for Construction Education, I am applying to become an Individual Member of ACCE.

Name: _____ Title: _____

Company/School: _____

Address: _____

City: _____ State: _____ Zip: _____

Work Email: _____

Work Number: _____ Cell Number: _____

Personal Email: _____

Signature: _____ Date: _____

Principal Activity

☐ Education ☐ Construction Industry ☐ Professional Society

☐ Public Interest ☐ Trade Association ☐ Other

Initial IMA Rev 2021.06.03

Get Involved with Accreditation

ACCE
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Training first!

1. Initial Team Member Training
2. Submit application – ACCE Form A-22
3. Participate with a Visiting Team as a Member-in-Training (MIT)
4. Advanced Team Member Training
5. Visiting Team Case Studies

NOTE: must be current – attend once every three years

Get Involved with Accreditation

ACCE
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Visiting Team Chairs and Accreditation Committee

- Complete three visits as a Full Member
- Attend Conference open session meetings of Accreditation Committee
- Submit request via annual survey
- Join the Accreditation Committee

Get Involved with Committees

ACCE
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1. Review Leadership Development Matrix
2. Attend Committee Meetings during Conference
3. Communicate with Committee Chair
4. Volunteer to assist with projects
5. Indicate interest via annual survey

Questions, Thoughts Comments



Accreditation Committee – CLOSED Session Agenda

Monday, July 19, 2021

11:00 AM – 3:30 PM CDT

Charge to Committee: The Accreditation Committee has the following responsibilities:

- Preparing guidelines and procedures by which a program will be evaluated by ACCE, in particular Document 101;
- Recommending to the Board of Trustees such changes as may be needed to improve these materials on a scheduled basis;
- Evaluating Visiting Team Reports and other pertinent materials submitted in connection with the accreditation of an academic program;
- Recommending to the Board of Trustees initial accreditation or renewal or reinstatement of accreditation for those academic programs that have applied for and have been reviewed, which in the opinion of the Committee have materially achieved the standards and criteria for accreditation;
- Recommending to the Board of Trustees the denial, revocation, or suspension of accreditation or a deferral of action when a program has ceased to comply with the standards for accreditation established by ACCE; and
- Reviewing, accepting, and approving required Progress Reports without Board involvement.

For further details, please refer to ACCE Document 100, Section 1.4.2.5.

1. Greetings and Welcome — Khalid Siddiqi / Chris Gordon
2. Call to order, welcome, and self-introductions (not required if Zoom Meeting)
3. Review and approve minutes from Feb. 2021 meeting
4. Consent Agenda items (TBD):
   A. Discussion and draft recommendations for the ACCE Board for Visiting Team Reports:
   B. Discussion and actions for Progress Reports:
5. Discussion and action on one-year extension requests.
6. Unfinished business (if any)
7. Others
8. Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for four years 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings 4. Has been a Full Member on at least two Visiting Teams 5. Is current in all training	

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AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Initial Visiting Team Training

TAB 02 - Meeting Agendas and Committee Rosters

2021

www.ACCE-HQ.org

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Initial Visiting Team Member Training
Agenda

Monday, July 19, 2021

12:00 – 2:00 PM CDT

1. Greetings and Welcome — Al Bleakley
2. — Alan Bond
3.
4.

Basic requirements for Visiting Team Member-in-Training:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been accepted as an active member of ACCE 2. Has attended at least one of the last four ACCE Conferences 3. Has attended Initial Visiting Team Member within three years	

INITIAL VISITING TEAM MEMBER TRAINING (MiT)

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Dr. Albert M. Bleakley
Florida Institute of Tech
ableakley@fit.edu

Assoc Prof Alan Bond
Cal State U, Chico
adbond@csuchico.edu

1

TRAINING OBJECTIVE

Prepare participants to volunteer for and participate in an accreditation visiting team (VT) visit as a Member in Training.



WE WANT YOU!

2

Trainer Background

Al Bleakley

- 30 years Army Corps of Engineers
- 12 years Florida Inst of Tech
- 12 years in ACCE



Alan Bond

- 25 years General Building Contractor
- 10 years California State Chico
- 5 years in ACCE



3

3

ADMINISTRATIVE INFO

- This presentation is being recorded
- This is a large (80+) Zoom meeting your video and audio are muted.
- You can ask questions/make comments by using the Chat or Q&A icons.
- If you want to speak, use the Raise Hand icon.
- Attendance

4

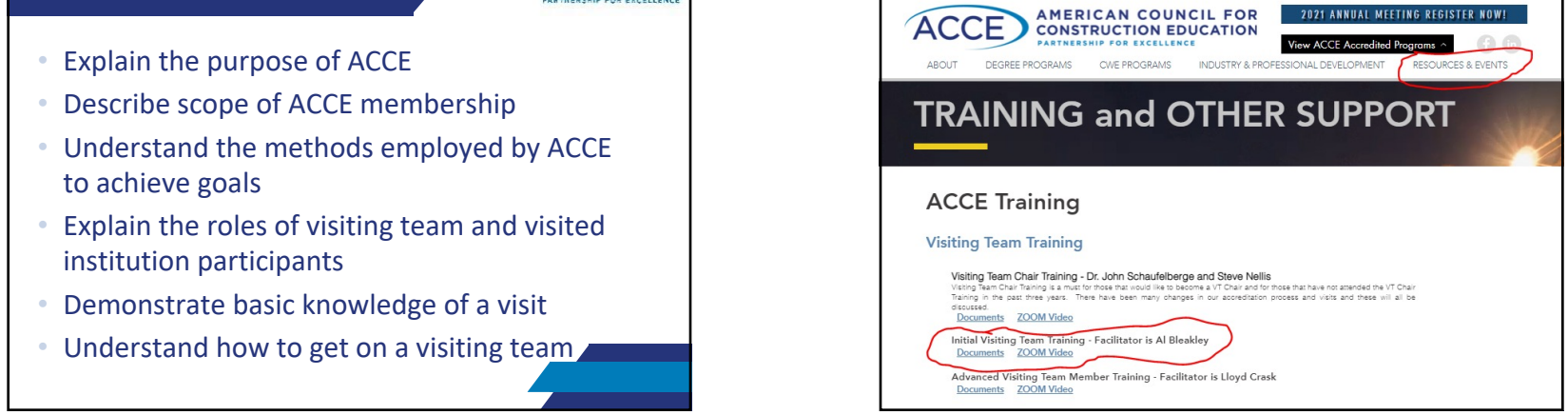
4

TRAINING OUTCOMES

- Explain the purpose of ACCE
- Describe scope of ACCE membership
- Understand the methods employed by ACCE to achieve goals
- Explain the roles of visiting team and visited institution participants
- Demonstrate basic knowledge of a visit
- Understand how to get on a visiting team

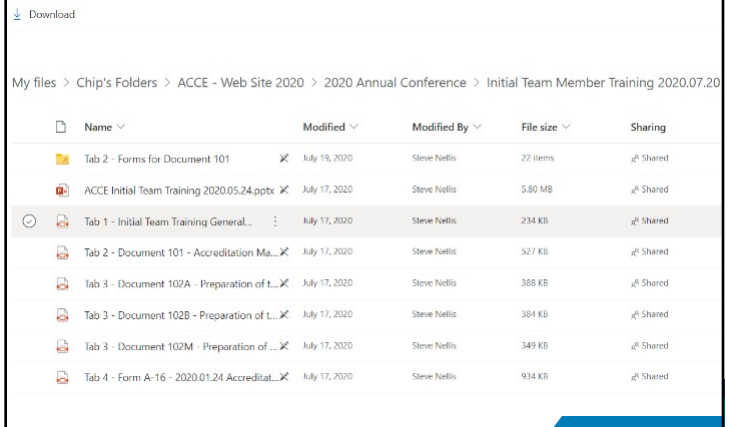
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TRAINING HANDBOOK WEB



7

TRAINING HANDBOOK WEB



8

Purpose of ACCE

Al Bleakley

9

ACCE MISSION

To be a leading global advocate of quality construction education; and to promote, support, and accredit quality construction education programs.

10

ACCE PURPOSES (1/2)

- Promote/improve construction education
- Accredit construction education programs
- Maintain procedures
- Publish criteria and procedures



11

ACCE PURPOSES (2/2)

- Report results
- List accredited colleges/universities/ organizations
- Review criteria adopted for evaluations
- Other items necessary



12

Visit Guiding Principles and Decorum
Al Bleakley

13

GUIDING PRINCIPLES (1/4)

- Accreditation is voluntary
- Schools only participate if accreditation provides a valued service



14

GUIDING PRINCIPLES (2/4)

Schools do not exist in order to be accredited; accreditation exists in order to help schools fulfill their educational missions and objectives

The visit should:

- Establish that the construction program is above the threshold of acceptability
- Reinforce a process of continuous analysis and improvement (Outcomes Assessment)

15

GUIDING PRINCIPLES (3/4)

ACCE accreditation process must demonstrate:

- Trust
- Respect
- Professionalism
- Attitude of service

16

GUIDING PRINCIPLES (4/4)

Clearly identify:

- *Strengths* – exceptionally strong condition, practice, or attribute that has significant positive impact on Program
- *Deficiencies* – lack of compliance with a Standard*
- *Weaknesses* – lack of compliance with a Requirement
- *Concerns* – a situation that if unaddressed has the potential of becoming a Deficiency or Weakness
- *Undeveloped Potentials* – area for potential enhancement of the Program

*effective for self-studies August 1, 2021, visits January 1, 2022

17

DECORUM (1/3)

- Conduct yourself professionally. Be:
  - Courteous, polite, cooperative
  - Constructive in critiques
  - Appropriately attired
  - Punctual
- Eliminate distractions



18

DECORUM (2/3)

- **Always** work as a team using ACCE published standards
- **Never** judge a program based on
  - Personal opinion/agendas
  - Preconceived notions
  - Approaches used at your own institution or alma mater



19

DECORUM (3/3)

- **No member of a Visiting Team** is authorized to make comments regarding his/her recommendations or that of the team ***except through ACCE channels.***
- The institution is **NOT** to be informed by **any member of the Visiting Team** or the Accreditation Committee of the recommendation for or against accreditation.

20

ACCE WEBSITE (1/2)

http://www.acce-hq.org



21

ACCE DOCUMENTS (SELECTED)

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

2021 ANNUAL MEETING REGISTER NOW!

View ACCE Accredited Programs

ABOUT | DEGREE PROGRAMS | CWE PROGRAMS | INDUSTRY & PROFESSIONAL DEVELOPMENT | RESOURCES & EVENTS

Link: Forms & Documents | ACCE (acce-hq.org)

TYPE	FILE TYPE	NUMBER	REV DATE	NAME	DESCRIPTION
Document	.pdf	By-Laws	2021.03.17	The By-Laws for ACCE	The By-Laws for ACCE
Document	.pdf	100	2021.06.07	ACCE Policies Manual	Policies and procedures for ACCE
Document	.pdf	101	2019.06.27	Accreditation Manual	Guidelines for the accreditation process
Document	.pdf	102	2021.06.23	Preparation of the Self-Evaluation Study	Self-Evaluation Study guide
Document	.xlsx	102-T	2021.06.23	Tables for Preparation of the Self-Evaluation Study, Bachelors Degree	Self-Evaluation Study guide
Document	.pdf	104	2021.06.23	STANDARDS AND CRITERIA FOR ACCREDITATION WITH COMMENTARY	
Document	.pdf	105	2021.06.23	PLANNING FOR ACCREDITATION	
Document	.pdf	103B	2019.10.21	Standards and Criteria for the Accreditation of Bachelors Degree	Standards for Bachelors Degree programs
Document	.pdf	103M	2020.06.23	Standards and Criteria for the Accreditation of Masters Degree	Standards for Masters Degree programs
Document	.pdf	110	2021.06.01	VTR Writing Style Guide	Guidelines for style and templates for writing VTR

23

ACCE FORMS (SELECTED)

Form	.pdf	A- 1C	2021.07.01	Application for Candidate Program Review	Initial application for new construction education program seeking accreditation
Form	.pdf	A- 1R	2020.05.08	Application for Reaccreditation Review	Application from current accredited program for a reaccreditation
Form	.pdf	A- 2	2020.05.08	Report of Review of Candidate Self-Study Documents	Report from committee reviewing candidate program's readiness for site visit
Form	.pdf	A- 3A	2021.01.07	Visiting Team Report - Associate's Program	Form for Visiting Team Report
Form	.doc	A- 3A	2021.01.07	Visiting Team Report - Associate's Program	Form for Visiting Team Report
Form	.pdf	A- 3B	2021.01.07	Visiting Team Report - Bachelor's Program	Form for Visiting Team Report
Form	.docx	A- 3B	2021.01.07	Visiting Team Report - Bachelor's Program	Form for Visiting Team Report
Form	.pdf	A- 4	2021.01.07	Visiting Team Report - Master's Program	Form for Visiting Team Report
Form	.docx	A- 4	2021.01.07	Visiting Team Report - Master's Program	Form for Visiting Team Report
Form	.pdf	A- 5	2020.11.30	VT Recommendations to Board	Visiting Team recommendation for accreditation status
Form	.pdf	A- 6 IA	2020.05.08	Initial Accreditation Recommendation	Summary of Accreditation Committee members' assessment of VTR's
Form	.pdf	A-6 RA	2020.05.08	Reaccreditation Recommendation	Summary of Accreditation Committee members' assessment of VTR's

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Programs/ Membership

Al Bleakley

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TYPES OF PROGRAMS ACCREDITED

- Associate Degree Programs
- Baccalaureate Degree Programs
- Graduate Degree Programs
- Other recognition



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TYPES OF MEMBERSHIP

- Sustaining Association Members
- Association Members
- Industry Advisory Board Members
- Corporate Members
- Accrediting Agency Members
- Institutions with Accredited Programs
- Individual Members



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Accreditation Process

Al Bleakley

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ACCREDITATION PROCESS (1/5)

- Institution application
- Screening committee recommendation:
  - Candidate Status not granted
  - Candidate Status with self-evaluation study
- Assignment of mentor*



* May occur before application

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ACCREDITATION PROCESS (2/5)

- Types
  - Initial Accreditation
  - Reaccreditation
- Accreditation Steps
  - Self-Study
  - On-Site Visit (adjusted during COVID)
  - Accreditation Action (expanded next slide)

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ACCREDITATION PROCESS (3/5)
Accreditation Action

- Visiting Team Recommendation
- Program Response to Draft Report
- Accreditation Committee Recommendation
- Board of Trustees Action (expanded next slide)

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ACCREDITATION PROCESS (4/5)
Board of Trustees Action



- Initial Accreditation
  - Five years (w/interim reports*)
  - Deferment
  - Denial
- Renewal of Accreditation
  - Six years with 3rd year report (w/interim reports*)
  - Three years (w/interim reports*)
  - Denial of renewal of accreditation

* Possible 1st, 2nd , 3rd year interim reports

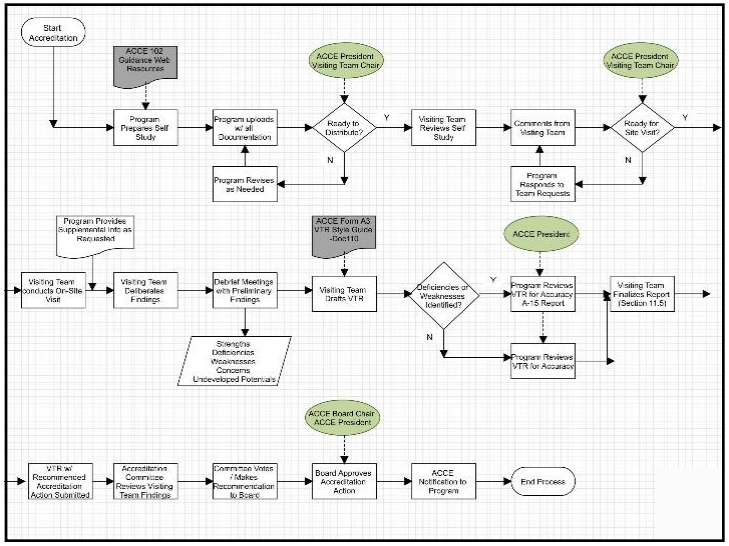
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ACCREDITATION PROCESS (5/5)

- Appeals
- Probation
- Accreditation Extension



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The Players
Alan Bond

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VISITING TEAM COMPOSITION

- Team Chair
- Members
  - Educator
  - Practitioner
- Member(s)-in-Training
- Industry Observer
- Observer
- (Public Interest Member)





Required Optional

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INSTITUTIONAL PLAYERS

- On-Campus
- Administrators
  - Faculty
  - Directors
  - Students
  - Staff – career services, advising, admin
- Off-Campus
  - Industry Advisory members
  - Alumni
  - Employers



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The Visit
Alan Bond

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TEAM SELECTION

- Self-study submitted by institution
- Self-study reviewed/accepted for visit
- Visiting team selected by ACCE
- Institution concurs on team composition



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PURPOSE OF THE VISIT

- Verify the self-study content
- Inspect instructional materials and student work*
- Assess factors not in self-study report
  - Student attitudes, motivation
  - Faculty and student morale
  - Administrative and faculty commitment
  - Quality level of facilities and services

* Largely done electronically

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Visit Preparation

Alan Bond

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VISIT PREPARATION (1/4)

- Thoroughly review the self-study
- Familiarize yourself with:
  - Standards and Criteria

  103, OBS Concordance Document
  - ACCE Accreditation Procedures

  101, Accreditation Manual, Section 4



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VISIT PREPARATION (2/4)

Familiarize yourself with ACCE procedures:

- On-Site Visitation Procedures and Guidelines 101, Section 5
- Progress Reports 101, Section 6
- Visiting Team Report A-3
- Visiting Team Recommendation to the Accreditation Committee and Board of Trustees A-5

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VISIT PREPARATION (3/4)

For renewal visits, review:

- Past visiting team reports
- Interim reports



Make travel arrangements (more detail later)

- Clear calendar for entire period of visit
- Team chair will designate hotel, airport
- Team chair usually rents team vehicle
- Saturday afternoon/Sunday morning arrival
- Tuesday afternoon departure

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VISIT PREPARATION (4/4)

- Receive share drive link to electronic documents
- Review self-study alongside ACCE Doc 103 Standards to complete the ACCE Pre-Visit Review Sheet (next slide)
- Review electronic files of SLO assessment (example later)

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AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

Form A-16 Accreditation Pre-Visit Review Sheet

Institution Name		Program Name	
Evaluator Name		Date	

Description / Section of Standard			Meets Criteria	Additional Information Needed
2. Governance and Administration	2.1.1.	Institutional structure		
	2.1.2.	Educational unit		
	2.1.3.	Faculty participation		
	2.1.4.	Contribution to the Institution		
3. Curriculum	3.1.1.	Quarter hours		
	3.1.2.	General education		
	3.1.3.	Business and management		
	3.1.4.	Construction		
	3.1.6.1.	Index of curriculum map		
	3.1.6.2.	Syllabi		
	3.1.6.3.	Evaluation by two assessments		
	3.1.6.4.	Assessment tools and student work		
	3.1.6.5.	Results in QIP		
	3.1.6.6.	Report and follow-up		
	3.2.	Courses delivered by alternative		
	3.3.	Multi-campus degree program delivery		
	3.4.	Dual or second degree		

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ACCE AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Form A-16 Accreditation Pre-Visit Review Sheet

Description / Section of Standard			Meets Criteria	Additional Information Needed
4. Faculty and Staff	4.1.1.	Qualifications		
	4.1.2.	Faculty size		
	4.1.3.	Faculty workload		
	4.1.4.	Administrative and technical staff support		
	4.1.5.	Employment policies		
	4.1.6.	Professional policies		
	4.1.7.	Faculty evaluation		
5. Student Policies	5.1.1.	Academic policies		
	5.1.2.	Teaching quality		
	5.1.3.	Admissions and enrollment		
	5.1.4.	Recruitment and composition		
	5.1.5.	Academic advising & mentoring		
	5.1.6.	Course scheduling		
	5.1.7.	Student placement		
	5.1.8.	Extracurricular activities		
	5.1.9.	Student feedback		
	5.1.10.	Financial aid and scholarships		
6. Physical Resources	6.1.1.	Offices, classrooms, and labs		
	6.1.2.	Library		
	6.1.3.	Information systems		
7. Financial Resources	7.1.1.	Budgeted funds		
	7.1.2	Non-recurring funds		

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ACCE AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Accreditation Pre-Visit Review Sheet

Student Learning Outcomes (SLO) Check List

Description of Student Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Minimum of two assessment measures																				
At least one direct assessment measure																				
Desired performance standard for each assessment measure																				
One copy of each assessment measure used																				
Grading rubric for each assessment measure (if used)																				
One example of each assessment measure that has been graded or evaluated																				
Description of assessment data collected and how it was included in the QIP																				
Description of actions taken based on evaluation of assessment data																				

IMPORTANT: Check for team/group projects. Make sure they are assessing individuals not groups for SLOs

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SLO Documentation "Binder"

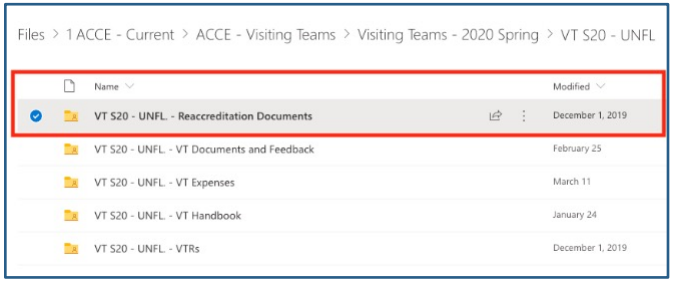
ACCE PARTNERSHIP FOR EXCELLENCE

- Electronic versions are required by ACCE
- Course binders no longer required, but may supplement SLO notebooks
- Description of the SLO (taken from standards)
- One copy of each assessment measure used and the desired performance standard for each measure
- Grading rubrics for each assessment measure (if used)
- One example of each assessment measure that has been graded or evaluated
- Description of the evaluation of assessment data collected and how it was included in QIP
- Description of actions taken based on evaluation of assessment data

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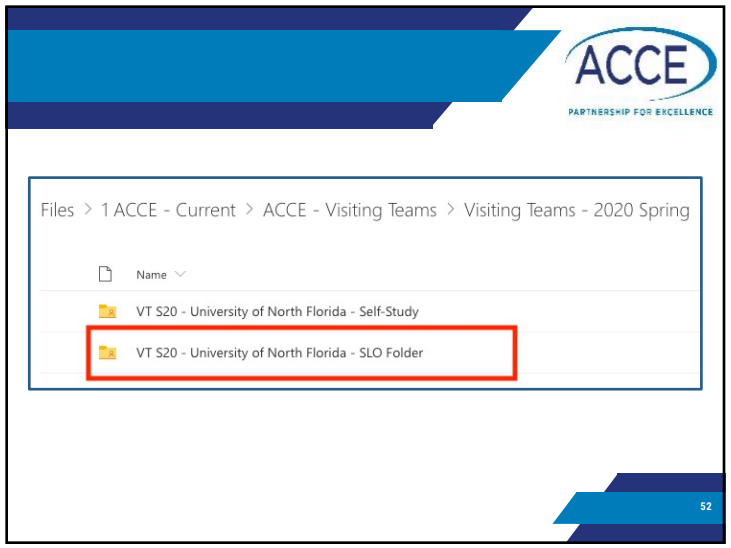
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ACCE PARTNERSHIP FOR EXCELLENCE

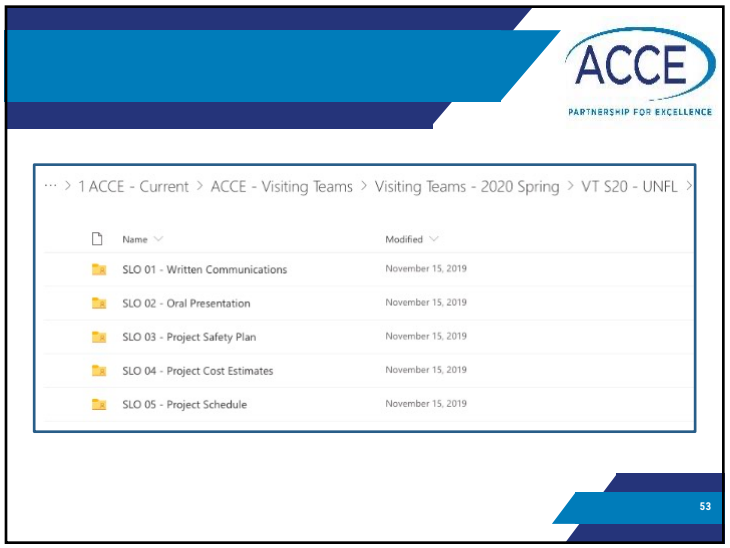


51

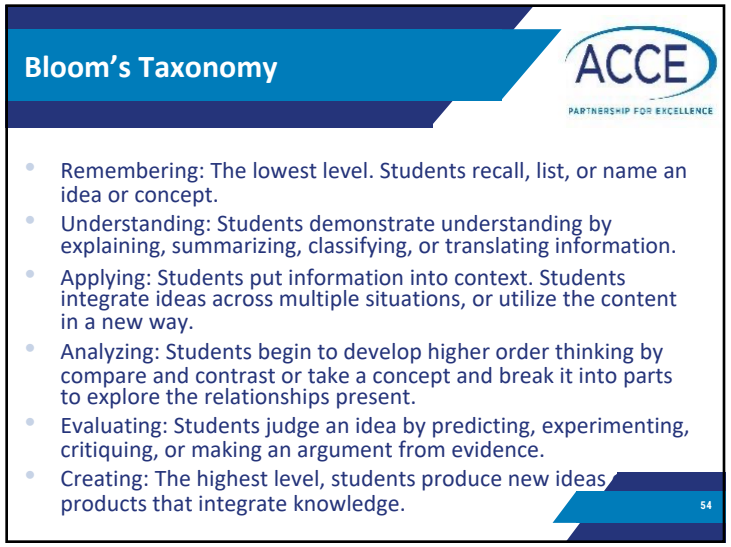
51


ACCE
PARTNERSHIP FOR EXCELLENCE
Files > 1 ACCE - Current > ACCE - Visiting Teams > Visiting Teams - 2020 Spring
Name
VT S20 - University of North Florida - Self-Study
VT S20 - University of North Florida - SLO Folder
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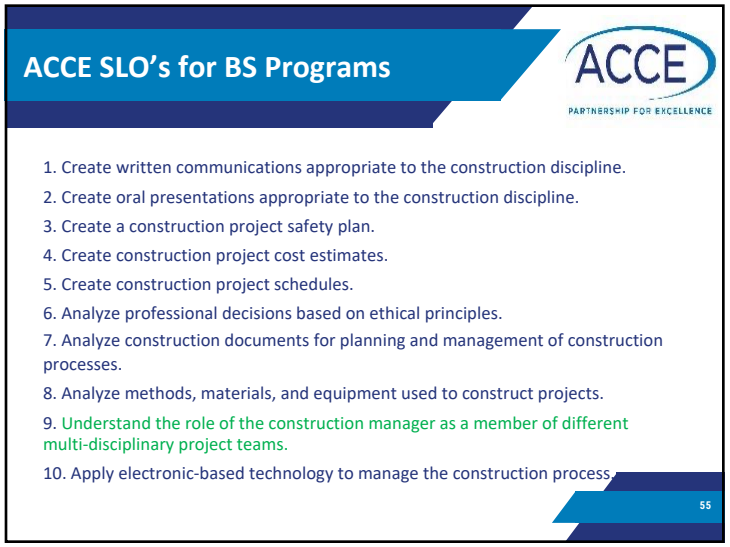
52


ACCE
PARTNERSHIP FOR EXCELLENCE
··· > 1 ACCE - Current > ACCE - Visiting Teams > Visiting Teams - 2020 Spring > VT S20 - UNFL >
Name
Modified
SLO 01 - Written Communications
November 15, 2019
SLO 02 - Oral Presentation
November 15, 2019
SLO 03 - Project Safety Plan
November 15, 2019
SLO 04 - Project Cost Estimates
November 15, 2019
SLO 05 - Project Schedule
November 15, 2019
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Bloom's Taxonomy
ACCE
PARTNERSHIP FOR EXCELLENCE
Remembering: The lowest level. Students recall, list, or name an idea or concept.
Understanding: Students demonstrate understanding by explaining, summarizing, classifying, or translating information.
Applying: Students put information into context. Students integrate ideas across multiple situations, or utilize the content in a new way.
Analyzing: Students begin to develop higher order thinking by compare and contrast or take a concept and break it into parts to explore the relationships present.
Evaluating: Students judge an idea by predicting, experimenting, critiquing, or making an argument from evidence.
Creating: The highest level, students produce new ideas / products that integrate knowledge.
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ACCE SLO's for BS Programs
ACCE
PARTNERSHIP FOR EXCELLENCE
1. Create written communications appropriate to the construction discipline.
2. Create oral presentations appropriate to the construction discipline.
3. Create a construction project safety plan.
4. Create construction project cost estimates.
5. Create construction project schedules.
6. Analyze professional decisions based on ethical principles.
7. Analyze construction documents for planning and management of construction processes.
8. Analyze methods, materials, and equipment used to construct projects.
9. Understand the role of the construction manager as a member of different multi-disciplinary project teams.
10. Apply electronic-based technology to manage the construction process.
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ACCE SLO's for BS Programs

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

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Curriculum Mapping Example

Course No.	Course Title					
		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
		Written	Oral	Safety	Estim.	Sched.
ENGL 3254	Prof. Writing in Const.	I	I			
CM 3027	Intro to Const. Mgmt.	R	R			
CM 3223	Soils and Concrete	R				
CM 3224	Const. Techniques			I		
CM 3431	Structures			R		
CM 3611	Const. Estimating 1				I	
CM 3700	Const. Contracts	R				
CM 3730	Const. Safety, Health & Env.			DA		
CM 4423	Temporary Structures			R		
CM 4612	Const. Estimating 2				DA	
CM 4720	Const. Planning and Control	R	R			I, DA
CM 4787	Const. Capstone Proj. (DA)	DA	DA	R	R	
Employer Sur.	min 4 on 1 to 5 scale (IA)	IA	IA	IA	IA	IA
Alumni Sur.	min 3.5 on 1 to 5 scale (IA)	IA	IA	IA	IA	IA

I = Introduced R = Reinforced DA = Direct Assessment IA = Indirect Assessment

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SLO Assessment

- Each SLO is evaluated by at least two assessment methods; at least one is a direct assessment.
  - Direct: evidence of student learning is in the form of a student product or performance that can be evaluated
  - Indirect: evidence of student learning is the perception, opinion, or attitude of students (or others)

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SLO Assessment Examples

- Direct:
  - certification (if testing required)
  - embedded testing or quizzes
  - embedded assignment
  - post-tests and capstone projects
- Indirect:
  - student surveys
  - alumni surveys
  - employer surveys
  - end-of-course evaluations
  - interviews

MUST be measureable

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SLO Assessment Examples

- Group Work
  - Individual student work must be assessed for each of the 20 SLOs
  - Group work can be used for SLOs, as long as there is a process in the team/group activity environment to assess individual student learning

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SLO 9 Assessment (changing)

new wording is less difficult to demonstrate

- Apply construction management skills as part of a multi-disciplinary team
- Estimator, scheduler, superintendent = same discipline
- Students can role play the architect, the engineer, and the project manager to meet this requirement, as long as the roles include applying construction management skills
- Construction Phase of project, such as project controls (RFI's, Submittals, Change Order scenarios involving decisions by architect, engineer, construction manager), or Trade Coordination where students assume roles as mechanical contractor, electrical contractor, framing contractor, plumbing contractor, etc.
- Invite IAB members and/or design professionals to role play with construction students, as long as ALL students participate in construction management skills

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Visit Areas to be Evaluated

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STANDARDS & CRITERIA

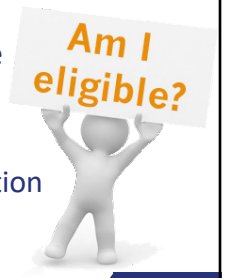
1. Program Eligibility
2. Governance and Administration
3. Curriculum
4. Faculty and Staff
5. Student Policies
6. Physical Resources
7. Financial Resources
8. Industry, Alumni, and Public Relations
9. Academic Quality Planning Process and Outcome Assessment

effective for self-studies August 1, 2021, visits January 1, 2022

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PROGRAM ELIGIBILITY #1

- A regionally accredited educational institution legally authorized to provide a post-secondary degree
- At least one class of graduates
- Program's major emphasis on professional construction education
- Designated administrator responsible for leadership and management



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GOVERNANCE AND ADMINISTRATION #2

- Formal organization hierarchy
- Handling of department (program) matters



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CURRICULUM #3 (1/4)

- Curriculum consistency
- Quantitative analysis relative to ACCE minimum requirements for each
  - Category
  - Core subject content



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CURRICULUM #3 (2/4)

Bachelor Degree Category Requirements		
General Education	Sem Hour	Qtr Hour
Communications	6	9
Mathematics	3	4
Physical Science	6	9
Business and Management	12	18
Other Communications, Math, 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

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CURRICULUM #3 (3/4)

Associate Degree Category Requirements		
General Education	Sem Hour	Qtr Hour
Communications	3	4
Mathematics	3	4
Physical Science	3	4
Business and Management	3	4
Other Communications, Math, 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

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CURRICULUM CON Course Syllabi #3 (4/4)

- Contain a description of the Course Learning Outcomes and their relationship to SLOs covered in course
- Contain a description of the instructional methods used in the course
- Contain a topical outline
- Describe methods to assess student learning of Course Learning Outcomes
- Describe grade performance criteria

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FACULTY AND STAFF #4

- Academic qualifications and experience
- Scholarly and creative activities
- Faculty policies
- Part-time faculty
- Faculty evaluations



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STUDENT POLICIES #5



- Admission qualifications
- Qualification appropriateness
- Admission restraints
- Student organizations
- Graduate surveys

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PHYSICAL RESOURCES #6

- Physical facilities
- Library resources
- Supporting disciplines and services



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FINANCIAL RESOURCES #7

- Program Funding
- Travel Funding



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RELATIONS WITH INDUSTRY #8

- Industry Advisory Committee
- Industry-student relationship



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RELATIONS WITH THE GENERAL PUBLIC #8

ACCE 102 Section 8.1.5 PUBLIC DISCLOSURES

The institution broadly and accurately publishes

- The objectives of the degree program
- Admission requirements
- Assessment measures employed, information obtained and actions taken
- Student achievement
- Rate and types of employment of graduates
- Data supporting the qualitative claims
- No ACCE ranking, or results of a VT report



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ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT #9



- Goals and objectives
- Outcome assessment

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ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT #9

9.1.1 Quality Improvement Plan (QIP) with the following three requirements:

- Strategic Plan for the educational unit
- Assessment Plan for the degree program
- Assessment Implementation Plan for the degree program

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ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT #9

9.1.2 Strategic Plan for the Educational Unit

- Describes the systematic and sustained effort to enable the degree program to fulfill its mission
- Review the internal status of the degree program resources as well as the external factors that influence the operation of the degree program
- Updated periodically and represent the collective input from all of the degree program constituents

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ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT #9

9.1.3 Assessment Plan for the Degree Program

- Mission Statement – purposes and values
- Degree Program Objectives – clearly defined for assessment measures
- Program Learning Outcomes – meet or exceed ACCE 20 SLOs
- Assessment Tools – frequency and procedures for collecting
- Performance Criteria – measurement used to assess achievement of the learning outcomes
- Evaluation Methodology – describe the rubric

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ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT #9

9.1.4 Assessment Implementation Plan for the Degree Program

- Documentation of the results of each assessment cycle
- Data collection required annually, includes retaining one copy of a graded student's work for each SLO. Program must only retain most recent copy of this work, i.e. do not need 6 years of student work for accreditation visiting team
- Documentation of the analysis of the data collected in each assessment cycle
- Assessment required every 3 years
- Documentation of any program revisions made as a consequence of the analysis made at end of each assessment cycle

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Visit Schedule

Al Bleakley

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TYPICAL SCHEDULE (1/5)

Saturday afternoon/Sunday morning arrival



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TYPICAL SCHEDULE (2/5)

Sunday (COVID)

- Meeting with Visiting Team
- Workspace setup
- Tour of campus
- Finalize curriculum materials/student work review if needed
- Meet with:
  - Program Leader
  - Faculty/IAB/graduates (dinner)





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TYPICAL SCHEDULE (3/5)

Monday (COVID)

- Meetings with:
  - Institution President/Provost
  - Academic administrators, faculty, etc.
  - Students
- Visit support staff and facilities
- Draft of Visiting Team Report begins



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TYPICAL SCHEDULE (4/5)

Tuesday (COVID)

- Meet with administrators and faculty (if necessary)
- Resolve any outstanding questions
- Finalize:
  - Strengths, Weaknesses
  - Concerns, Undeveloped Potentials
- Finish preliminary report outline (if possible)



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TYPICAL SCHEDULE (5/5)

Tuesday (continued)

- Team Chair & team exit meetings with:
  - Program Leader, Dept. Chair, Dean
  - President/Provost
- Answer any questions on factual findings
- Provide information on procedures and timelines
  - Deficiencies*, Strengths, Weaknesses, Concerns, Undeveloped Potentials
  - No mention of recommendations
- Late morning/early afternoon depart



*effective for self-studies August 1, 2021, visits January 1, 2022

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Post Visit Activities
Alan Bond

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POST VISIT ACTIVITIES

- Completion of travel expense voucher Form A-14 – send to ACCE office
- Completion of team member/chair assessments



- Develop and transmit visiting team report
- Respond to comments/revise
- Review Form A-15 Corrective Actions if required
- Accreditation actions by ACCE

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Getting on a Team

Alan Bond

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LEVELS OF VISITING TEAM TRAINING

- Initial Visiting Team Member (MiT) Training
- Advanced Visiting Team Member Training*
- Visiting Team Chair Training*

* plus Visiting Teams Case Studies Training

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MEMBER-IN-TRAINING QUALIFICATIONS

- Complete Initial Visiting Team Member (MiT) Training
- Application on file Form A-22
  - ~~Turn in after class~~
  - ~~Turn in to at desk later~~
  - Email to ACCE



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GETTING ON A VISITING TEAM

- Make sure that your name is listed on register of MiT Trained Visitors (Tab 5 Meeting Book/online)
- Review upcoming visits (Tab 5)
- Email Steve Nellis at ACCE to request being named to a visiting team
  - Teams selected early in the year for March/April visits and mid-year for September/October visits

Check virtual conference materials

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FULL MEMBER QUALIFICATIONS (1/4)

- Required training:
  - Initial Visiting Team Member Training
  - Advanced Visiting Team Member Training
  - Visiting Teams Case Studies
- Application on file
- Previous MiT visit
- Register of Visitors listing
- Additional requirements (next slide)

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VISITOR QUALIFICATIONS (2/4)

Educator Members

- Degree in construction-related discipline
- Construction education experience
- Construction management experience

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VISITOR QUALIFICATIONS (3/4)

Practitioner Members

- Knowledge of higher education
- Middle management or higher construction experience
- Degree in construction-related discipline preferred

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VISITOR QUALIFICATIONS (4/4)

Public Interest Members

- Knowledge of higher education
- Baccalaureate or associate degree
- Knowledge of the construction industry

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TEAM CHAIR QUALIFICATIONS

- Required training:
  - Visiting Team Chair Training
  - Visiting Teams Case Studies
- Application on file
- Three visits as a Visitor (in addition to MiT)
- Register of Visitors listing

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SUMMARY

Visiting Team members are critical in carrying out ACCE's mission

Training is crucial for an effective visit

MiT first step - Initial Team Member Training

MiT next step - Completed Application to ACCE,
Placed on Register of Visitors

MiT final step – Volunteer for a visiting team

Training evaluation – 5 good ☺, 1 bad ☹





Albert Bleakley, Alan Bond

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ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Advanced Visiting Team Member Training

TAB 03 - Attendee Roster

2021

www.ACCE-HQ.org

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Advanced Visiting Team Member Training

Agenda

Monday, July 19, 2021

2:00 PM – 5:00 PM CDT

1.	Greetings and Welcome	Lloyd Crask
2.		Jacob Kovel
3.		
4.		

Basic requirements for Visiting Team Member: 1. Has been accepted as an active member of ACCE 2. Has attended at least two of the last four ACCE Conferences 3. Has attended Advanced Visiting Team Member within three years; or has attended Visiting Team Chair Training within three years 4. Has attended Visiting Team Case Studies within last three years 5. Has been a Member-in-Training on a Visiting Team	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**

ADVANCED VISITING TEAM MEMBER TRAINING

Professor Lloyd Crask
California State University, Fresno
ACCE Annual Conference
July 2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

1

Presentation Topics

- VT Training and ACCE Documents
- Site Visit Protocols
- Curriculum Requirements
- Student Learning Outcomes
- Academic Quality Planning Process and Outcome Assessment
- Public Disclosure

2

2

VT MEMBER QUALIFICATIONS

- Participate in the Member-in-Training Session at the ACCE Mid-Year or Annual Meetings
- Serve as Member-in-Training on a Visiting Team
- Complete the Advanced VT Member Training Session at the ACCE Mid-Year or Annual Meetings
- Attend the Case Study Session
- Re-Training required every 3 years to stay current (advanced member training with case study session)

3

3

ACCE DOCUMENTS

Doc 101: Accreditation Manual
- ACCE Administrative Policies & Procedures
- Section 5: On-Site Visitation Procedures and Guidelines (pages 28 - 39)
  - *Panel Discussion on Virtual Team Visits*

Doc 102: Self Study Preparation
- Used by Program Chairs/Heads to write self study
- Fall Visit – self study due June 1st
- Spring Visit – self study due Dec 1st

Doc 103: ACCE Standards
- Primary resource for visiting team

4

4

PRE-SITE VISIT SCHEDULE

- On-site Visit: Date set by ACCE President & Program Chair/Head (Sat/Sun – Tues)
- ACCE President assigns VT chair and members to specific site visit
- VT chair coordinates 3 or 4-day visiting team schedule with Program Chair/Head (Tab 3)
- VT chair coordinates travel logistics with VT members

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POST SITE VISIT SCHEDULE

- VT Chair draft report completed, sent to VT members for review (~14 days)
- VT member comments due to VT chair (~7 days)
- VT Chair final draft report sent to ACCE President for review (~14 days)
- VT Report, with suggested changes, returned to VT Chair (~3 days)
- VT Chair makes edits and returns report to ACCE President (~7 days)

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POST SITE VISIT SCHEDULE – cont'd

IF NO WEAKNESSES NOTED, then FINAL REPORT distributed as follows:

- ACCE President transmits VT report to Institution for review (~5 days)
- Institution responds to ACCE President, factual content check (~21 days)
- ACCE President sends VT report with Institutional comments to VT Chair (~5 days)
- VT Chair completes VT report, sends to ACCE President (~9 days)
- ACCE President posts VT report to Accreditation Committee (~6 days)
- ACCE President distributes VT and Committee reports to ACCE Board of Trustees (~23 days)
- Fall visit (results in Feb), spring visit (results in July)…6 months

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POST SITE VISIT SCHEDULE – cont'd

IF YES WEAKNESSES NOTED, then DRAFT REPORT distributed as follows:

- ACCE President transmits VT report to Institution for editorial review (factual check), and the Program is provided an opportunity to take corrective action on those Weaknesses
- Further processing of the VT Report is held in abeyance for six months
- ACCE President creates a corrective action report template (Form A-15) describing each Weakness
- Program provided 6 months to take corrective action and render a report
- Fall visits – report due May 1. Spring visits – report due Dec 1

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VT FORMS TO COMPLETE (post visit)

VT Chair:

- ACCE Form A-5: VT Recommendation to the Accreditation Committee and Board of Trustees
  - Recommendation by VT chair and members vote / consensus
  - Sent along with VT report (Form A-3)
- ACCE Form A-12 and ACCE Form A-13: VT Member Evaluations sent to ACCE President

VT Members:

- ACCE Form A-14 Travel Expense: sent to ACCE President – use Excel file.
- ACCE Form A-11 VT Chair Evaluation: sent to ACCE President

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PRE-VISIT TASKS

VT Chair and Members:

- Receive electronic files for Institution self study and of previous VT report and progress reports – ONE DRIVE FOLDER - Req'd 2 months prior to visit
- Review the VT reports and progress reports to determine how immediate past Weaknesses, Concerns, and Undeveloped Potentials have been addressed.
- Review self study alongside ACCE Doc 103 Standards to complete the ACCE Pre-Visit Review Sheet ACCE Form A-16 (Tab 4 in your workbook)
- Review Electronic files for Academic Quality Planning Process and Outcome Assessment (standard 9)

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ACCE REPRESENTATION

Open Lines of Communication (before/during/after)

- Between VT chair and VT members, and VT chair and Institution program chair/head – no surprises
- Dress appropriately during visit
- Be On-Time to all meetings, do not schedule early flights home….clear your calendars
- Avoid "this is how we do it at our university"
- Only VT Chair debriefs program director, dean, provost, and/or president

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Doc 103 Standards & Criteria for Accreditation

1. Introduction
2. Governance and Administration
3. CURRICULUM
4. Faculty and Staff
5. Student Policies
6. Physical Resources
7. Financial Resources
8. Industry, Alumni, and Public Relations
9. ACADEMIC QUALITY PLANNING PROCESS & OUTCOME ASSESSMENT

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Section 3.1 CURRICULUM Requirements

Bachelor Degree Programs (3.1.1)

- 120 semester hours (180 quarter hours)
  - Prescribed Courses = 33 semester hours (48 quarter hours)
    - Must be taught outside the construction unit – GE and Business

Associate Degree Programs (3.1.1)

- 60 semester hours (90 quarter hours)
  - Prescribed Courses = 18 semester hours (27 quarter hours)
    - Must be taught outside the construction unit – GE and Business

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Section 3.1 CURRICULUM Requirements

- Communication (3.1.2.1)
  - 6 semester hours (9 quarter hours)
- Mathematics (3.1.2.2)
  - 3 semester hours (4 quarter hours)
  - Shall not use a college algebra or trigonometry course
    - Any math course except Trig and Algebra, meet this requirement.
    - This can include courses such as Statistics and Business Calculus
- Physical or Environmental Sciences (3.1.2.3)
  - 6 semester hours (9 quarter hours)
  - Analytically based, not descriptive

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Section 3.1 CURRICULUM Requirements

Bachelor Degree – Prescribed Business and Management

- General & Fundamental Business Topics ONLY, typically taught outside of the degree program (3.1.3)
  - 12 semester hours (18 quarter hours)
- Graduates shall have an understanding of each of the following business fundamentals:
  - Accounting, and
  - Economics, and
  - Business Law, and
  - Principles of Management

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Section 3.1 CURRICULUM Requirements

Bachelor Degree – Prescribed Hours

- Additional Credit Hours in G.E. and Business Core Subject Areas
  - 6 semester hours (8 quarter hours)
  - Meets required 33 minimum semester hours (48 min quarter hours)
- Construction (3.1.4)
  - 50 semester hours (75 quarter hours)
  - Shall address the 20 construction-specific Student Learning Outcomes (SLO's)

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Curriculum Prescribed Credit Hour Requirements (Section 3.1)

Curriculum Categories	Minimum Academic Credit			
	Bachelor Degree		Associate Degree	
	Semester Hours	Quarter Hours	Semester Hours	Quarter Hours
3.1.2.1 Communications	6	9	3	4
3.1.2.2 Mathematics	3	4	3	4
3.1.2.3 Physical or Environmental Science	6	9	3	4
3.1.3 Business & Management	12	18	3	4
Additional Credit Hours from above core areas	**6**	**8**	**6**	**9**
Total Combined – Core Curriculum	**33**	**48**	**18**	**27**
3.1.4 Construction Curriculum	50	75	33	48
Subtotal prescribed category credits	83	123	51	75
Other credits **	37	57	9	15
Total ACCE Accreditation Requirements	**120**	**180**	**60**	**90**

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Bloom's Taxonomy Verbs

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

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

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

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Bloom's Taxonomy Verbs

Analyzing: When students are presented with analysis tasks, they begin to develop higher order thinking. They may be asked to compare and contrast or take a concept and break it into parts to explore the relationships present.

Evaluating: At this stage, students are asked to judge an idea. This may involve predicting, experimenting, critiquing, or making an argument from evidence.

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

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ACCE - SLOs for Bachelor Degree Program

1. *Create written communications appropriate to the construction discipline.*
2. *Create oral presentations appropriate to the construction discipline.*
3. *Create a construction project safety plan.*
4. *Create construction project cost estimates.*
5. *Create construction project schedules.*

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ACCE - SLOs for Bachelor Degree Program

6. *Analyze professional decisions based on ethical principles.*
7. *Analyze construction documents for planning and management of construction processes.*
8. *Analyze methods, materials, and equipment used to construct projects.*
9. ***Apply construction management skills as a member of a multi-disciplinary team.***
10. *Apply electronic-based technology to manage the construction process.*

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ACCE - SLOs for Bachelor Degree Program

11. ***Apply basic surveying techniques for construction layout and control.***
12. *Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.*
13. *Understand construction risk management.*
14. *Understand construction accounting and cost control.*
15. *Understand construction quality assurance and control.*

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ACCE - SLOs for Bachelor Degree Program

16. *Understand construction project control processes.*
17. *Understand the legal implications of contract, common, and regulatory law to manage a construction project.*
18. *Understand the basic principles of sustainable construction.*
19. *Understand the basic principles of structural behavior.*
20. *Understand the basic principles of mechanical, electrical and piping systems.*

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COMMENTS on SLO's

Group Work

- Individual student work must be assessed for each of the 20 SLO's
- Group work can be used for SLO's, as long as there is a process in this team/group activity environment to assess individual student learning

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COMMENTS on SLO's

Multi-disciplinary (SLO #9)

- Student role playing with the degree program:
  - Intent is for Programs to design their own approach to ensure that the students are able to apply construction management skills as members of a multidisciplinary team
  - Estimator, scheduler, superintendent = same discipline, SLO not met
  - Students can role play the architect, the engineer, and the project manager to meet this requirement, as long as the roles include applying construction management skills
    - Construction Phase of project, such as project controls (RFI's, Submittals, Change Order scenarios involving decisions by architect, engineer, construction manager), or Trade Coordination where students assume roles as mechanical contractor, electrical contractor, framing contractor, plumbing contractor, etc.
  - Invite IAB members and/or design professionals to role play with construction students, as long as ALL students participate in construction management skills

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Curriculum Mapping, Indexing, or Tabbing

Standard 3.1.5.3: Relating Individual Course Learning Outcomes to the ACCE Student Learning Outcomes.

- Index (syllabus or master form)
- Cross-Tab (syllabus or master form)
- Curriculum Map

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Sample Curriculum Mapping

I = Introduced

R = Reinforced

DA = Direct Assessment

IA = Indirect Assessment

Course No.	Course Title	SLO 1 Written	SLO 2 Oral	SLO 3 Safety	SLO 4 Estim.	SLO 5 Sched.
ENGL 3254	Prof. Writing in Const.	I	I			
CM 3027	Intro to Const. Mgmt.	R	R			
CM 3223	Soils and Concrete	R				
CM 3224	Const. Techniques			I		
CM 3431	Structures			R		
CM 3611	Const. Estimating 1				I	
CM 3700	Const. Contracts	R				
CM 3730	Const. Safety, Health & Env.			DA		
CM 4423	Temporary Structures			R		
CM 4612	Const. Estimating 2				DA	
CM 4720	Const. Planning and Control	R	R			I, DA
CM 4787	Const. Capstone Proj. (DA)	DA	DA	R	R	
AIC Exam	70% of students pass (DA)	DA		DA	DA	DA
Employer Sur.	min 4 on 1 to 5 scale (IA)	IA	IA	IA	IA	IA
Alumni Sur.	min 3.5 on 1 to 5 scale (IA)	IA	IA	IA	IA	IA

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Academic Quality Planning Process

Quality Improvement Plan (QIP) with the following three requirements (9.1.1):

- Strategic Plan for the educational unit
- Assessment Plan for the degree program
- Assessment Implementation Plan for the degree program

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Academic Quality Planning Process

Strategic Plan for the Educational Unit (9.1.2):

- Describes the systematic and sustained effort to enable the degree program to fulfill its mission
- Review the internal status of the degree program resources as well as the external factors that influence the operation of the degree program
- Updated periodically and represent the collective input from all of the degree program constituents

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Outcome Assessment

Assessment Plan for the Degree Program (9.1.3)

- Mission Statement – purposes and values
- Degree Program Objectives – clearly defined for assessment measures
- Program Learning Outcomes – meet or exceed ACCE 20 SLO's
- Assessment Tools – frequency and procedures for collecting
- Performance Criteria – measurement used to assess achievement of the learning outcomes
- Evaluation Methodology – describe the rubric

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Outcome Assessment

Assessment Implementation Plan for the Degree Program (9.1.4)

- Documentation of the results of each assessment cycle
  - Data collection required annually, includes retaining one copy of a graded student's work for each SLO. Program must only retain most recent copy of this work, i.e. do not need 6 years of student work for accreditation visiting team
- Documentation of the analysis of the data collected in each assessment cycle
  - Assessment required every 3 years
- Documentation of any program revisions made as a consequence of the analysis made at end of each assessment cycle

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Suggested SLO Folder Content

- ONLY electronic versions are acceptable to ACCE
  - Course Binders no longer required, but may supplement SLO notebooks
- Description of the SLO (taken from standards)
- One copy of each assessment measure used and the desired performance standard for each measure
- Grading rubrics for each assessment measure (if used)
- One example of each assessment measure that has been graded or evaluated
- Description of the evaluation of assessment data collected and how it was included in QIP
- Description of actions taken based on evaluation of assessment data

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Assessment Methods

- Assessment is the process used to identify, collect, and prepare data to evaluate the achievement of Learning Outcomes and degree program objectives.
- Data-collection methods for assessment purposes fall into two categories:
  - *Direct*: evidence of student learning is in the form of a student product or performance that can be evaluated
  - *Indirect*: evidence of student learning is the perception, opinion, or attitude of students (or others)

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Direct vs Indirect Assessment

Direct:

- reveals what students have learned and to what degree
- it does not provide information as to why the student learned or did not learn

Indirect:

- can be used to answer *why* questions
- the *why* is valuable because it can guide faculty members in how to interpret results and make improvements

- Indirect evidence by itself is insufficient, and direct evidence is required
- ACCE standards require program to assess each SLO twice each year, one of which must be direct.
  - Can be two direct, or one direct + one indirect.

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Examples of Assessment Methods

Direct:

- certification
- embedded testing or quizzes
- embedded assignment
- post-tests and capstone projects

Indirect:

- student surveys
- alumni surveys
- employer surveys
- end-of-course evaluations
- interviews

MUST be Measurable

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Public Disclosure (section 8.1.5)

Educational Unit shall provide access to the General Public

- Program objectives
- Program admission requirements
- Program assessment measures
- Information obtained from assessment measures
- Actions taken as a result of assessment data collected
- Student achievements
- Rate and types of employment of graduates
- Data to support qualitative claims made by the Program
- No ACCE ranking, or results of a VT report

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CONCORDANCE Document

DOCUMENT 102 – Self Study
DOCUMENT 103 -
FORM A-3 VT Report Template

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CLOSING REMARKS

Early communication continues to be #1 cited feedback to ensure a successful visit

- OneDrive to speed up and assist with communication
- Webinar, emails, phone calls, and/or meeting face-to-face at ACCE meeting

QUESTIONS?

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Professor Lloyd Crask

Contact Info:

- Lloyd Crask, MS, P.E.
- (559) 801-6870



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ADVANCED VISITING TEAM MEMBER TRAINING

Professor Lloyd Crask
California State University, Fresno
ACCE Annual Conference
July 2021

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ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Accreditation Committee OPEN Meeting

TAB 04 - Board Actions Items

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Accreditation Committee – Open Session Agenda

Monday, July 19, 2021

3:30 PM – 5:00 PM CDT

Charge to Committee: The Accreditation Committee has the following responsibilities:

- Preparing guidelines and procedures by which a program will be evaluated by ACCE, in particular Document 101;
- Recommending to the Board of Trustees such changes as may be needed to improve these materials on a scheduled basis;
- Evaluating Visiting Team Reports and other pertinent materials submitted in connection with the accreditation of an academic program;
- Recommending to the Board of Trustees initial accreditation or renewal or reinstatement of accreditation for those academic programs that have applied for and have been reviewed, which in the opinion of the Committee have materially achieved the standards and criteria for accreditation;
- Recommending to the Board of Trustees the denial, revocation, or suspension of accreditation or a deferral of action when a program has ceased to comply with the standards for accreditation established by ACCE; and
- Reviewing, accepting, and approving required Progress Reports without Board involvement.

For further details, please refer to ACCE Document 100, Section 1.4.2.5.

1. Call to order, welcome, and self-introductions (dispended with if Zoom meeting)
2. Review and approve minutes from Feb. 2021 open meeting
3. New Accreditation Documents applicable for Spring 2022: Revised Standard 103, Visiting Team Report A-3
4. Unfinished Business
    a. Council of Chairs Report July 2021– Dr. Souhail Elhouar
    b. Virtual & Hybrid Visits motivated by COVID-19 environment – Dr. Cheryel Goodale
    c. Follow up Abbreviated Site Visit when the initial visit is completely Virtual and Visitor Qualifications for the follow up Site Visit.
    d. Review of Pending Visits
    e. Review of Programs in Applicant and Candidate Status

6. New Business

Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for four years 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings 4. Has been a Full Member on at least two Visiting Teams 5. Is current in all training	



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Accreditation Committee	Yes	Institution	Educator	Dr. Chris Gordon	Chair	CGordon@SIUE.edu	Southern Illinois University, Edwardsville
Accreditation Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Vice Chair	JESbcon@UW.edu	University of Washington
Accreditation Committee	Yes	Institution	Educator	Dr. Rod Stutt	Vice Chair	Rod.Stutt@SaskPolytech.ca	Saskatchewan Polytechnic
Accreditation Committee		Corporate	Practitioner	Mr. John Gaver	Secretary	JGaver8@gmail.com	Wehr Constructors, Inc.
Accreditation Committee	Yes	Institution	Educator	Dr. Richard Burt	Member	RAB0011@Auburn.edu	Auburn University
Accreditation Committee		Institution	Educator	Professor Jim Carr	Member	JkCarr1@UALR.edu	University of Arkansas, Little Rock
Accreditation Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Accreditation Committee	Yes	Individual	Practitioner	Ms. Pam Dullum	Member	PamDullum57@gmail.com	ACCE Individual Member
Accreditation Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Accreditation Committee	Yes	Association	Practitioner	Mr. Marty Garza	Member	MGarza@BartlettCocke.com	AGC Education Fund
Accreditation Committee		Institution	Educator	Professor Jim Goddard	Member	Goddard@KSU.edu	Kansas State University
Accreditation Committee		Individual	Practitioner	Dr. Cheryel Goodale	Member	CheryelGoodale@gmail.com	ACCE Individual Member
Accreditation Committee	Yes	Individual	Practitioner	Mr. Geno Hogan	Member	GHogan@MartinCase.net	ACCE Individual Member
Accreditation Committee	Yes	Individual	Practitioner	Ms. Susan Labas	Member	SLabas@vanZelm.com	ACCE Individual Member
Accreditation Committee	Yes	Corporate	Practitioner	Ms. Tanya Matthews	Member	TMatthews@TMGWorld.net	TMG Construction Corporation
Accreditation Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors

Midyear Meeting 2021
Virtual Meeting

ACCREDITATION COMMITTEE - OPEN SESSION

Meeting Minutes

Date: February 15, 2021

Time: 3:30 P.M. CST

I. Attendance:

a. **Committee Members:** All were present.

b. **Visitors: 46.**

c. **Committee Members absent:** None.

II. Chair Welcome

a. **Opening Remarks:** The meeting was called to order at 3:30 P.M.CST with a committee quorum present.

b. **Self-Introductions:** The chair welcomed everyone to the meeting.

III. Minutes from July 2020 Mid-Year Meeting: Minutes from the July 2020 Mid-Year Meeting of the Accreditation Committee Open Session were reviewed and approved.

IV. Unfinished Business

a. **Council of Chairs:** Craig Capano explained that the Council of Chairs was created to bring accreditation issues to the relevant committee and also has responsibility for the concordance document. Surveys were sent to the program leaders and visiting team chairs to obtain feedback on the fall accreditation visits. All had at least one team member on-site. The survey responses indicated a very positive reaction to the use of the electronic system. This allowed the information to be disseminated in a timely process which enabled communication to begin earlier in the process between the team chairs and program leaders. This process aids in eliminating issues prior to the team arriving on site. The survey also indicated that there are still issues concerning SLO 9 and with documents 102 and 103. The Council forwarded items to the Standards and Guidance for their review and action if necessary. The Council will continue its discussion on the need and usefulness of the Concordance

b. Progress Reports: Pam Dullum reiterated that the Summary portion of the report must be filled out. Failure to do so will result in the report being returned for correction and resubmission.

c. **Virtual Visit-** Cheryel Goodale made a Power Point Presentation for all the participants of the Zoom Meeting. She shared the practices that went well as well as problems encountered while doing a virtual visit. Overall, the virtual visit went well, however it takes more time and effort for the team chair and program leader to coordinate and plan to ensure success. Cheryel also felt that ACCE should consider virtual visit in future. Once the pandemic is behind us, ACCE will send someone to the institution for a follow up visit. Cheryel also recommended that conference attendees attend the panel discussion on this subject that will be held Thursday, hosted by Pam Dullum.

d. **Virtual visit Policy.** A policy is under development to outline requirements for the follow up physical visit in case the initial visit is totally virtual visit. The policy will include the terms of reference of the follow up visit and will also specify the qualifications and number of team members.

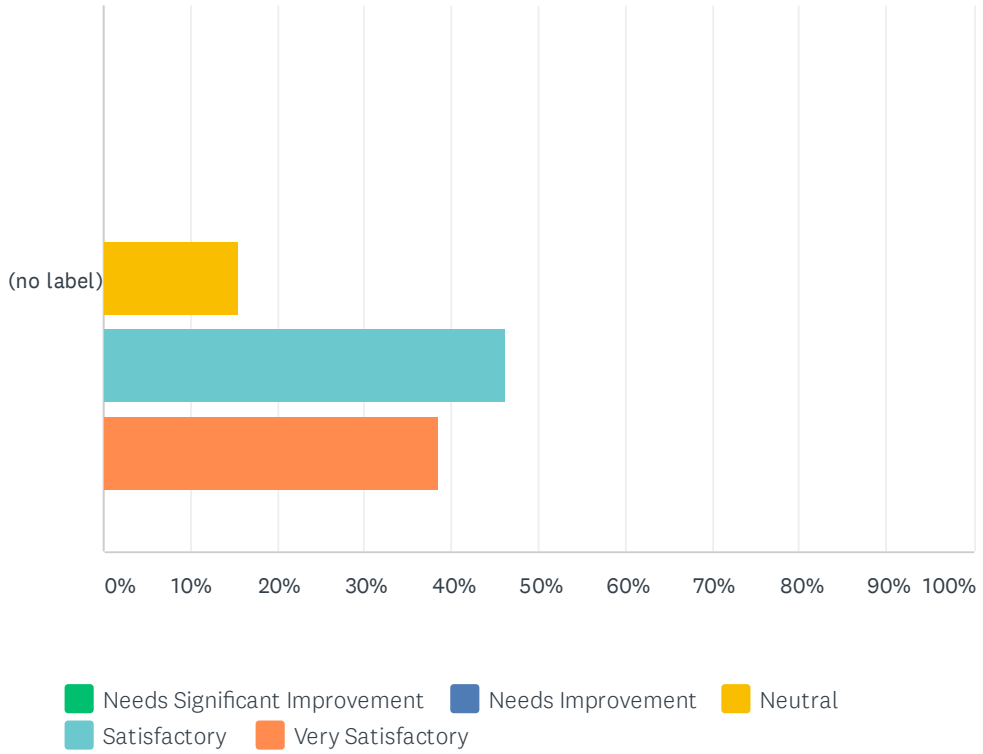
e. **Pending Visits.** There are ten projected visits in Spring 2021 and eighteen in the Fall 2021**.**

V. **Direct Assessments.** James Hogan discussed the use of the AIC Exam Part 1 to directly assess SLO's. He also reviewed the additional steps AIC is undertaking to provide ACCE with the documentation to ensure that the test questions reflect the intent of ACCE Standards for Direct assessments based on Blooms Taxonomy.

VI. **Meeting Adjourned at 4:24 P.M. CST**

Q1 Please rate the effectiveness of the Accreditation Manual (Document 101) process and procedures including revisions made in 2020 to comply with CHEA requirements

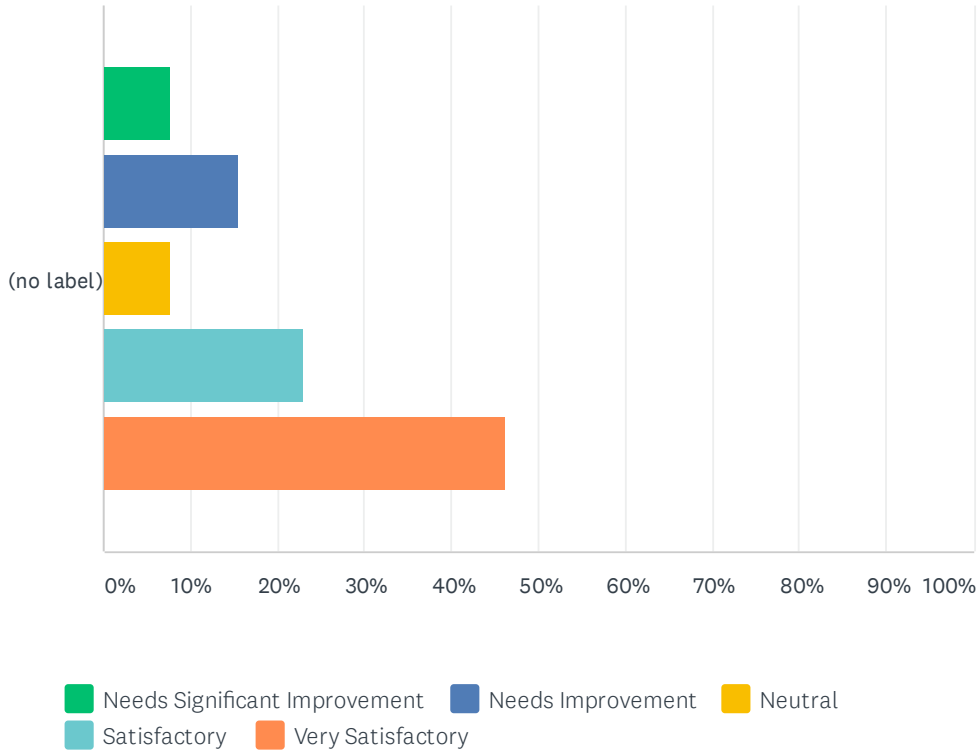
Answered: 13 Skipped: 1



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	15.38% 2	46.15% 6	38.46% 5	13	4.23

Q2 Please rate the timeliness of document sharing with the Committee members through One Drive. The documents include Visiting Team Reports, Progress Reports, Reports of Corrective Actions, etc.

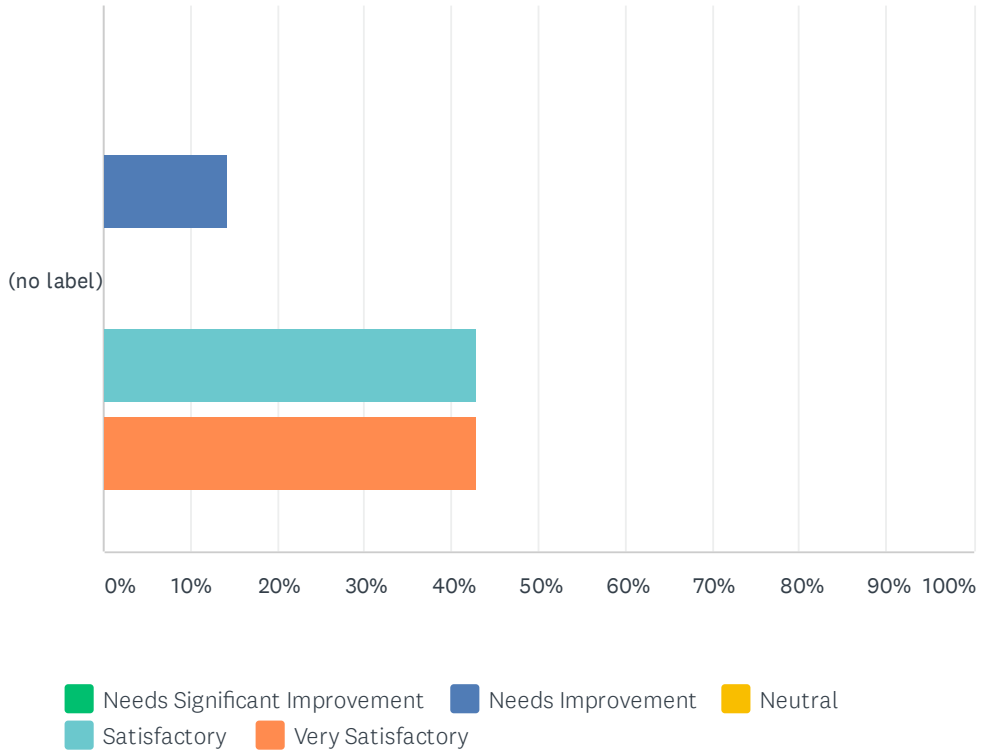
Answered: 13 Skipped: 1



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	7.69% 1	15.38% 2	7.69% 1	23.08% 3	46.15% 6	13	3.85

Q3 Please rate the overall quality of Visiting Team Reports in terms of clarity, and consistency.

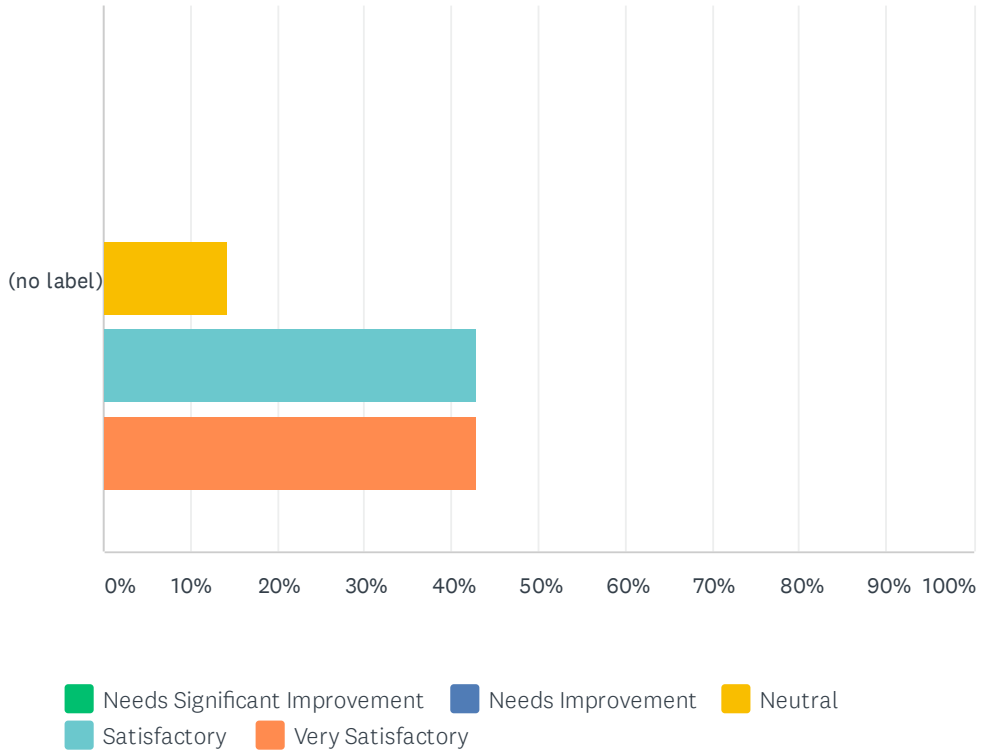
Answered: 14 Skipped: 0



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	14.29% 2	0.00% 0	42.86% 6	42.86% 6	14	4.14

Q4 Please rate the appropriateness of the handling of differing viewpoints on Visiting Team Reports within the Committee.

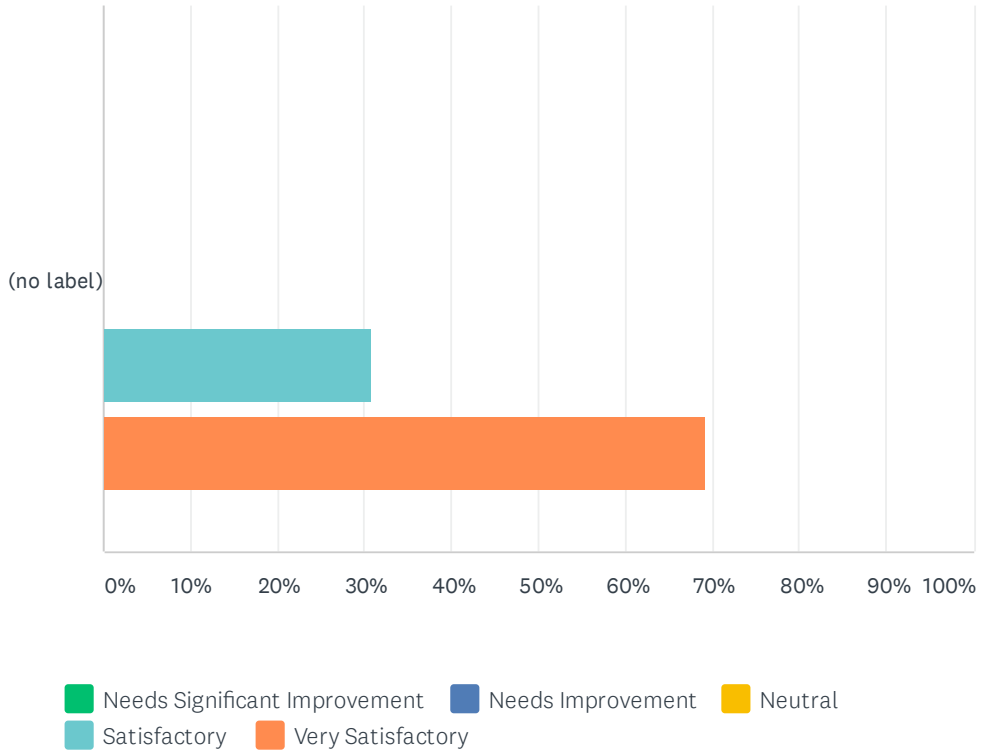
Answered: 14 Skipped: 0



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	14.29% 2	42.86% 6	42.86% 6	14	4.29

Q5 Please rate the outcome of Committee deliberations/votes on Visiting Team Reports.

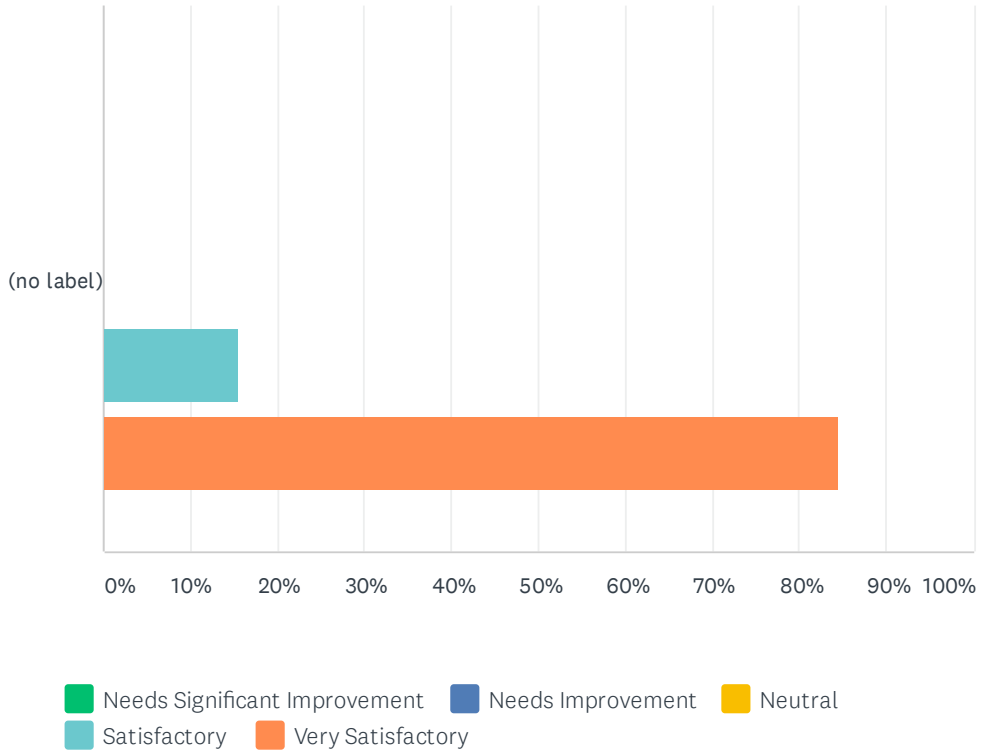
Answered: 13 Skipped: 1



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	30.77% 4	69.23% 9	13	4.69

Q6 Please rate the quality of Committee Recommendations on Visiting Team Reports made to the ACCE Board of Trustees.

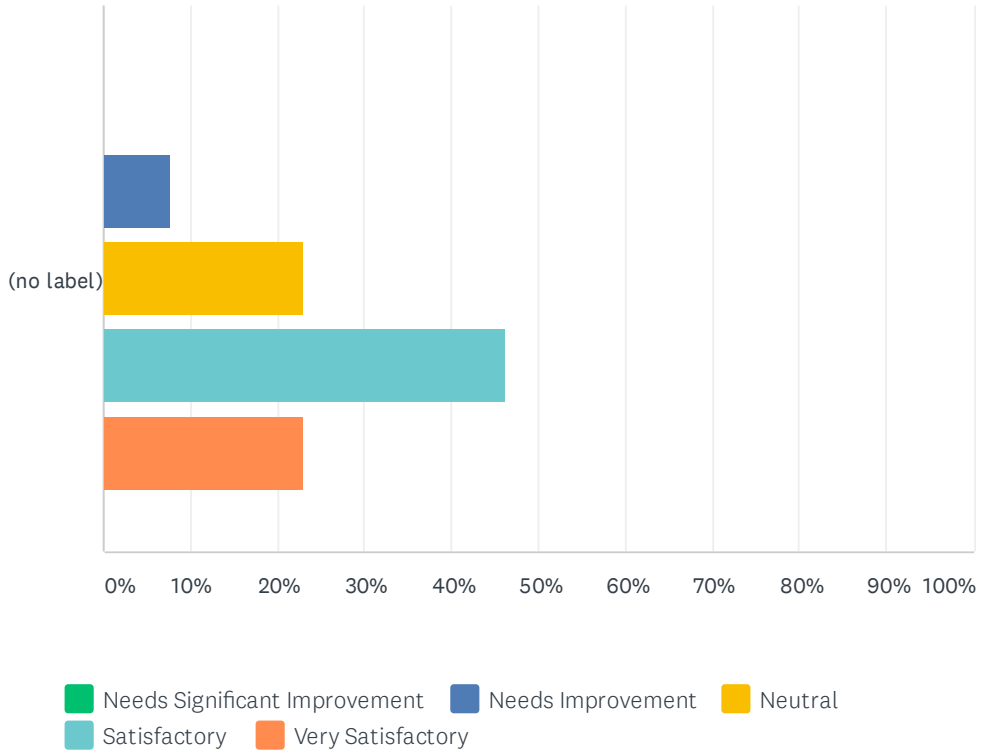
Answered: 13 Skipped: 1



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	15.38% 2	84.62% 11	13	4.85

Q7 Please rate the quality of Progress Report information received from Institutions.

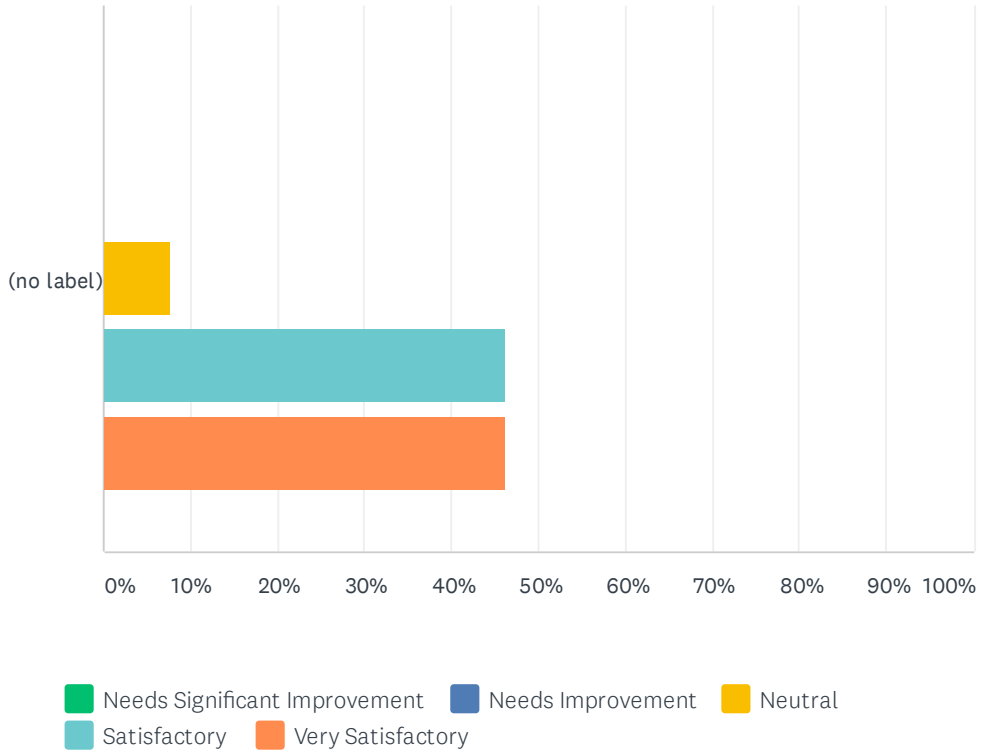
Answered: 13 Skipped: 1



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	7.69% 1	23.08% 3	46.15% 6	23.08% 3	13	3.85

Q8 Please rate the appropriatness of the handling of differing viewpoints on Progress Reports within the Committee.

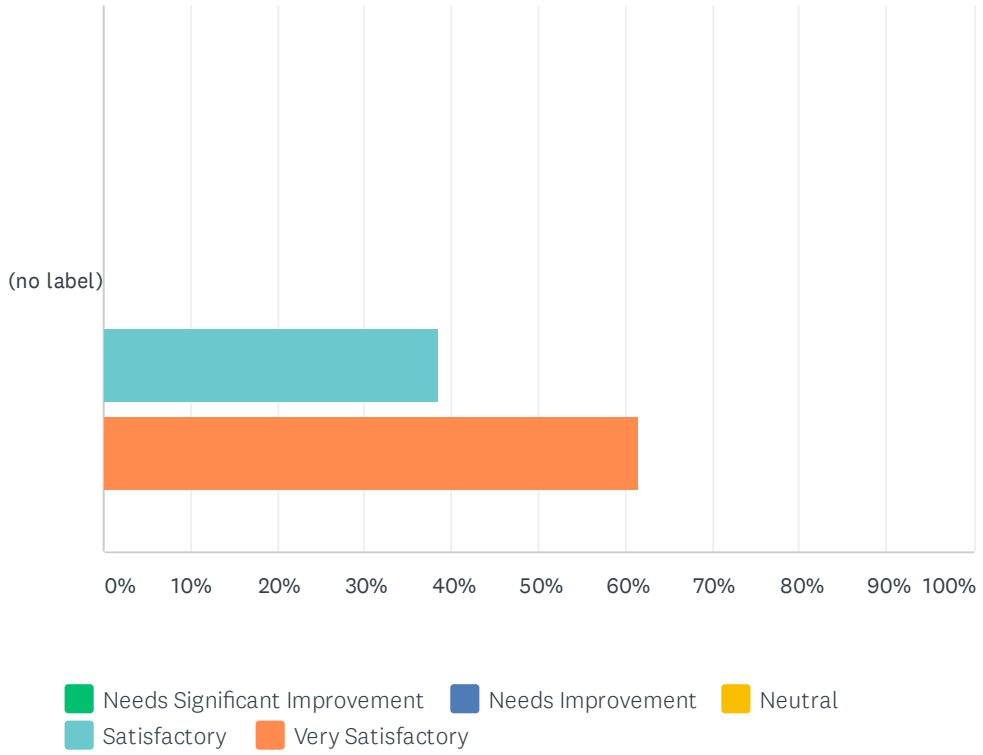
Answered: 13 Skipped: 1



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	7.69% 1	46.15% 6	46.15% 6	13	4.38

Q9 Please rate the outcome of Committee deliberations/votes for Progress Reports in session.

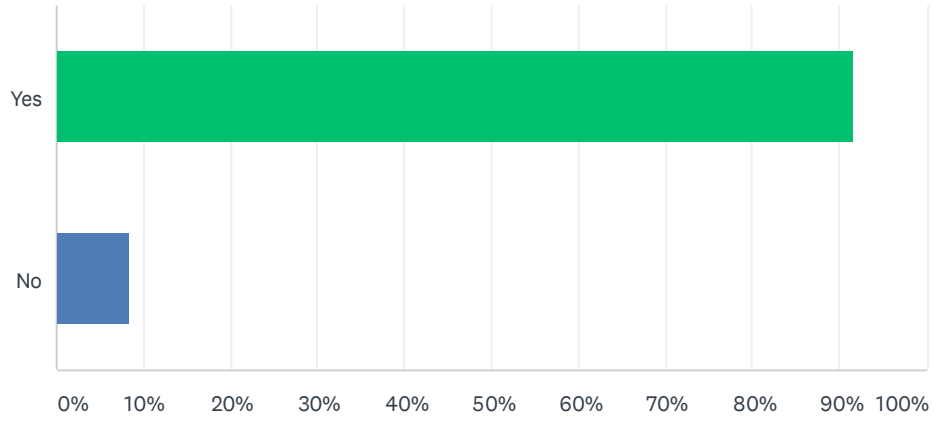
Answered: 13 Skipped: 1



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	38.46% 5	61.54% 8	13	4.62

Q10 Have you had the chance to read Visiting Team Report Style Guide available at ACCE home page?

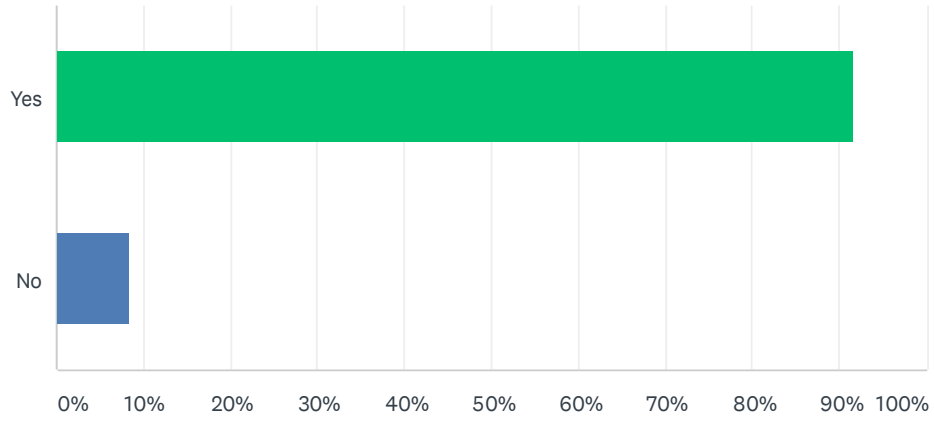
Answered: 12 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	91.67%	11
No	8.33%	1
Total Respondents: 12		

Q11 Have you been on a Visit to a Program (as member or Chair) during the last three years?

Answered: 12 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	91.67%	11
No	8.33%	1
Total Respondents: 12		

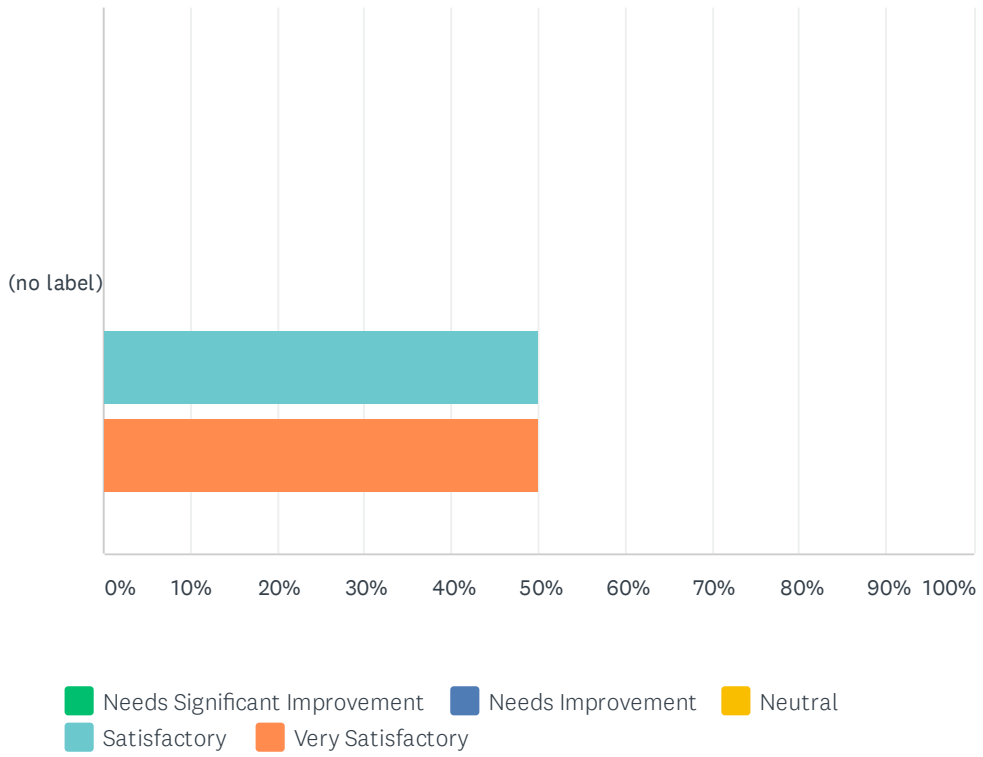
Q12 Please suggest any improvements you would like to see in:

Answered: 8 Skipped: 6

ANSWER CHOICES	RESPONSES	
A. Accreditation Procedures or Processes	100.00%	8
B. Visiting Team - visit procedures	87.50%	7
C. Process leading to Accreditation Committee Meeting	75.00%	6
D. Any other improvement you would like to see	62.50%	5

Q13 Please rate the Accreditation Committee's performance.

Answered: 10 Skipped: 4



	NEEDS SIGNIFICANT IMPROVEMENT	NEEDS IMPROVEMENT	NEUTRAL	SATISFACTORY	VERY SATISFACTORY	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	50.00% 5	50.00% 5	10	4.50

Q14 Thank you for completing the Self-Assessment. Khalid Siddiqi, Committee Chair

Answered: 11 Skipped: 3

ANSWER CHOICES	RESPONSES	
Date / Time	100.00%	11

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PARTNERSHIP FOR EXCELLENCE
July 16-23

Tuesday, July 20

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July 16-23

Visiting Team Member Case Studies

TAB 05 - Council of Chairs Report

2021

www.ACCE-HQ.org

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Visiting Team Case Studies Training

Agenda

Tuesday, July 20, 2021

10:00 AM – 1:00 PM CDT

1. Greetings and Welcome	Becky Burleson
2.	Jacob Kovel
3.	
4.	

1. This Training session is required to be taken every three years to retain an active Visiting Team Member and/or Visiting Team Chair status.	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**

ACCE
ANNUAL 2021 CONFERENCE
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July 16-23

Professional Development Committee Meeting

TAB 05 - Schedule of Accreditation Visits

2021

www.ACCE-HQ.org

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Professional Development Committee
Agenda

Tuesday, July 20, 2021

1:00 PM – 2:30 PM CDT

Charge to Committee: The Professional Development Committee is responsible for the development and implementation of a Professional Development Certification Program. This involves establishment of certification criteria and an application process, review of applications for certification, and making recommendations to the Executive Committee for award of certification.

The purpose of the Certification Program is to recognize industry-related professional development programs offered by Educational Institutions, industry associations, and private companies that meet ACCE criteria for certification.

The committee also is responsible for training application reviewers and outreach to providers of professional development programs to ensure that they are aware of the Certification Program.

Per ACCE Document 100, Section 1.4.3.5.

1. Greetings and Welcome
2. Review and approve minutes form meeting February
3. Discussion of status of Standards and other PDC Documents.
4. Review and approve candidates for professional designation recognition.
    A. None at this time.
5. Task force report and recommendation for on-line exams.
    A. Review application and approval of HCSS exam.
6. New applications for Professional Development Certifications
    A. Applications from TechnoStruct
7. Other old business
8. New business
9. Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least one of the last two ACCE Conferences 3. Has attended at least one of the Committee's Conference meetings	



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Professional Development Committee		Individual	Practitioner	Ms. Tammy Crooks	Chair	TCrooks@TSByrne.com	ACCE Individual Member
Professional Development Committee		Institution	Educator	Ms. Stephanie Heumann	Vice Chair	SHeumann@LSU.edu	Louisiana State University - BS
Professional Development Committee	Yes	Institution	Educator	Professor Mikael Anderson	Member	Mikael@CSUS.edu	California State University, Sacramento
Professional Development Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Professional Development Committee		Institution	Educator	Dr. Victoria Chen	Member	Chen.1399@OSU.edu	Ohio State University
Professional Development Committee		Institution	Educator	Dr. Jay Cournia	Member	jay.cournia@mnstate.edu	Minnesota State University, Moorhead
Professional Development Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Professional Development Committee		Corporate	Practitioner	Mr. John Gaver	Member	JGaver8@gmail.com	Wehr Constructors, Inc.
Professional Development Committee	Yes	Association	Practitioner	Mr. Bill Good	Vice Chair	BGood1414@gmail.com	Roofing Alliance
Professional Development Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Professional Development Committee		Institution	Educator	Professor Sandeep Langar	Member	Sandeep.Langar@UTSA.edu	University of Texas, San Antonio
Professional Development Committee		Institution	Educator	Dr. Geoff Lobley	Member	geoff.lobley@sait.ca	Southern Alberta Institute of Technology
Professional Development Committee	Yes	Institution	Educator	Dr. Katie Loughmiller	Member	Loughmil@KSU.edu	Kansas State University
Professional Development Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Professional Development Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors
Professional Development Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Professional Development Committee		Individual	Practitioner	Ms. Joy Svoboda	Member	ViewsValuesVisions@gmail.com	Individual Member
Professional Development Committee		Institution	Educator	Mr. Keith Thomas	Member	kvthomas@aol.com	Tarrant County College
Professional Development Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Professional Development Committee		Corporate	Practitioner	Mr. Ray Zanon	Member	ray.zanon@hcss.com	HCSS

Midyear Meeting 2021
Virtual

Professional Development Committee
Meeting Minutes
February 16, 2021 11:00 AM

Charge to committee, per the Bylaws:

1.4.3.5 Recognition Committee. The Recognition Committee is responsible for guiding the Council's interests in providing recognition for non-degree, career-related education programs. This effort is to recognize the providers and programs which have a quality process and content aimed at providing education other than skills training. It is not aimed at degree-granting programs. The committee will develop the requirements for non-degree recognition (not accreditation) for evaluating any application and making recommendations to the Executive Committee for recognition acceptance. The Committee will be made up of a committee chair and members from industry and educator professionals who have a specific interest in post-secondary professional development.

(For complete details, see Document 100, Section 1.4.3.5.)

1. **Attendance**
   a. **Committee Members –** Qian "Victoria" Chen; Tammy Crooks, Chair; Bill Good, Co-Chair; Stephanie Heumann; Rogers Hunt; Mostafa Khattab; Katie Loughmiller; Paul Mattingly; Karima Simmons; Tulio Sulbaran
   b. **Visitors** – Chuck Berryman; Russell Butler; Mohammed Diab; Mike Emmer; Gabe Jewell; Melanie Myers; Steve Nellis, ACCE President; Patricia Ng; Charles Roesset; John Schaufelberger, ACCE Board Chair; Mark Shelbourn; Ray Zanon
   c. **Committee Members Absent –** Sean Foley; Sandeep Langar; Bob Pyle; Ed Wygnal
2. **Chair Welcome**
   a. **Opening Remarks**

      Chair Crooks called the meeting to order at 12:00 noon. She dispensed with self-introductions, given the virtual nature of the meeting and welcomed the many visitors and guests..
3. **Minutes from July 2020 Annual Meeting**

   Upon a motion duly made, seconded and unanimously carried, the minutes from the July 21, 2020 meeting of the committee were approved as submitted.

4. Candidates for Recognition

The first candidate for Committee consideration was the American Society of Professional Engineers' Certified Professional Estimator course. Ms. Heumann and Mr. Good had both reviewed the Society's application and said they found it to meet all requirements. Upon a motion duly made, seconded and carried, with Mr. Sulbaran abstaining, the request for recognition of the Certified Professional Estimator Program was approved.

The second candidate for Committee consideration was the NAWIC Education Foundation's Construction Industry Specialist (CIS) program which was sent to the ACCE Executive Committee earlier this month. The Committee had recommended recognition of the CIS Program via electronic vote.

5. Recognition Standards Provisions

The Committee next considered the consolidation of certain recognition standards: combining Standard 2 with Standard 3 and combining Standard 7 with Standard 15.

Upon a motion made by Ms. Heumann and seconded by Mr. Hunt, the combining of Standards 2 and 3 was unanimously approved.

Upon a motion made by Mr. Sulbaran and seconded by Mr. Khattab, the combining of Standards 7 and 15 was unanimously approved.

Next, the Committee considered the proposed elimination of Standard 16, dealing with online instruction and testing. After some discussion and upon a motion duly made, seconded an unanimously carried, it was agreed not to accept the proposed language.

Instead, after a motion made by Mr. Sulbaran and seconded by Mr. Hunt, the following language was adopted for Standard 16: "Physical facilities and/or online platforms for instruction and/or testing allow for universal access."

6. Proposed Name Change

Chair Crooks reported that there had been considerable discussion involving changing the name of the Committee to better reflect its activities. The new proposed name is the Professional Development Committee, and upon a motion duly made, seconded and unanimously carried, it was agreed to move forward with the recommending the name change to the Executive Committee/Board of Trustees.

7. Standards for Online Examination Programs

Chair Crooks said a task force had been formed to examine whether the committee should be establishing standards for programs with online examinations. Mr. Sulbaran said the task force's recommendation is that ACCE should provide a means of assessment; it should identify capabilities expertise and identify the market. Once that is done, a recommendation for new standards can be made. He said volunteers are welcome to help with this effort.

8. Adjournment

Chair Crooks adjourned the meeting at 1:10 p.m.

Executive Summary

NEW -ACCE Professional Development Examination Certification Standards

July 11, 2021

Background: On January 30th, 2021, the ACCE Professional Development Committee created a taskforce. The charge of this taskforce was two folds:

1- Evaluate Feasibility: Investigate if it is viable for ACCE to recognize/certify exams (i.e.: What organizations could benefit from the recognition/certification? What expertise or knowledge might be needed to recognize/certify on-line exams, etc.)

2- (If feasible) Write Standard: Using the current ACCE Recognition Standard (17 requirements) as point of departure, modify the standard and incorporate any necessary requirements to be able to recognize/certify on-line exams. The current recognition/certification standard can be found at the following link:

https://www.acce-hq.org/programrecognition

The initial taskforce members were identified with the first teleconference taken place on February 10th. It was agreed to make an open invitation to be part of the taskforce, during the 2021 Midyear Conference (Feb 15-19). The members of this taskforce were as follows:

1-	Chuck Berryman	Academia	Louisiana State University	Standard Committee
2-	Craig Capano	Academia	Florida Gulf Coast	Accreditation Committee
3-	Dan Belcher	Industry	National Center for Const. Educ. And Res	Construction Workforce Education Committee
4-	Ray Zanon	Industry	HCSS	--
5-	Rogers Hunt	Industry	A.G. Gaston Construction	Dupree Committee
6-	Tulio Sulbaran	Academia	Univ. Of Texas San Antonio	Recognition Committee

Monthly teleconferences were held with members of the taskforce as well as John Schaufelberger, Steve Nellis, and Tammy Crooks. Additionally, in between teleconferences assignments were completed and shared by taskforce members.

Results:

1 - Evaluate Feasibility: Taskforce considers it feasible to develop a new ACCE standard to recognize/certify non-curriculum-based exam. The new ACCE Standard should be developed by modifying current standards to recognize/certify non-curriculum-based exam as it is related to accumulated knowledge proficiency assessed through an exam (with no pre-establish teaching curriculum). This decision was made: (1) ACCE Recognition Standards, (2) ANAB-ANSI-17204 Standard, (3) Potential Market, (4) ACCE volunteers' expertise, and (5) Mission of the ACCE.

2- Write Standard: Taskforce wrote it with 100% of taskforce voting in favor of the standard and the recommendations below.

Recommendations:

1- Request the Professional Development Committee to review and approve the new standard,

2- Suggest the Professional Development Committee to forward the new standard to the ACCE Executive Committee

3- Ask ACCE Executive Committee to review and consider approving the new standard for testing with a pilot program (HCSS is willing to serve as a pilot program for this standard).

Professional Development Examination
Certification Standards

Examination Name: _____

Examination Provider: _____

These Standards are applicable in situations where a Provider conducts examinations to assess a candidate's ability regarding a specific body of accumulated knowledge, but offers no training specific to the content of the examination. For each of the following Standards, provide a narrative of how the examination or examination Provider meets the Standard. Supporting documents are allowed, and brevity is encouraged.

Standard One (1)
The examination Provider is a legal entity, and no part of the development, administration, or maintenance of the examination has been outsourced.

Standard Two (2)
Each examination is defined in terms of a specific body of knowledge assessed, and the information requirements and accessibility are clearly described in examination application materials.

Standard Three (3)
Each examination is developed by subject matter experts using nationally acceptable test development methods to address mastery of all key subject matter content related to the body of knowledge evaluated.

Standard Four (4)
Each examination is designed to assess competence based on, and consistent with, the method used for delivery of the examination; online, written, oral, practical, observational, or other reliable and objective means.

Standard Five (5)
Design of examination requirements ensure the comparability of results of each single examination, both in content and difficulty, including the validity of pass/fail decisions.

Standard Six (6)
Each examination tests for mastery of the body of knowledge in a valid, reliable, and fair manner. Any prerequisite requirements that need to be fulfilled prior to being allowed to take the examination are clearly defined, fair, and directly related to examination content.

Standard Seven (7)
The examination Provider makes information publicly available regarding the availability and general description of the examination and testing process.

Professional Development Examination Certification Standards

Standard Eight (8)
The application process to take the examination is clear and fair and includes an opportunity to request special needs accommodation.

Standard Nine (9)
The examination Provider has adequate staff to manage the development, administration, and maintenance of the examination and has in place clearly defined policies and procedures for all examination-related activities.

Standard Ten (10)
Criteria for evaluating examination participant performance are clearly understood by examination administrators, and examination scoring is performed by secure software or qualified individuals.

Standard Eleven (11)
All individuals who are associated with the development, administration and maintenance of the examination have signed confidentiality and conflict of interest documents to maintain security and confidentiality of the examination.

Standard Twelve (12)
Appropriate measures have been implemented to ensure the security of the examination, and a firewall exists between individuals involved in examination development and those taking the examination.

Standard Thirteen (13)
The examination Provider has implemented procedures to prevent fraudulent test practices.

Standard Fourteen (14)
The examination Provider conducts an analysis of the questions used in the examination annually and validates their use in assessing examination participant knowledge. At least 20% of the questions used in the examination are changed each year.

Standard Fifteen (15)
The examination Provider has implemented documented procedures to reaffirm every three years the fairness, validity, reliability and general performance of the examination and that all deficiencies have been corrected. If the Provider outsources proctoring of the examination, it has legally enforceable agreements with each Proctor covering arrangements, including confidentiality and conflict of interest.

Standard Sixteen (16)
The examination Provider has published documented appeal policies and procedures that are readily available to the public.

Standard Seventeen (17)
The examination Provider has published documented complaint-handling policies and procedures that are readily available to the public.

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Meeting Minutes

DRAFT for Taskforce Review – Feel free to make any modification that you consider appropriate

Meeting Minutes and Notes - Taskforce Kick-off Meeting

February 10, 2021- 11-12am CST

Attendees: Chuck Berryman, Craig Capano, Dan Belcher, Ray Zanon, Rogers Hunt, Tulio Sulbaran (Taskforce Chair), John Schaufelberger, Steve Nellis, Tammy Crooks

Agenda

1- Listen to the Vision of the ACCE leadership on Online Exam Program (Standard for Recognition)
2- Ensure clear understanding of the taskforce charge
3- Begin the brainstorm on the viability of developing a standard for Online Exam Program (not education or training)
4- List next step(s) for the taskforce
5- Identify two possible dates and times for next teleconference

1-Vision of the ACCE Leadership on Online Exam Program Recognition

Currently ACCE has a standard (with seventeen requirements) for recognition (soon to become certification) for non-degree, career related education programs. The standard mainly focuses on the instruction and what the students have learned.

Could this standard be changed to recognize/certify on-line exams where there is not instruction? The on-line exams normally have prerequisite knowledge for an individual be able to take and pass an exam. The fundamental questions are: if (feasibility) and how (develop) could the recognition standard be modified and applied to online exam program. The focus is for on-line exams where there is no formal education given before the exam and the provider does not have control on the knowledge/education that the participants have prior to take the examination. These examinations are generally competency based.

2- Taskforce Charge

This is not about accreditation this is about recognition/certification of on-line exams - competency based. This is not about education or training this for on-line exams without formal training/education.

The charge of this taskforce is two folds:

1- Evaluate Feasibility: Investigate if it is viable for ACCE to recognize/certify on-line exams (i.e.: What organizations could benefit from the recognition/certification? What expertise or knowledge might be needed to recognize/certify on-line exams, etc.)
2- (If feasible) Write Standard: Using the current ACCE Recognition Standard (17 requirements) as point of departure, modify the standard and incorporate any necessary requirements to be able to recognize/certify on-line exams. The current recognition/certification standard can be found at the following link:
https://www.acce-hq.org/programrecognition

3- Initial Conversation - Viability of Developing a Standard to Recognize/Certify Online Exams

The creation of this taskforce is in response to HCSS interest in getting their exam recognized/certified by ACCE. HCSS is the most commonly used estimating software heavy estimate. HCSS is used by 4000 companies and 7000 individual users. The software was initially developed in 1986. HCSS host at annual meeting. As part of this annual meeting, a townhall is hosted that is normally attended by 800 to 900 people in heavy construction. During one of the townhalls, HCCS decided to developed a certification exam to verify that the users properly use “Heavy Bid”. The certification exam measures accumulated knowledge and proficiency on utilizing the HCSS “Heavy Bid”.

People that take this exam does not have to go through any formal training. HCCS would their exam to be ACCE Recognized/Certified.

Although there might be a market in the future for ACCE on-line exam recognition/certification, (1) It is currently uncertain how many providers of on-line exams could be served by an ACCE Recognition/Certification, (2) Providers of on-line exams might already be recognized by another organization, and (3) It is perceived that currently ACCE does not have the expertise or experience on recognizing/certifying exams. The recognition/certification of exams has components not done by ACCE. AIC is accredited by a board and they have to hired an external evaluator to ensure that the questions are relevant and statistically significant. For Procore participants take a training and then take an exam to receive a certification. It could be that the organizations interested in getting their on-line exam certify/recognized will provide all the information needed regarding the validity of the questions as part of the self-study to be prepared by the provider.

4- Next Step(s) for the Taskforce

The taskforce agreed to focus first on its first charge - **Evaluate Feasibility** through the following critical steps:

Step 1: (**Ray**) It would be useful for HCSS to identify the following three elements:

a. Knowledge areas that is covered by the exam,
b. Pre-requisite knowledge needed prior to take the exam,
c. Where do the participants gain the pre-requisite knowledge?

Step 2: (*NEED VOLUNTEERS*) Identify what other on-line exams (Competency based) would benefit from this recognition/certification.

Step 3: (**Tulio/Steve**) Ask ACCE Association members to see if they could benefit from this recognition/certification.

Step 4: (**Chuck**) What would be needed to recognize/certify an on-line exam

** Name in parenthesis () are the people that volunteered to complete the step. Please notice that nobody volunteered to complete step 2 which is important to evaluate feasibility of ACCE developing a standard to recognize/certify on-line exams.*

5 -Next teleconference

Wednesday, March 3rd at 11:00am – 12:00 am

Member

1-	Chuck Berryman	Academia	Louisiana State University	Standard Committee
2-	Craig Capano	Academia	Florida Gulf Coast	Accreditation Committee
3-	Dan Belcher	Industry	National Center for Const. Educ. And Res	Construction Workforce Education Committee
4-	Ray Zanon	Industry	HCSS	--
5-	Rogers Hunt	Industry	A.G. Gaston Construction	Dupree Committee
6-	Tulio Sulbaran	Academia	Univ. Of Texas San Antonio	Recognition Committee

DRAFT for Taskforce Review – Feel free to make any modification that you consider appropriate

Meeting Minutes and Notes

March 3rd, 2021- 11-12am CST

Attendees: Chuck Berryman, Dan Belcher, Ray Zanon, Rogers Hunt, Tulio Sulbaran (Taskforce Chair), John Schaufelberger
Not in Attendance: Craig Capano, Steve Nellis, Tammy Crooks

Agenda

1- Opening comments from Steve, John, and Tammy
2- Action Items Finding presentations and discussion from Ray, Tulio, Steve, and Chuck
3- Decision on Go/No Go
4- List on Next Steps and Responsibilities
5- Next teleconference(s) date and time

1- Opening comments from Steve, John, and Tammy

It important to recognized that the work of this taskforce is very different than everything else that ACCE is doing. All the other ACCE activities (Accreditation/Certification) are focusing on program of instruction. This taskforce is looking into an exam that is not part of a program of instruction.

2- Action Items Finding presentations and discussion from Ray, Tulio, Steve, and Chuck

Action 1: (Ray) It would be useful for HCSS to identify the following three elements:

a. Knowledge areas that is covered by the exam,
b. Pre-requisite knowledge needed prior to take the exam,
c. Where do the participants gain the pre-requisite knowledge?

See Appendix 1.

Remark:

- *Although, HCSS has a requirement of training, the training is not uniform. The training is self-directed.*
- *How does HCSS knows that the questions are covering all the content?*
- *How does HCSS knows that the questions are valid?*
- *ACCE should not be the ones that evaluate that all the content is covered or the questions are valid. The applicant should be the one that demonstrate that the content is cover appropriately and that the questions are valid.*

Action 2: (Tulio) Identify what other on-line exams (Competency based) would benefit from this recognition/certification.

See Appendix 2.

Remark:

- *There might be organizations that have on-line exams. Ray will try to identify specify organizations that might be interested in the ACCE Certification.*
- *There might be organizations that have not taught to request ACCE Certification.*

Action 3: (Tulio/Steve) Ask ACCE Association members to see if they could benefit from this recognition/certification.

See Appendix 3.

Action 4: (Chuck) What would be needed to recognize/certify an on-line exam

See Appendix 4.

Remark:

- *ANAB – ANSI National Accreditation Board https://anabpd.ansi.org/Accreditation/credentialing/personnel-certification/ALLdirectoryListing?menuID=2&prgID=201&statusID=4*
- *ANAB certification is very expensive. Thus, ACCE (with its name recognition in construction) might have the possibility to establish a price point that is attractive to organizations that have their exam certified by ANAB*
- *Certifying a crane operator is very different that certifying a*

3- Decision on Go/No Go

We need to find more information before deciding (See actions 5, 6 and 7).

4- List on Next Steps/Actions and Responsibilities

Action 5: (Chuck) What is the Standard that AIC has to follow to be certified?

Action 6: (Dan) What is the standard that NCCER has to follow for the crane certification?

Action 7: (Ray) Who could be the target for this certification? Market Demand

5- Next teleconference(s) date and time

Wednesday, April 7th 11:00am – 12:00 am CST

Members

1-	Chuck Berryman	Academia	Louisiana State University	Standard Committee
2-	Craig Capano	Academia	Florida Gulf Coast	Accreditation Committee
3-	Dan Belcher	Industry	National Center for Const. Educ. And Res	Construction Workforce Education Committee
4-	Ray Zanon	Industry	HCSS	--
5-	Rogers Hunt	Industry	A.G. Gaston Construction	Dupree Committee
6-	Tulio Sulbaran	Academia	Univ. Of Texas San Antonio	Recognition Committee

Taskforce Charge

This is not about accreditation this is about recognition/certification of on-line exams - competency based. This is not about education or training this for on-line exams without formal training/education.

The charge of this taskforce is two folds:

1- Evaluate Feasibility: Investigate if it is viable for ACCE to recognize/certify on-line exams (i.e.: What organizations could benefit from the recognition/certification? What expertise or knowledge might be needed to recognize/certify on-line exams, etc.)

2- (If feasible) Write Standard: Using the current ACCE Recognition Standard (17 requirements) as point of departure, modify the standard and incorporate any necessary requirements to be able to recognize/certify on-line exams. The current recognition/certification standard can be found at the following link:
https://www.acce-hq.org/programrecognition

DRAFT for Taskforce Review – Feel free to make any modification that you consider appropriate

Meeting Minutes and Notes

April 7th, 2021- 11-12am CST

Attendees: Chuck Berryman, Dan Belcher, Ray Zanon, Rogers Hunt, Steve Nellis, Tulio Sulbaran (Taskforce Chair), John Schaufelberger

Not in Attendance: Craig Capano, Tammy Crooks

Agenda

1- Opening comments from Steve, John, and Tammy
2- Action Items Finding presentations and discussion from Chuck, Dan and Ray
3- Decision on Go/No Go
4- List on Next Steps and Responsibilities
5- Next teleconference(s) date and time

1- Opening comments from Steve and John

The conversation at this time seems to be on target to make the "Decision on Go/No Go" based on the information already collected.

2- Action Items Finding presentations and discussion from Chuck, Dan, and Ray

Action 5: (Chuck) What is the Standard that AIC has to follow to be certified?

AIC and NCCER follows the same standard ANAB-ANSI-17204 (28 pages) – See Appendix 6. There is an operation procedure that AIC needs to prepare for each of the sub-sections of section 9 in the ANAB-ANSI-17204 Standard

Action 6: (Dan) What is the standard that NCCER has to follow for the crane certification?

NCCER follows the ANAB-ANSI-17204 (28 pages) – See Appendix 6. Through the standard there are 10 different components/sections that the NCCER has to do every year (and provide documentation for). There are a lot of files. The cost for this is $1500 every program every year. The following is the table of content of the ANAB-ANSI-17204 :

Section 1 - Scope
Section 2 - Normative references
Section 3 - Terms and definitions
Section 4 - General Requirement
Section 5 - Structural requirements
Section 6 - Resource requirements
Section 7 - Records and information requirements
Section 8 - Certification schemes
Section 9 - Certification process requirements
9.1 - Application process
9.2 - Assessment process
9.3 - Examination process
9.4 - Decision on certification
9.5 - Suspending, withdrawing or reducing the scope of certification
9.6 - Recertification process
9.7 - Use of certificates, logos and marks
9.8 - Appeals against decisions on certification
9.9 - Complaints

Section 10 - Management of Systems Requirements

NCCER also provided the Specifications for their Commercial Carpenter (Appendix 7A) and Construction Workforce Development Professionals (Appendix 7B)

Action 7: (Ray) Who could be the target for this certification? Market Demand

Other certifications are a combination of written test and demonstration of skills. Some of the certifications have different levels (i.e: Level 1, 2, etc). General contractors have their own programs that if they knew that a certification/recognition existed they might apply. Several states have state contractor exams. See Appendix 5.

3- Decision on Go/No Go

Charge 1 - Evaluate Feasibility: Investigate if it is viable for ACCE to recognize/certify on-line exams (i.e.: What organizations could benefit from the recognition/certification? What expertise or knowledge might be needed to recognize/certify on-line exams, etc.)

Result: Based on:

1- ACCE Recognition Standards,
2- ANAB-ANSI-17204 Standard,
3- Potential Market,
4- ACCE volunteers' expertise, and
5- Mission of ACCE.

Taskforce considers feasible to develop a new ACCE standard to recognize/certify non-curriculum based ~~on-line~~ exam (not only on-line). The new ACCE Standard should be develop by modifying current standards to recognize/certify non-curriculum based ~~on-line~~ exam (not only on-line) as it related to accumulated knowledge proficiency assessed through an exam (with no pre-establish teaching curriculum).

4- List on Next Steps/Actions and Responsibilities

Action 8: (Rogers): Understand what ANAB-ANSI-17204 Standard address on the exam (Best Practice).

5- Next teleconference(s) date and time

Wednesday, May 5th 11:00am – 12:00 am CST

Members

1-	Chuck Berryman	Academia	Louisiana State University	Standard Committee
2-	Craig Capano	Academia	Florida Gulf Coast	Accreditation Committee
3-	Dan Belcher	Industry	National Center for Const. Educ. And Res	Construction Workforce Education Committee
4-	Ray Zanon	Industry	HCSS	--
5-	Rogers Hunt	Industry	A.G. Gaston Construction	Dupree Committee
6-	Tulio Sulbaran	Academia	Univ. Of Texas San Antonio	Recognition Committee

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DRAFT for Taskforce Review – Feel free to make any modification that you consider appropriate

Meeting Minutes and Notes

May 7th, 2021- 11-12am CST

Attendees: Chuck Berryman, Charlie Roesset, Ray Zanon, Rogers Hunt, Steve Nellis, Tulio Sulbaran (Taskforce Chair), John Schaufelberger
Not in Attendance: Tammy Crooks, Dan Belcher

Agenda

1- Opening comments from Steve, John, and Tammy
2- Action Items Finding presentations and discussion from Rogers
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4- Next teleconference(s) date and time

1- Opening comments from Steve and John

It is important to recognize ACCE is going to certify that an exam (on-line or face-to-face) meets the NEW ACCE criteria for exam certification. ACCE is not certifying on any credential associated with the exam. The NEW ACCE Exam Certification Standard starting point are ISO and ACCE Professional Development Certification Standards. The NEW ACCE Exam Certification standard is expected to rigorous and meet the needs of the exam providers.

2- Action Items Finding presentations and discussion from Rogers

Action 8: (Rogers): Understand what ANAB-ANSI-17204 Standard address on the exam (Best Practice). ANSI Certification Scheme Section 8.2, and Sections 9.3 has valuable information to be considered by the ACCE.

3- List on Next Steps/Actions and Responsibilities

Action 9 (Ray, Charlie, Rogers, and John): Develop a DRAFT of the ACCE Exam Certification to be disseminated electronically to the taskforce for input.

Action 10 (All Taskforce): All members of the taskforce will provide feedback and/or make modifications using track changes directly to a single word document located in OneDrive (to prevent versioning issues)

Action 11 (All Taskforce): After providing feedback/modifications directly to the document feedback, the meeting will focus on trying to achieve consensus of the taskforce member on the NEW ACCE Exam Certification Standard prior to submit the standard to the Professional Certification Committee for consideration and discussion.

4- Next teleconference(s) date and time

Wednesday, June 9th 7:00pm – 8:00 pm CST

Members

1-	Charles Rosset	Industry	Simpson Strong-Tie Company	Industry Liaison Committee
2-	Chuck Berryman	Academia	Louisiana State University	Standard Committee
3-	Dan Belcher	Industry	National Center for Const. Educ. And Res	Construction Workforce Education Committee
4-	Ray Zanon	Industry	HCSS	--
5-	Rogers Hunt	Industry	A.G. Gaston Construction	Dupree Committee
6-	Tulio Sulbaran	Academia	Univ. Of Texas San Antonio	Recognition Committee

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Meeting Minutes and Notes

June 9th, 2021- 7-8pm CST

Attendees: Tammy Crooks, Rogers Liska. Charlie Roesset, Ray Zanon, Rogers Hunt, Steve Nellis, Tulio Sulbaran (Taskforce Chair), John Schaufelberger

Not in Attendance: Dan Belcher, Chuck Berryman

Agenda

1- Opening comments from Steve, John, and Tammy
2- Action Items Finding presentations and discussion from Rogers
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1- Opening comments from Steve and John

It is recommended that the proposed "Professional Development Examination – Certification Standards" is to be validated through a pilot "Examination Certification". HCSS is willing to serve as pilot for this standard.

2- Action Items Finding presentations and discussion:

Action 9 (Ray, Charlie, Rogers, and John): A DRAFT of the ACCE Professional Development Examination Certification Standards was developed based on the information collected and discussions that have taken place.

Action 10 (All Taskforce): All members of the taskforce had the opportunity to provide written individual input to DRAFT. The input was considered and the draft was fine-tuned.

Action 11 (All Taskforce): The attendees discussed and identified improvements to the standard and the draft standard was further fine-tuned. It was also agreed that John would look one more time over the document to ensure that any change discussed today was propagated through the standard.

Action 14 (Rogers / Charlie): Motion was made by Rogers Hunt seconded by Charlie Roesset to: (1) Approve the ACCE Professional Development Examination Certification Standards, (2) Ask the Professional Development Committee to review and approve it, and (3) Suggest the Professional Development Committee to forward the new standard to the ACCE Board of Trustee to be reviewed and to consider approving it for testing with a pilot program.

Action 15 (All Taskforce): In order to allow all members of the taskforce to vote on the motion, it was also agreed to hold the vote electronically based on the motion above.

3- List on Next Steps/Actions and Responsibilities

Action 15 (Tulio): Need to send draft of the ACCE Professional Development Examination Certification Standards and electronic voting mechanism to all member of the taskforce.

Action 16 (Tulio): Package all documentation of the describing the process and information used to develop the ACCE Professional Development Examination Certification Standards and send to Tammy – Chair of the Professional Development Committee for consideration

Action 17 (Tulio): After the vote, send final vote tally to all taskforce members and Tammy.

Action 16 (Tulio): Since charge of the committee was accomplished, recommend to sunset taskforce.

Members

1-	Charles Rosset	Industry	Simpson Strong-Tie Company	Industry Liaison Committee
2-	Chuck Berryman	Academia	Louisiana State University	Standard Committee
3-	Dan Belcher	Industry	National Center for Const. Educ. And Res	Construction Workforce Education Committee
4-	Ray Zanon	Industry	HCSS	--
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Appendices

Appendix 1- HCSS Elements

Please find my answers to the three key element questions posed in our last meeting.

1) Knowledge areas that are covered by the exam:

   A. (From the HeavyBid Certification Exam Handbook) The exam includes but is not limited to the following subject categories:
      a. Estimate Setups
      b. Codebooks
      c. Estimate Entry
      d. Advanced Estimate Entry Features
      e. Quote System
      f. Estimate Review
      g. Bid Closing and Pricing

Exam candidates will understand that the content of the exam focuses on features and functions in the HeavyBid estimating software used on a regular basis by estimators with an accumulated knowledge of the software.

2) Pre-requisite knowledge needed prior to take the exam

   A. (From the HeavyBid Certification Exam Handbook) The experience recommendations for candidates taking the HCSS HeavyBid Certification Exam

are as follows.

   a. Held a position where you had overall responsibility for initial set up of a HeavyBid system; the ongoing maintenance and upkeep of a HeavyBid system; a combination of both.
   b. Work experience in Heavy/Highway or Civil Sitework Estimating.
   c. Generally speaking, one year or more of work in estimating as a Chief Estimator, Senior Estimator, or Lead Estimator.

There is technically no prerequisite to take the HeavyBid Certification Exam. Anyone who wishes to take it is permitted. Repeatedly throughout the information website: https://www.hcss.com/certification-page/ and the *Candidate Handbook for the HeavyBid Certification Exam*: https://www.hcss.com/wp-content/uploads/2020/10/HeavyBidCertExam_Handbook_UPDATED_OCT.pdf candidates are informed of the recommended experience levels with both the software and civil construction practices.

3) Where do the participants gain the pre-requisite knowledge

Exam candidates will have gained knowledge from using the software for several years; working in the civil construction field for an extended period of time; attending classes offered at HCSS's annual User Group Meetings; accessing the extensive FAQ library at help.hcss.com; accessing online video courses and webinar recordings on the online HCSS Learning Academy; accessing the HCSS YouTube Channel for additional video education content. It's important to keep in mind that the HeavyBid Certification Program was designed specifically to be a test of accumulated knowledge and proficiency. Similar to the use of placement exams in colleges.

Appendix 2: Identify what other on-line exams (Competency based) would benefit from this recognition/certification.

Keywords: construction on-line exam

No relevant results. Mainly contractor's license and trades

Keywords: primavera p6 exam

Certifications(Standard) vs Certificate - https://www.youtube.com/watch?v=dE7p_txAC8A

Keywords: PMI Exam

To earn your PMP® certification, you need to meet the experience and education requirements, and pass the PMP examination, a 180-question, multiple-choice exam.
https://www.pmi.org/certifications/project-management-pmp/earn-the-pmp/pmp-exam-preparation

Keywords: cost estimating exam

ICEAA

Certified Cost Estimator/Analyst (CCEA®) – the CCEA® certification is ICEAA's primary professional certification that requires 5 years of relevant cost-related experience to qualify. Applicants must then pass both Part I and Part II of the certification exam. After passing, your CCEA® is valid for 5 years and is renewable either by retaking the exam or by a points system. (See How Do I Renew My Certification).

Professional Cost Estimator/Analyst (PCEA®) – the PCEA® certification is an apprentice-level certification, intended for those new to cost-related professions. Two years of experience in cost, budgeting, finance, accounting, or other related fields is required to qualify. Applicants must then pass Part I of the certification exam. After passing, your PCEA® is valid for 3 years and renewable only by retaking the exam.
https://www.iceaaonline.com/certification/#:~:text=Certified%20Cost%20Estimator%2FAnalyst%20(CCEA,cost%2Drelated%20experience%20to%20qualify.&text=Two%20years%20of%20experience%20in,fields%20is%20required%20to%20qualify.

Project Control Academy
https://www.projectcontrolacademy.com/certifications-cost-estimating/

https://youtu.be/VCT2yOxYDYY?t=170

ICEAA's Professional Cost Estimator/ Analyst (PCEA®)
AACE's Certified Estimating Professional (CEP)
ASPE's Certified Professional Estimator (CPE)
ICEAA's Certified Cost Estimator/ Analyst (CCEA®)

Keywords: procore certification

https://www.procore.com/certification

Appendix 3: Ask ACCE Association members to see if they could benefit from this recognition/certification.

The following organizations were contacted:

ID	First	Last	Organization	E-mail
1	Marty	Garza	AGC - Education and Research Foundation	MGarza@bartlettcocke.com
2	Bill	Good	Roofing Alliance	BGood1414@gmail.com
3	Mostafa	Khattab	Rocky Mountain Mechanical Contractors Association	Mostafa@rmmca.org
4	Tanya	Matthews	TMG Construction	TMatthews@tmgworld.net
5	Charlie	Roesset	Simpson Strong Tie	CRoesset@strongtie.com
6	Joey	Shorter	National Electrical Contractors Association	Joey.Shorter@atlantaelectrical.org
7	Karima	Simmons	National Association of Home Builders / National Housing Endowment	KSimmons@NAHB.org
8	Mel	Cowen	American Society of Professional Estimators	Mel@Cowen-Est.com
9	Dave	Woods	The Beavers	Dave.Woods@thebeavers.org
10	Cindy	Sheridan	NAPHCC	sheridan@naphcc.org
11	Melanie	Myers	NAWIC Education Foundation	nefcoordinator@gmail.com
12	Haley	Moyers	Associated Builders and Contractors	Moyers@ABC.org
13	Mike	Walton	Construction Employers' Association	MWalton@CEA-CA.org

Their input has been as follows:

ID	Feedback
1	
2	The newest program currently offered in the roofing industry — through the National Roofing Contractors Association — is what they call ProCert — a program that leads to certifications for field workers, including foremen. I don't believe that fits what you're looking for; the only piece that might fit would be the certification for roofing foremen, which is not traditional field worker training. NRCA also offers more traditional training for business owners and top management, but the only one of those that is institutionalized is a program called the Future Executives Institute. It has a three-year curriculum, offered in conjunction with Northwestern University's Kellogg School of Business. Participants are typically younger people identified as future senior managers, etc. Let me know if you'd like more information on either or both.
3	
4	**Good morning – I hope you had a nice weekend. I have conferred with our VP of Human Resources, Rick Wilson, and we would like to offer TMG's Construction Knowledge Test for certification by ACCE. I have copied Rick on this email.** **We look forward to learning more about this process and working together.**
5	Are you asking about any certification exams that Simpson may offer, and need accreditation, or any possible professional competency exams that may be used by Simpson employees, like engineering, HR, PMP, IT etc? If It is the first case, we don't currently offer any competency exams beyond level 2 exams for comprehension for free training content that we offer for CEU, AIA, ICC etc (and other State accreditation bodies). We don't bundle our content into a traditional curriculum, rather we offer subject based content based on industry needs or requests, and provide a quiz for level 2 assessment needed to demonstrate learning transfer by most agencies.

	I would be happy to discuss in more detail, and would support using ACCE if it fits. (I previously did not think the non-degree recognition program was a fit for what we do)
6	
7	Hey Kirby- Hope you are well and fully recovered from IBSx. I want to introduce you to my colleague, Tulio Sulbaran. He is a professor and UT-San Antonio and we serve together on the board of the American Council for Construction Education (ACCE). Below is a inquiry that I think might be best suited for you. Hoping you can help or point us in the right direction.
8	As ASPE Certification + Education Coordinator, your request was forwarded to me, by Mel Cowen, ASPE President. American Society of Professional Estimators (ASPE) currently has two (2) Certification Programs available. Each Program is self-paced; however, deadlines are set, allowing the Candidate to showcase their estimating knowledge, proficiency and ethical awareness. All Program requirements may be met electrically, with the direction and assistance of the Certification Program Coordinator. Membership in ASPE is not a requirement for either Certification Program, although the associated fees are different for Members vs. Non-Members. In addition to lower Program costs, ASPE Members also enjoy online class and estimating resources at reduced fees as well as other benefits. We encourage Society Membership and involvement, however, it is voluntary. Additional Membership information is located on the website: www.ASPEnational.org > Membership If you have Membership specific questions, please contact Tina@ASPEnational.org. Tina is the ASPE Membership Coordinator. ASPE Certification Programs, available anytime: • Certified Professional Estimator (CPE): This program requires a minimum of five (5) years of on-the-job estimating experience. The CPE Certification Program allows 2-6 Months to satisfy the Program requirements, outlined below. CPE Program Brochure *You may notice that the CPE Program is already recognized by ACCE o Technical Paper Submission o General Estimating Knowledge (GEK) exam o Discipline Specific Test (DST), includes Part I + Part II • Associate Estimating Professional (AEP): This Program is for entry level estimators. No experience is necessary. The AEP Certification Program allows 1-3 months to complete one exam, as outlined below. AEP Program Brochure o General Estimating Knowledge (GEK) exam Please find the detailed information for each program, including the applications and supporting documentation, by following the steps below. • www.ASPEnational.org > Certification This landing page, has the CPE + AEP Program information (first two columns) listed for your reference. • Select: More Information (yellow box) This is where the live links are located, allowing students and Members to access the most current information. Additionally, we do offer a Proficiency in Estimating (PIE) exam. This is a great tool for use in validating a candidates skillset. PIE Exam
9	We don't have any programs.
10	PHCC has an online plumbing assessment test through NOCTI, but I don't believe that would be a candidate for the new certification. We work with NATE (North American Technical Excellence) which is a certification organization for HVAC technicians. NATE might be a possible target for the new certification. I'm sorry I wasn't more helpful. I'm still learning how all of this works. Best regards, Cindy

Appendix 4- What would be needed to recognize/certify an on-line exam

Accredited or certified exams are more complicated than most think. I don't know if we need to go into this much detail, but I think we all should know what others are doing in this area. The following is just "food for thought"….nothing more.

Those involved with accredited exams typically look at each question/answer to determine not only validity but also discriminative efficiency (an estimate of how good the discrimination index is relative to the difficulty of the question; too easy or too hard < 15%). The good thing about most Learning Management Systems (LMS), they provide the statistics for the exam overall and each question. There are other methodologies, but this seems to be common. If we are to "certify" or "recognize", I think it might be a good idea that the examiner/candidate have a process in place that assesses not only the exam but also each question.

In addition to question assessment, we might want to look at the AIC process for their exams. This is what the examiners inside of AIC has to do for their exam accreditation:

Every 5 years they complete and submit a Role Delineation Study (RDS) (note: this similar to a ACCE's Self Study concept but on a much smaller scale). Within this study they do the following (it is a yearlong committee process):

1. Determine if the current requirements to sit for both examinations are still relevant and if not make recommendations for any needed revisions, additions and/or deletions.
2. Determine if the specifications for both examinations continue to be valid, and if not make recommendations for any needed revisions, additions and/or deletions.
3. Determine if the percentages of relative importance assigned to the content areas are still relevant and if not make recommendations for needed revisions.

As for the exam specification, it is completed by an outside psychometrician. This person had to be sure that there was a sufficient range of questions in the database that cover **at least 85% of the domain (Specification Categories or content areas)**. They go a step further and make sure the same percentage applies to coverage for the ACCE SLOs. Each question is coded and they have over 1000 in their database. The process is complex, requires industry surveys (to determine weighted values), and somebody that knows statistics (that is why they hire externally). Here is an example exam specification generated by the psychometrician after all the processes were completed:

Specification Categories with Percentages of Questions on Examination

LEVEL 1 CONSTRUCTION FUNDAMENTALS EXAMINATION		
CONSTRUCTION FUNDAMENTALS CONTENT AREA		2012 PERCENTAGE
I.	COMMUNICATION SKILLS	13.0
II.	ENGINEERING CONCEPTS	5.0
III.	MANAGEMENT CONCEPTS	12.0
IV.	MATERIALS, METHODS AND PROJECT MODELING & VISUALIZATION	10.0
V.	BIDDING AND ESTIMATING	12.0
VI.	BUDGETING, COSTS AND COST CONTROL	12.0
VII.	PLANNING, SCHEDULING & SCHEDULE CONTROL	12.0
VIII.	CONSTRUCTION SAFETY	7.0
IX.	CONSTRUCTION GEOMATICS	2.0
X.	PROJECT ADMINISTRATION	15.0
	TOTAL	100.0

The number of questions from each Specification Categories (content area) is determined by the percent of relative importance assigned to each (a.k.a. weighted values). For example, if a specific content area has a 10% relative importance assigned to it, 21 questions from a 210 question exam will be selected from that area covering the various specification items within it. By doing this meets they meet the basic examination requirements for a third-party ANAB accredited certification.

Here are the first two Specification Categories (there are ten as shown in the table above):

I. COMMUNICATION SKILLS

- A. Technical Reading
- B. Technical Writing

II. ENGINEERING CONCEPTS

- A. Engineering Material Properties
  1. Aggregate
  2. Concrete
  3. Masonry
  4. Steel
  5. Wood
- B. Soil Mechanics
  1. Soil Composition, Types and Properties
  2. Soil Investigation Testing Methods and Soil Borings
  3. Types of Foundations
  4. Field Soil Identification Methods
  5. Volume Changes and Compaction Methods
- C. Mechanics and Strength of Materials
  1. Formwork Design
  2. Beam Loads
- D. Air and Fluid Mechanics
  1. Psychometrics
  2. Hydrology
- E. Electricity

That's it folks from me….

Appendix 5 - Potential Certification Recognition Targets

The following is a list of potential candidate organizations that may currently offer proficiency or skill testing and could benefit from independent recognition of their testing.

1) Trade Union Proficiency Tests
2) General and Trade Contractors with skills and knowledge testing as prerequisite to advancement
3) Online construction skills testing sites such as:
   a. https://www.resourceassociates.com/
   b. https://play.howstuffworks.com/quiz/test-your-skills-our-construction-quiz
   c. https://www.transportation.ohio.gov/wps/portal/gov/odot/programs/ltap/all-events/construction-inspector-training-1
4) State Contractor Licensing sites such as: https://www.mycontractorslicense.com/
5) National Council of Examiners for Engineering and Surveying (NCEES)
6) The American Concrete Institute (ACI)
7) The Green Business Certification Inc.'s (GBCI) Leadership in Energy and Environmental Design (LEED)
8) National Commission for the Certification of Crane Operators (NCCCO)
9) Aerial Lift Training
10) Construction Management Association of America—Certified Construction Manager (CCM)

Appendix 6 - ANSI ISO Standard

INTERNATIONAL STANDARD

ISO/IEC 17024

Second edition
2012-07-01

Conformity assessment — General requirements for bodies operating certification of persons

Évaluation de la conformité — Exigences générales pour les organismes de certification procédant à la certification de personnes

Reference number
ISO/IEC 17024:2012(E)

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Foreword

ISO (the International Organization for Standardization) and IEC (the International Electrotechnical Commission) form the specialized system for worldwide standardization. National bodies that are members of ISO or IEC participate in the development of International Standards through technical committees established by the respective organization to deal with particular fields of technical activity. ISO and IEC technical committees collaborate in fields of mutual interest. Other international organizations, governmental and non-governmental, in liaison with ISO and IEC, also take part in the work. In the field of conformity assessment, the ISO Committee on conformity assessment (CASCO) is responsible for the development of International Standards and Guides.

International Standards are drafted in accordance with the rules given in the ISO/IEC Directives, Part 2.

Draft International Standards are circulated to the national bodies for voting. Publication as an International Standard requires approval by at least 75 % of the national bodies casting a vote.

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights.

ISO/IEC 17024, was prepared by the *ISO Committee on conformity assessment (CASCO).*

It was circulated for voting to the national bodies of both ISO and IEC, and was approved by both organizations.

This second edition cancels and replaces the first edition (ISO/IEC 17024:2003), which has been technically revised.

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Introduction

This International Standard has been developed with the objective of achieving and promoting a globally accepted benchmark for organizations operating certification of persons. Certification for persons is one means of providing assurance that the certified person meets the requirements of the certification scheme. Confidence in the respective certification schemes for persons is achieved by means of a globally accepted process of assessment and periodic re-assessments of the competence of certified persons.

However, it is necessary to distinguish between situations where certification schemes for persons are justified and situations where other forms of qualification are more appropriate. The development of certification schemes for persons, in response to the ever increasing velocity of technological innovation and growing specialization of personnel, can compensate for variations in education and training and thus facilitate the global job market. Alternatives to certification can still be necessary in positions where public services, official or governmental operations are concerned.

In contrast to other types of conformity assessment bodies, such as management system certification bodies, one of the characteristic functions of the certification body for persons is to conduct an examination, which uses objective criteria to measure competence and scoring. While it is recognized that such an examination, if well planned and structured by the certification body for persons, can substantially serve to ensure impartiality of operations and reduce the risk of a conflict of interest, additional requirements have been included in this International Standard.

In either case, this International Standard can serve as the basis for the recognition of the certification bodies for persons and the certification schemes under which persons are certified, in order to facilitate their acceptance at the national and international levels. Only the harmonization of the system for developing and maintaining certification schemes for persons can establish the environment for mutual recognition and the global exchange of personnel.

This International Standard specifies requirements which ensure that certification bodies for persons operating certification schemes for persons operate in a consistent, comparable and reliable manner. The requirements in this International Standard are considered to be general requirements for bodies providing certification of persons. Certification of persons can only occur when there is a certification scheme. The certification scheme is designed to supplement the requirements included in this International Standard and include those requirements that the market needs or desires, or that are required by governments.

This International Standard can be used as a criteria document for accreditation or peer evaluation or designation by governmental authorities, scheme owners and others.

In this International Standard, the following verbal forms are used:

— “shall” indicates a requirement;

— “should” indicates a recommendation;

— “may” indicates a permission;

— “can” indicates a possibility or a capability.

Further details can be found in the ISO/IEC Directives, Part 2.

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Conformity assessment — General requirements for bodies operating certification of persons

1 Scope

This International Standard contains principles and requirements for a body certifying persons against specific requirements, and includes the development and maintenance of a certification scheme for persons.

NOTE For the purposes of this International Standard, the term "certification body" is used in place of the full term "certification body for persons", and the term "certification scheme" is used in place of the full term "certification scheme for persons".

2 Normative references

The following referenced documents are indispensable for the application of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

ISO/IEC 17000, *Conformity assessment — Vocabulary and general principles*

3 Terms and definitions

For the purposes of this document, the terms and definitions given in ISO/IEC 17000 and the following apply.

3.1
certification process
activities by which a certification body determines that a person fulfils **certification requirements** (3.3), including application, assessment, decision on certification, recertification and use of **certificates** (3.5) and logos/marks

3.2
certification scheme
competence (3.6) and other requirements related to specific occupational or skilled categories of persons

NOTE For other requirements, see 8.3 and 8.4.

3.3
certification requirements
set of specified requirements, including requirements of the scheme to be fulfilled in order to establish or maintain certification

3.4
scheme owner
organization responsible for developing and maintaining a **certification scheme** (3.2)

NOTE The organization can be the certification body itself, a governmental authority, or other.

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3.5
certificate
document issued by a certification body under the provisions of this International Standard, indicating that the named person has fulfilled the **certification requirements** (3.3)

NOTE See 9.4.7.

3.6
competence
ability to apply knowledge and skills to achieve intended results

3.7
qualification
demonstrated education, training and work experience, where applicable

3.8
assessment
process that evaluates a person's fulfilment of the requirements of the **certification scheme** (3.2)

3.9
examination
mechanism that is part of the **assessment** (3.8) which measures a **candidate's** (3.14) **competence** (3.6) by one or more means, such as written, oral, practical and observational, as defined in the **certification scheme** (3.2)

3.10
examiner
person competent to conduct and score an **examination** (3.9), where the examination requires professional judgement

3.11
invigilator
person authorized by the certification body who administers or supervises an **examination** (3.9), but does not evaluate the **competence** (3.6) of the **candidate** (3.14)

NOTE Other terms for invigilator are proctor, test administrator, supervisor.

3.12
personnel
individuals, internal or external, of the certification body carrying out activities for the certification body

NOTE These include committee members and volunteers.

3.13
applicant
person who has submitted an application to be admitted into the **certification process** (3.1)

3.14
candidate
applicant (3.13) who has fulfilled specified prerequisites and has been admitted to the **certification process** (3.1)

3.15
impartiality
presence of objectivity

NOTE 1 Objectivity means that conflicts of interest do not exist, or are resolved, so as not to adversely influence subsequent activities of the certification body.

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NOTE 2 Other terms that are useful in conveying the element of impartiality are: independence, freedom from conflict of interests, freedom from bias, lack of prejudice, neutrality, fairness, open-mindedness, even-handedness, detachment, balance.

3.16
fairness
equal opportunity for success provided to each **candidate** (3.14) in the **certification process** (3.1)

3.17
validity
evidence that the **assessment** (3.8) measures what it is intended to measure, as defined by the **certification scheme** (3.2)

NOTE In this international Standard, validity is also used in its adjective form "valid".

3.18
reliability
indicator of the extent to which **examination** (3.9) scores are consistent across different examination times and locations, different examination forms and different **examiners** (3.10)

3.19
appeal
request by **applicant** (3.13), **candidate** (3.14) or certified person for reconsideration of any decision made by the certification body related to her/his desired certification status

3.20
complaint
expression of dissatisfaction, other than **appeal** (3.19), by any individual or organization to a certification body, relating to the activities of that body or a certified person, where a response is expected

NOTE Adapted from ISO/IEC 17000:2004, definition 6.5.

3.21
interested party
individual, group or organization affected by the performance of a certified person or the certification body

EXAMPLES Certified person; user of the services of the certified person; employer of the certified person; consumer; governmental authority.

3.22
surveillance
periodic monitoring, during the periods of certification, of a certified person's performance to ensure continued compliance with the certification scheme

4 General requirements

4.1 Legal matters

The certification body shall be a legal entity, or a defined part of a legal entity, such that it can be held legally responsible for its certification activities. A governmental certification body is deemed to be a legal entity on the basis of its governmental status.

4.2 Responsibility for decision on certification

The certification body shall be responsible for, shall retain authority for, and shall not delegate, its decisions relating to certification, including the granting, maintaining, recertifying, expanding and reducing the scope of the certification, and suspending or withdrawing the certification.

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4.3 Management of impartiality

4.3.1 The certification body shall document its structure, policies and procedures to manage impartiality and to ensure that the certification activities are undertaken impartially. The certification body shall have top management commitment to impartiality in certification activities. The certification body shall have a statement publicly accessible without request that it understands the importance of impartiality in carrying out its certification activities, manages conflict of interest and ensures the objectivity of its certification activities.

4.3.2 The certification body shall act impartially in relation to its applicants, candidates and certified persons.

4.3.3 Policies and procedures for certification of persons shall be fair among all applicants, candidates and certified persons.

4.3.4 Certification shall not be restricted on the grounds of undue financial or other limiting conditions, such as membership of an association or group. The certification body shall not use procedures to unfairly impede or inhibit access by applicants and candidates.

4.3.5 The certification body shall be responsible for the impartiality of its certification activities and shall not allow commercial, financial or other pressures to compromise impartiality.

4.3.6 The certification body shall identify threats to its impartiality on an ongoing basis. This shall include those threats that arise from its activities, from its related bodies, from its relationships, or from the relationships of its personnel. However, such relationships do not necessarily present a body with a threat to impartiality.

NOTE 1 A relationship that threatens the impartiality of the body can be based on ownership, governance, management, personnel, shared resources, finances, contracts, marketing (including branding) and payment of a sales commission or other inducement for the referral of new applicants, etc.

NOTE 2 Threats to impartiality can be either actual or perceived.

NOTE 3 A related body is one which is linked to the certification body by common ownership, in whole or part, and has common members of the board of directors, contractual arrangements, common names, common staff, informal understanding or other means, such that the related body has a vested interest in any certification decision or has a potential ability to influence the process.

4.3.7 The certification body shall analyse, document and eliminate or minimize the potential conflict of interests arising from its certification activities. The certification body shall document and be able to demonstrate how it eliminates, minimizes or manages such threats. All potential sources of conflict of interest that are identified, whether they arise from within the certification body, such as assigning responsibilities to personnel, or from the activities of other persons, bodies or organizations, shall be covered.

4.3.8 Certification activities shall be structured and managed so as to safeguard impartiality. This shall include balanced involvement of interested parties (see definition 3.21).

4.4 Finance and liability

The certification body shall have the financial resources necessary for the operation of a certification process and have adequate arrangements (e.g. insurance or reserves) to cover associated liabilities.

5 Structural requirements

5.1 Management and organization structure

5.1.1 The certification body activities shall be structured and managed so as to safeguard impartiality.

5.1.2 The certification body shall document its organizational structure, describing the duties, responsibilities and authorities of management, certification personnel and any committee. When the

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certification body is a defined part of a legal entity, documentation of the organizational structure shall include the line of authority and the relationship to other parts within the same legal entity.

The party/parties or individuals responsible for the following shall be identified:

a) policies and procedures relating to the operation of the certification body;

b) implementation of the policies and procedures;

c) finances of the certification body;

d) resources for certification activities;

e) development and maintenance of the certification schemes;

f) assessment activities;

g) decisions on certification, including the granting, maintaining, recertifying, expanding, reducing, suspending or withdrawing of the certification;

h) contractual arrangements.

5.2 Structure of the certification body in relation to training

5.2.1 Completion of training may be a specified requirement of a certification scheme (see 8.3). The recognition/approval of training by the certification body shall not compromise impartiality or reduce the assessment and certification requirements.

5.2.2 The certification body shall provide information regarding education and training if they are used as pre-requisites for being eligible for certification. However, the certification body shall not state or imply that certification would be simpler, easier or less expensive if any specified education/training services are used.

5.2.3 Offering training and certification for persons within the same legal entity constitutes a threat to impartiality. A certification body that is part of a legal entity offering training shall:

a) identify and document the associated threats to its impartiality on an ongoing basis: the body shall have a documented process to demonstrate how it eliminates or minimizes those threats;

b) demonstrate that all processes performed by the certification body are independent of training to ensure that confidentiality, information security and impartiality are not compromised;

c) not give the impression that the use of both services would provide any advantage to the applicant;

d) not require the candidates to complete the certification body's own education or training as an exclusive prerequisite when alternative education or training with an equivalent outcome exists;

e) ensure that personnel do not serve as an examiner of a specific candidate they have trained for a period of two years from the date of the conclusion of the training activities: this interval may be shortened if the certification body demonstrates it does not compromise impartiality.

6 Resource requirements

6.1 General personnel requirements

6.1.1 The certification body shall manage and be responsible for the performance of all personnel involved in the certification process.

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6.1.2 The certification body shall have sufficient personnel available with the necessary competence to perform certification functions relating to the type, range and volume of work performed.

6.1.3 The certification body shall define the competence requirements for personnel involved in the certification process. Personnel shall have competence for their specific tasks and responsibilities.

6.1.4 The certification body shall provide its personnel with documented instructions describing their duties and responsibilities. These instructions shall be kept up-to-date.

6.1.5 The certification body shall maintain up-to-date personnel records, including relevant information, e.g. qualifications, training, experience, professional affiliations, professional status, competence and known conflicts of interest.

6.1.6 Personnel acting on the certification body's behalf shall keep confidential all information obtained or created during the performance of the body's certification activities, except as required by law or where authorized by the applicant, candidate or certified person.

6.1.7 The certification body shall require its personnel to sign a document by which they commit themselves to comply with the rules defined by the certification body, including those relating to confidentiality, impartiality and conflict of interests.

NOTE Where permitted by law, other methods, including electronic signature, are acceptable.

6.1.8 When a certification body certifies a person it employs, the certification body shall adopt procedures to maintain impartiality.

6.2 Personnel involved in the certification activities

6.2.1 General

The certification body shall require its personnel to declare any potential conflict of interest in any candidate.

6.2.2 Requirements for examiners

6.2.2.1 Examiners shall meet the requirements of the certification body. The selection and approval processes shall ensure that examiners:

a) understand the relevant certification scheme;

b) are able to apply the examination procedures and documents;

c) have competence in the field to be examined;

d) are fluent, both in writing and orally, in the language of examination; in circumstances where an interpreter or a translator is used, the certification body shall have procedures in place to ensure that it does not affect the validity of the examination;

e) have identified any known conflicts of interest to ensure impartial judgements are made.

6.2.2.2 The certification body shall monitor the performance of the examiners and the reliability of the examiners' judgements. Where deficiencies are found, corrective actions shall be taken.

NOTE Monitoring procedures for examiners can include, for example, on-site observation, review of examiners' reports, feedback from candidates.

6.2.2.3 If an examiner has a potential conflict of interest in the examination of a candidate, the certification body shall undertake measures to ensure that the confidentiality and impartiality of the examination are not compromised. These measures shall be recorded.

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6.2.3 Requirements for other personnel involved in the assessment

6.2.3.1 The certification body shall have a documented description of the responsibilities and qualifications of other personnel involved in the assessment process (e.g. invigilators).

6.2.3.2 If other personnel involved in the assessment have a potential conflict of interest in the examination of a candidate, the certification body shall undertake measures to ensure that confidentiality and impartiality of the examination is not compromised. These measures shall be recorded.

6.3 Outsourcing

6.3.1 The certification body shall have a legally enforceable agreement covering the arrangements, including confidentiality and conflict of interests, with each body that provides outsourced work related to the certification process.

NOTE For the purposes of this International Standard, the terms “outsourcing” and “subcontracting” are considered to be synonyms.

6.3.2 When a certification body outsources work related to certification, the certification body shall:

a) take full responsibility for all outsourced work;

b) ensure that the body conducting outsourced work is competent and complies with the applicable provisions of this International Standard;

c) assess and monitor the performance of the bodies conducting outsourced work in accordance with its documented procedures;

d) have records to demonstrate that the bodies conducting outsourced work meet all requirements relevant to the outsourced work;

e) maintain a list of the bodies conducting outsourced work.

6.4 Other resources

The certification body shall use adequate premises, including examination sites, equipment and resources for carrying out its certification activities.

7 Records and information requirements

7.1 Records of applicants, candidates and certified persons

7.1.1 The certification body shall maintain records. The records shall include a means to confirm the status of a certified person. The records shall demonstrate that the certification or recertification process has been effectively fulfilled, particularly with respect to application forms, assessment reports (which include examination records) and other documents relating to granting, maintaining, recertifying, expanding and reducing the scope, and suspending or withdrawing certification.

7.1.2 The records shall be identified, managed and disposed of in such a way as to ensure the integrity of the process and the confidentiality of the information. The records shall be kept for an appropriate period of time, for a minimum of one full certification cycle, or as required by recognition arrangements, contractual, legal or other obligations.

7.1.3 The certification body shall have enforceable arrangements to require that the certified person informs the certification body, without delay, of matters that can affect the capability of the certified person to continue to fulfil the certification requirements.

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7.2 Public information

7.2.1 The certification body shall verify and provide information, upon request, as to whether an individual holds a current, valid certification and the scope of that certification, except where the law requires such information not to be disclosed.

7.2.2 The certification body shall make publicly available without request information regarding the scope of the certification scheme and a general description of the certification process.

7.2.3 All pre-requisites of the certification scheme shall be listed and the list shall be made publicly available without request.

7.2.4 Information provided by the certification body, including advertising, shall be accurate and not misleading.

7.3 Confidentiality

7.3.1 The certification body shall establish documented policies and procedures for the maintenance and release of information.

7.3.2 The certification body shall, through legally enforceable agreements, keep confidential all information obtained during the certification process. These agreements shall cover all personnel.

7.3.3 The certification body shall ensure that information obtained during the certification process, or from sources other than the applicant, candidate or certified person, is not disclosed to an unauthorized party without the written consent of the individual (applicant, candidate or certified person), except where the law requires such information to be disclosed.

7.3.4 When the certification body is required by law to release confidential information, the person concerned shall, unless prohibited by law, be notified as to what information will be provided.

7.3.5 The certification body shall ensure that the activities of related bodies do not compromise confidentiality.

7.4 Security

7.4.1 The certification body shall develop and document policies and procedures necessary to ensure security throughout the entire certification process and shall have measures in place to take corrective actions when security breaches occur.

7.4.2 Security policies and procedures shall include provisions to ensure the security of examination materials, taking into account the following:

a) the locations of the materials (e.g. transportation, electronic delivery, disposal, storage, examination centre);

b) the nature of the materials (e.g. electronic, paper, test equipment);

c) the steps in the examination process (e.g. development, administration, results reporting);

d) the threats arising from repeated use of examination materials.

7.4.3 Certification bodies shall prevent fraudulent examination practices by:

a) requiring candidates to sign a non-disclosure agreement or other agreement indicating their commitment not to release confidential examination materials or participate in fraudulent test-taking practices;

b) requiring an invigilator or examiner to be present;

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c) confirming the identity of the candidate;

d) implementing procedures to prevent any unauthorized aids from being brought into the examination area;

e) preventing candidates from gaining access to unauthorized aids during the examination;

f) monitoring examination results for indications of cheating.

8 Certification schemes

8.1 There shall be a certification scheme for each category of certification.

8.2 A certification scheme shall contain the following elements:

a) scope of certification;

b) job and task description;

c) required competence;

d) abilities (when applicable);

e) prerequisites (when applicable);

f) code of conduct (when applicable).

NOTE 1 Abilities can include physical capabilities such as vision, hearing and mobility.

NOTE 2 A code of conduct describes the ethical or personal behaviour required by the scheme.

8.3 A certification scheme shall include the following certification process requirements:

a) criteria for initial certification and recertification;

b) assessment methods for initial certification and recertification;

c) surveillance methods and criteria (if applicable);

d) criteria for suspending and withdrawing certification;

e) criteria for changing the scope or level of certification (if applicable).

8.4 The certification body shall have documents to demonstrate that, in the development and review of the certification scheme, the following are included:

a) the involvement of appropriate experts;

b) the use of an appropriate structure that fairly represents the interests of all parties significantly concerned, without any interest predominating;

c) the identification and alignment of prerequisites, if applicable, with the competence requirements;

d) the identification and alignment of the assessment mechanisms with the competence requirements;

e) a job or practice analysis that is conducted and updated to:

— identify the tasks for successful performance;

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- identify the required competence for each task;
- identify prerequisites (if applicable);
- confirm the assessment mechanisms and examination content;
- identify the recertification requirements and interval.

NOTE Where the certification scheme has been developed by an entity other than the certification body, the job or practice analysis might already be available as part of that work. In this case, the certification body can obtain details from the scheme documentation for verification.

8.5 The certification body shall ensure that the certification scheme is reviewed and validated on an on-going, systematic basis.

8.6 When the certification body is not the scheme owner of a certification scheme it implements, the certification body shall ensure that the requirements contained in this clause (Clause 8) are met.

9 Certification process requirements

9.1 Application process

9.1.1 Upon application, the certification body shall make available an overview of the certification process in accordance with the certification scheme. As a minimum, the overview shall include the requirements for certification and its scope, a description of the assessment process, the applicant's rights, the duties of a certified person and the fees.

9.1.2 The certification body shall require the completion of an application, signed by the applicant seeking certification, which includes as a minimum the following:

a) information required to identify the applicant, such as name, address and other information required by the certification scheme;

b) the scope of the desired certification;

c) a statement that the applicant agrees to comply with the certification requirements and to supply any information needed for the assessment;

d) any supporting information to demonstrate objectively compliance with the scheme prerequisites;

e) notice to the applicant of his/her opportunity to declare, within reason, a request for accommodation of special needs (see 9.2.5).

NOTE Where permitted by law, other methods, including electronic signature, are acceptable.

9.1.3 The certification body shall review the application to confirm that the applicant complies with the application requirements of the certification scheme.

9.2 Assessment process

9.2.1 The certification body shall implement the specific assessment methods and mechanisms as defined in the certification scheme.

9.2.2 When there is a change in the certification scheme which requires additional assessment, the certification body shall document and make publicly accessible without request the specific methods and mechanisms required to verify that certified persons comply with changed requirements.

NOTE Recertification can be used to achieve this verification.

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9.2.3 The assessment shall be planned and structured in a manner which ensures that the scheme requirements are objectively and systematically verified with documented evidence to confirm the competence of the candidate.

9.2.4 The certification body shall verify the methods for assessing candidates. This verification shall ensure that each assessment is fair and valid.

9.2.5 The certification body shall verify and accommodate special needs, within reason and where the integrity of the assessment is not violated, taking into account national regulation [see 9.1.2 e)].

9.2.6 Where the certification body takes into account work performed by another body, it shall have appropriate reports, data and records to demonstrate that the results are equivalent to, and conform with, the requirements established by the certification scheme.

9.3 Examination process

9.3.1 Examinations shall be designed to assess competence based on, and consistent with, the scheme, by written, oral, practical, observational or other reliable and objective means. The design of examination requirements shall ensure the comparability of results of each single examination, both in content and difficulty, including the validity of fail/pass decisions.

9.3.2 The certification body shall have procedures to ensure a consistent examination administration.

9.3.3 Criteria for conditions for administering examinations shall be established, documented and monitored.

NOTE Conditions can include lighting, temperature, separation of candidates, noise, candidate safety, etc.

9.3.4 When technical equipment is used in the examination process, the equipment shall be verified or calibrated where appropriate.

9.3.5 Appropriate methodology and procedures (e.g. collecting and maintaining statistical data) shall be documented and implemented in order to reaffirm, at justified defined intervals, the fairness, validity, reliability and general performance of each examination, and that all identified deficiencies are corrected.

9.4 Decision on certification

9.4.1 The information gathered during the certification process shall be sufficient:

a) for the certification body to make a decision on certification;

b) for traceability in the event, for example, of an appeal or a complaint.

9.4.2 Decisions for granting, maintaining, recertifying, extending, reducing, suspending or withdrawing certification shall not be outsourced.

9.4.3 The certification body shall confine its decision on certification to those matters specifically related to the requirements of the certification scheme.

9.4.4 The decision on certification of a candidate shall be made solely by the certification body on the basis of the information gathered during the certification process. Personnel who make the decision on certification shall not have participated in the examination or training of the candidate.

9.4.5 The personnel who make certification decisions shall have sufficient knowledge of and experience with the certification process to determine if the certification requirements have been met.

9.4.6 Certification shall not be granted until all certification requirements are fulfilled.

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9.4.7 The certification body shall provide a certificate to all certified persons. The certification body shall maintain sole ownership of the certificates. The certificate shall take the form of a letter, card or other medium, signed or authorized by a responsible member of the personnel of the certification body.

9.4.8 The certificates shall contain, as a minimum, the following information:

a) the name of the certified person;

b) a unique identification;

c) the name of the certification body;

d) a reference to the certification scheme, standard or other relevant documents, including issue date, if relevant;

e) the scope of the certification including, if applicable, validity conditions and limitations;

f) the effective date of certification and date of expiry.

9.4.9 The certificate shall be designed to reduce the risks of counterfeiting.

9.5 Suspending, withdrawing or reducing the scope of certification

9.5.1 The certification body shall have a policy and (a) documented procedure(s) for suspension or withdrawal of the certification, or reduction of the scope of certification, which shall specify the subsequent actions by the certification body.

9.5.2 Failure to resolve the issues that have resulted in the suspension, in a time established by the certification body, shall result in withdrawal of the certification or reduction of the scope of certification.

9.5.3 The certification body shall have enforceable arrangements with the certified person to ensure that, in the event of suspension of certification, the certified person refrains from further promotion of the certification while it is suspended.

9.5.4 The certification body shall have enforceable arrangements with the certified person to ensure that, in the event of withdrawal of certification, the certified person refrains from use of all references to a certified status.

9.6 Recertification process

9.6.1 The certification body shall have (a) documented procedure(s) for implementation of the recertification process, in accordance with the certification scheme requirements.

9.6.2 The certification body shall ensure during the recertification process that it confirms continued competence of the certified person and ongoing compliance with current scheme requirements by the certified person.

9.6.3 The recertification period shall be based upon the scheme requirements. The rationale for the recertification period shall take into account, where relevant, the following:

a) regulatory requirements;

b) changes to normative documents;

c) changes in the relevant scheme requirements;

d) the nature and maturity of the industry or field in which the certified person is working;

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e) the risks resulting from an incompetent person;

f) ongoing changes in technology, and requirements for certified persons;

g) requirements of interested parties;

h) the frequency and content of surveillance activities, if required by the scheme.

9.6.4 The selected recertification activity/activities shall be adequate to ensure that there is impartial assessment to confirm the continuing competence of the certified person.

9.6.5 In accordance with the certification scheme, recertification by the certification body shall consider at least the following:

a) on-site assessment;

b) professional development;

c) structured interviews;

d) confirmation of continuing satisfactory work and work experience records;

e) examination;

f) checks on physical capability in relation to the competence concerned.

NOTE "Physical capability" can require an evaluation by a health professional, or by a professional qualified to evaluate physical skills such as dexterity, strength and endurance, as well as the technical performance skills required for the certification.

9.7 Use of certificates, logos and marks

9.7.1 A certification body that provides a certification mark or logo shall document the conditions for use and shall appropriately manage the rights for usage and representation.

NOTE ISO/IEC 17030 provides requirements for use of third-party marks.

9.7.2 The certification body shall require that a certified person signs an agreement for the following reasons:

a) to comply with the relevant provisions of the certification scheme;

b) to make claims regarding certification only with respect to the scope for which certification has been granted;

c) not to use the certification in such a manner as to bring the certification body into disrepute, and not to make any statement regarding the certification which the certification body considers misleading or unauthorized;

d) to discontinue the use of all claims to certification that contain any reference to the certification body or certification upon suspension or withdrawal of certification, and to return any certificates issued by the certification body;

e) not to use the certificate in a misleading manner.

NOTE Where permitted by law, other methods, including electronic signature, are acceptable.

9.7.3 A certification body shall address, by means of corrective measures, any misuse of its certification mark or logo.

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9.8 Appeals against decisions on certification

9.8.1 The certification body shall have a documented process to receive, evaluate and make decisions on appeals. The appeals-handling process shall include at least the following elements and methods:

a) the process for receiving, validating and investigating the appeal, and for deciding what actions are to be taken in response to it, taking into account the results of previous similar appeals;

b) tracking and recording appeals, including actions undertaken to resolve them;

c) ensuring that, if applicable, appropriate corrections and corrective actions are taken.

9.8.2 The policies and procedures shall ensure that all appeals are dealt with in a constructive, impartial and timely manner.

9.8.3 A description of the appeals-handling process shall be publicly accessible without request.

9.8.4 The certification body shall be responsible for all decisions at all levels of the appeals-handling process. The certification body shall ensure that the decision-making personnel engaged in the appeals-handling process are different from those who were involved in the decision being appealed.

9.8.5 Submission, investigation and decision on appeals shall not result in any discriminatory actions against the appellant.

9.8.6 The certification body shall acknowledge receipt of the appeal and shall provide the appellant with progress reports and the outcome.

9.8.7 The certification body shall give formal notice to the appellant of the end of the appeals-handling process.

9.9 Complaints

9.9.1 The certification body shall have a documented process to receive, evaluate and make decisions on complaints.

9.9.2 A description of the complaints-handling process shall be accessible without request. The procedures shall treat all parties fairly and equitably.

9.9.3 The policies and procedures shall ensure that all complaints are handled and processed in a constructive, impartial and timely manner. The complaints-handling process shall include at least the following elements and methods:

a) an outline of the process for receiving, validating, investigating the complaint and deciding what actions are to be taken in response to it;

b) tracking and recording complaints, including actions undertaken in response to them;

c) ensuring that, if applicable, appropriate corrections and corrective actions are taken.

9.9.4 Upon receipt of a complaint, the certification body shall confirm whether the complaint relates to certification activities for which it is responsible and, if so, shall respond accordingly.

9.9.5 Whenever possible, the certification body shall acknowledge receipt of the complaint and shall provide the complainant with progress reports and the outcome.

9.9.6 The certification body receiving the complaint shall be responsible for gathering and verifying all necessary information to validate the complaint.

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9.9.7 Whenever possible, the certification body shall give formal notice of the end of the complaints-handling process to the complainant.

9.9.8 Any substantiated complaint about a certified person shall also be referred by the certification body to the certified person in question at an appropriate time.

9.9.9 The complaints-handling process shall be subject to requirements for confidentiality, as it relates to the complainant and to the subject of the complaint.

9.9.10 The decision to be communicated to the complainant shall be made by, or reviewed and approved by, personnel not previously involved in the subject of the complaint.

10 Management system requirements

10.1 General

The certification body shall establish, document, implement and maintain a management system that is capable of supporting and demonstrating the consistent achievement of the requirements of this International Standard. In addition to meeting the requirements of Clauses 4 to 9, the certification body shall implement a management system in accordance with either option A or option B, as follows:

— option A: a general management system which fulfils the requirements of 10.2; or

— option B: a body that has established and maintains a management system, in accordance with the requirements of ISO 9001, and that is capable of supporting and demonstrating the consistent fulfilment of the requirements of this International Standard (ISO/IEC 17024), fulfils the management system requirements of 10.2.

10.2 General management system requirements

10.2.1 General

The certification body shall establish, document, implement and maintain a management system that is capable of supporting and demonstrating the consistent achievement of the requirements of this International Standard.

The certification body's top management shall establish and document policies and objectives for its activities.

The top management shall provide evidence of its commitment to the development and implementation of the management system in accordance with the requirements of this International Standard. The top management shall ensure that the policies are understood, implemented and maintained at all levels of the certification body's organization.

The certification body's top management shall appoint a member of management who, irrespective of other responsibilities, shall have responsibility and authority that include:

a) ensuring that processes and procedures needed for the management system are established, implemented and maintained;

b) reporting to top management on the performance of the management system and any need for improvement.

10.2.2 Management system documentation

Applicable requirements of this International Standard shall be documented. The certification body shall ensure that the management system documentation is provided to all relevant personnel.

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10.2.3 Control of documents

The certification body shall establish procedures to control the documents (internal and external) that relate to the fulfilment of this International Standard. The procedures shall define the controls needed to:

a) approve documents for adequacy prior to issue;

b) review and update as necessary and re-approve documents;

c) ensure that changes and the current revision status of documents are identified;

d) ensure that relevant versions of applicable documents are provided at points of use;

e) ensure that documents remain legible and readily identifiable;

f) ensure that documents of external origin are identified and their distribution controlled;

g) prevent the unintended use of obsolete documents and apply suitable identification if they are retained for any purpose.

NOTE Documentation can be in any form or type of medium.

10.2.4 Control of records

The certification body shall establish procedures to define the controls needed for the identification, storage, protection, retrieval, retention time and disposition of its records related to the fulfilment of this International Standard.

The certification body shall establish procedures for retaining records for a period consistent with its contractual and legal obligations. Access to these records shall be consistent with the confidentiality arrangements.

NOTE For requirements for records on applicants, candidates and certified persons, see also 7.1.

10.2.5 Management review

10.2.5.1 General

The certification body's top management shall establish procedures to review its management system at planned intervals, in order to ensure its continuing suitability, adequacy and effectiveness, including the stated policies and objectives related to the fulfilment of this International Standard. These reviews shall be conducted at least once every 12 months and shall be documented.

10.2.5.2 Review input

The input to the management review shall include information related to the following:

a) results of internal and external audits (e.g. accreditation body assessment);

b) feedback from applicants, candidates, certified persons and interested parties related to the fulfilment of this International Standard;

c) safeguarding impartiality;

d) the status of preventive and corrective actions;

e) follow-up actions from previous management reviews;

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f) the fulfilment of objectives;

g) changes that could affect the management system;

h) appeals and complaints.

10.2.5.3 Review output

The output from the management review shall include as a minimum decisions and actions related to the following:

a) improvement of the effectiveness of the management system and its processes;

b) improvement of the certification services related to the fulfilment of this International Standard;

c) resource needs.

10.2.6 Internal audits

10.2.6.1 The certification body shall establish procedures for internal audits to verify that it fulfils the requirements of this International Standard and that the management system is effectively implemented and maintained.

NOTE ISO 19011 provides guidelines for conducting internal audits.

10.2.6.2 An audit programme shall be planned, taking into consideration the importance of the processes and areas to be audited, as well as the results of previous audits.

10.2.6.3 Internal audits shall be performed at least once every 12 months. The frequency of internal audits may be reduced if the certification body demonstrates that its management system continues to be effectively implemented in accordance with this International Standard and has proven stability.

10.2.6.4 The certification body shall ensure that:

a) internal audits are conducted by competent personnel, knowledgeable in the certification process, auditing and the requirements of this International Standard;

b) auditors do not audit their own work;

c) personnel responsible for the area audited are informed of the outcome of the audit;

d) any actions resulting from internal audits are taken in a timely and appropriate manner;

e) any opportunities for improvement are identified.

10.2.7 Corrective actions

The certification body shall establish (a) procedure(s) for identification and management of nonconformities in its operations. The certification body shall also, where necessary, take actions to eliminate the causes of nonconformities in order to prevent recurrence. Corrective actions shall be appropriate to the impact of the problems encountered. The procedures shall define requirements for the following:

a) identifying nonconformities;

b) determining the causes of nonconformity;

c) correcting nonconformities;

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d) evaluating the need for actions to ensure that nonconformities do not recur;

e) determining and implementing the actions needed in a timely manner;

f) recording the results of actions taken;

g) reviewing the effectiveness of corrective actions.

10.2.8 Preventive actions

The certification body shall establish (a) procedure(s) for taking preventive actions to eliminate the causes of potential nonconformities. Preventive actions taken shall be appropriate to the probable impact of the potential problems. The procedures for preventive actions shall define requirements for the following:

a) identifying potential nonconformities and their causes;

b) evaluating the need for action to prevent the occurrence of nonconformities;

c) determining and implementing the action needed;

d) recording the results of actions taken;

e) reviewing the effectiveness of the preventive actions taken.

NOTE The procedures for corrective and preventive actions do not necessarily have to be separate.

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Annex A
(informative)

Principles for certification bodies for persons and their certification activities

A.1 General

A.1.1 This International Standard does not give specific requirements for all situations that can occur. These principles should be applied as guidance for the decisions that may need to be taken for unanticipated situations. Principles are not requirements.

A.1.2 The overall purpose of certification of persons is to recognize an individual's competence to perform a task or job.

A.1.3 The certification body has a responsibility to ensure that only those persons who demonstrate competence are awarded certification.

A.1.4 Certification of persons provides value through public confidence and trust. Public confidence relies on a valid assessment of competence, by a third party, reconfirmed at defined intervals.

A.1.5 The certification body should act in a responsible manner so as to provide confidence to interested parties in its competence, impartiality and integrity.

A.2 Impartiality

A.2.1 Certification of a person should be based on objective evidence obtained by the certification body through a fair, valid and reliable assessment, and not influenced by other interests or by other parties.

A.2.2 It is necessary for certification bodies and their personnel to be and to be perceived to be impartial in order to give confidence in their activities and their outcomes.

A.2.3 Threats to impartiality include, but are not limited to, the following:

a) self-interest threats: threats that arise from a person or body acting in its own interest to benefit itself;

b) subjectivity threats: threats that arise when personal bias overrules objective evidence;

c) familiarity threats: threats that arise from a person being familiar with or trusting of another person, e.g. an examiner or certification body personnel developing a relationship with a candidate that affects the ability to reach an objective judgement;

d) intimidation threats: threats that prevent a certification body or its personnel from acting objectively due to fear of a candidate or other interested party;

e) financial threats: the source of revenue for a certification body can be a threat to impartiality.

A.3 Competence

Competence of the personnel of the certification body is necessary to deliver certification that provides confidence.

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A.4 Confidentiality and openness

Managing the balance between confidentiality and openness affects stakeholders' trust and their perception of value in the certification activities.

A.5 Responsiveness to complaints and appeals

The effective resolution of complaints and appeals is an important means of protection for the certification body and interested parties against errors, omissions or unreasonable behaviour.

A.6 Responsibility

The certification body has the responsibility to obtain sufficient objective evidence upon which to base a certification decision.

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Bibliography

[1] ISO 9001, *Quality management systems — Requirements*

[2] ISO 19011, *Guidelines for auditing management systems*

[3] ISO/IEC 17030, *Conformity assessment — General requirements for third-party marks of conformity*

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National Craft Assessment and Certification Program
S P E C I F I C A T I O N S

Commercial Carpenter V2
(COMCARP27_02)
Released September 2010

Overview
This knowledge assessment is a two-hour closed-book examination. You will be permitted to use a basic function, non-printing calculator during the examination. No extra papers, books, notes or study material are allowed in the testing area.

NCCER Curriculum
All NCCER knowledge assessments are referenced to NCCER's curriculum modules as listed on this specification sheet. You may order modules from Pearson (800.922.0579) or from NCCER's Online Catalog at www.nccer.org.

Assessment Development
All questions are developed and approved by subject matter experts under the direction of NCCER.

Credentials
Upon successful completion of the knowledge assessment, NCCER will send applicable credentials to the assessment center.

Score Report and Training Prescription
Each candidate will have access to their assessment results including their overall score and recommended training.

NCCER Registry
Knowledge assessment results are recorded in NCCER's Registry and become a part of the portable record of an individual's NCCER credentials.

Focus Statement
A journey-level Commercial Carpenter will have a general knowledge and understand of:

- Print reading including an awareness of allied trades, basic construction math, and estimating and preparing takeoffs
- Layout including site and building control
- Framing wood, steel (non-welded) and interior/exterior finishes
- Concrete form work including ironworking/reinforcing steel and placing concrete
- Tenant finishout including doors/frames/hardware, cabinets, and trim
- Safety

Knowledge Assessment Contents:

Module Number	Module Name	Number of Questions
00101-04, 27306-07	Safety	6
27102-06	Wood Building Materials, Fasteners & Adhesives	4
27103-06	Hand & Power Tools	4
27105-06	Floor Systems	6
27106-06	Wall & Ceiling Framing	6
27107-06	Roof Framing	6
27104-06	Reading Plans & Elevations	4
27110-06, 27405-08	Basic Stair Layout & Advanced Stair Systems	5
27202-07, 27203-07, 27403-08	Roofing Applications, & Thermal & Moisture Projection, & Advanced Roof Systems	5
27204-07	Exterior Finishing	4
27205-07	Cold-Formed Steel Framing	4
27206-07, 27207-07	Drywall	4
27109-06, 27208-07	Interior Finish One: Doors & Hardware	6
27209-07	Interior Finish Two: Suspended Ceilings	4
27210-07	Interior Finish Three: Window, Door, Floor, & Ceiling Trim	4
27211-07	Interior Finish Four: Cabinet Installation	4
27301-07, 27302-07	Rigging Equipment & Rigging Practices	6
27303-07, 27304-07, 37305-07	Properties of Concrete, Reinforcing Concrete, & Handling & Placing Concrete	5
27307-07, 27308-07, 27310-07	Foundations & Slab-on-Grade, Vertical Formwork, & Tilt-Up Wall Panels	9
27401-08, 27402-08	Layout: Distance Measurement and Leveling & Angular Measurement	4
Total number of questions		**100**

The cut score for this assessment is 75.

A corresponding hands-on Performance Verification is available.

National Craft Assessment and Certification Program
S P E C I F I C A T I O N S

CONSTRUCTION WORKFORCE DEVELOPMENT PROFESSIONAL
AEN92CWFDP01
September 2016

Focus Statement
A CWFD Professional develops current and future construction workers by ensuring they have the skills and credentials to meet industry needs; develops, administers, and evaluates business plans for the operation of a CWFD program; conducts analyses to determine CWFD needs; develops and administers the CWFD program and ensures compliance with policies and procedures; oversees CWFD operations to include: facilities, utilities, materials, equipment, curriculum, assessment options, and staffing; develops and maintains budgets, markets and promotes the CWFD program; and, effectively communicates and builds relationships to further the goals of the CWFD program.

Overview
- Two-hour closed-book examination
- May use a basic function, non-printing calculator
- No extra papers, books, notes or study materials are allowed
- The minimum passing score is 75

NCCER Curriculum
All NCCER knowledge assessments are referenced to NCCER's curriculum modules as listed on this specification sheet. You may order modules from Pearson (800.922.0579) or from NCCER's Online Catalog at www.nccer.org.

Assessment Development
All questions are developed and approved by subject matter experts under the direction of NCCER.

Credentials
Upon successful completion of the knowledge assessment, NCCER will send applicable credentials to the assessment center.

Score Report and Training Prescription
Each candidate will have access to their assessment results including their overall score and recommended training.

NCCER Registry
Knowledge assessment results are recorded in NCCER's Registry and become a part of the portable record of an individual's NCCER credentials.

Knowledge Assessment Contents:

Content Domain	Number of Questions
Orientation to Construction Workforce Development [*92101-16*]	8
Communicating Effectively [*92102-16*]	9
Policies, Procedures, and Program Integrity [*92103-16*]	6
Skilled Professional Training [*92104-16*]	16
Registered Apprenticeship Programs [*92105-16*]	10
Managing Training [*92106-16*]	11
Training Program Development and Administration [*92107-16*]	16
Financial Management and Budgeting [*92108-16*]	12
Workforce Recruitment [*92109-16*]	10
Workforce Development Business Planning [*92110-16*]	10
Marketing, Public Relations, and Community Outreach [*92111-16*]	8
Workforce Development Program Evaluation [*92112-16*]	10
Total Number of Questions	**126**

National Craft Assessment and Certification Program
S P E C I F I C A T I O N S

Learning Objectives related to Assessment:

	Orientation to Construction Workforce Development
Registry ID Number:	**Module Title and Objectives:**
92101-16	**Orientation to Construction Workforce Development**
	Identify the various sectors of the construction industry and how the industry is affected by a skilled workforce shortage.
	Communicating Effectively
Registry ID Number:	**Module Title and Objectives:**
92102-16	**Communicating Effectively**
	Define effective communication, listening, and speaking skills and their relationship to job performance.
	Describe the role of reading and writing skills in relation to job performance.
	Describe the responsibilities and skills required of a CWFD professional in conducting meetings.
	Policies, Procedures, and Program Integrity
Registry ID Number:	**Module Title and Objectives:**
92103-16	**Policies, Procedures, and Program Integrity**
	Explain the importance of managing a CWFD program in an ethical manner.
	Describe the purpose of policies and procedures in a CWFD program.
	Skilled Professional Training
Registry ID Number:	**Module Title and Objectives:**
92104-16	**Skilled Professional Training**
	Define and describe the various aspects of construction industry training.
	Define the roles that different organizations play in construction workforce training and their importance to a CWFD professional.
	Registered Apprenticeship Programs
Registry ID Number:	**Module Title and Objectives:**
92105-16	**Registered Apprenticeship Programs**
	Describe Registered Apprenticeship.
	Describe how to set up and administer a registered apprenticeship program.
	Describe the funding sources and the responsibility for management of apprenticeship funds.
	Managing Training
Registry ID Number:	**Module Title and Objectives:**
92106-16	**Managing Training**
	Explain how to set up a training facility.
	Describe teaching strategies used in craft training programs..
	Identify and describe strategies for evaluating students.

	Training Program Development and Administration
Registry ID Number:	**Module Title and Objectives:**
92107-16	**Training Program Development and Administration**
	Describe how to determine long-term and project-driven workforce needs.
	Describe how to recruit and retain faculty and staff.
	Financial Management and Budgeting
Registry ID Number:	**Module Title and Objectives:**
92108-16	**Financial Management and Budgeting**
	Explain accounting fundamentals.
	Describe basic financial management principles.
	Workforce Recruitment
Registry ID Number:	**Module Title and Objectives:**
92109-16	**Workforce Recruitment**
	Create a recruitment plan to attract workers.
	Identify human relations issues relative to recruiting a workforce.
	Workforce Development Business Planning
Registry ID Number:	**Module Title and Objectives:**
92110-16	**Workforce Development Business Planning**
	Explain how to build a workforce development business plan.
	Identify sources of funding.
	Marketing, Public Relations, and Community Outreach
Registry ID Number:	**Module Title and Objectives:**
92111-16	**Marketing, Public Relations, and Community Outreach**
	Explain how to identify target audiences for marketing, public relations, and community outreach.
	Explain how to develop a marketing plan.
	Determine how to distribute the message to the target audience.
	Identify potential outreach and public relations opportunities and describe how to build support for training and education.
	Workforce Development Program Evaluation
Registry ID Number:	**Module Title and Objectives:**
92112-16	**Workforce Development Program Evaluation**
	Determine the effectiveness of the training by evaluating various factors.
	Explain how a CWFD program is evaluated using industry-recognized metrics.
	Determine a company's commitment to training.
	Explain the correlation between construction workforce development and safety, quality, productivity, and retention and how to communicate this information to stakeholders.

Non Degree Recognition Program Standards

Program Name: _____

Program Provider: _____

For each of the following Standards, provide a narrative of how the program meets the Standard. Supporting documents are allowed and brevity is encouraged.

Standard One (1)
Each program credential (certificate) is defined in terms of an identifiable, discrete set of specific outcomes with clear, acceptable standards of achievement.

Standard Two (2)
Each program credential (certificate) requires successful program participant completion of a defined assessment or set of assessments that covers the learning outcomes achieved.

Standard Three (3)
Each program will include valid and reliable methods to determine program participant achievement.

Standard Four (4)
Criteria for evaluating program participant performance on assessments are clearly understood by program participants and staff.

Standard Five (5)
Program participants demonstrably meet standards as evidenced by their performance on assessments.

Standard Six (6)
Assessments and curriculum are reviewed and updated periodically to ensure they are current with changes in the construction industry.

Standard Seven (7)
Program participants are assessed during the program and upon completion of the program. Feedback on performance is provided to the participant.

Standard Eight (8)
Program participants have a clear understanding of learning experiences consistent with the competencies they wish to accomplish

Non Degree Recognition Program Standards

Standard Nine (9)
The program allows learning opportunities for participants to appropriately use prior experiences with approval of the provider.

Standard Ten (10)
Learning opportunities actively promote program participant success by reasonably accommodating individual learning needs.

Standard Eleven (11)
The subject matter to be covered, the skills and knowledge to be acquired, and the teaching/learning methods to be used are clearly identified in applicable publications.

Standard Twelve (12)
The program ensures adequate staff to maintain and administer all organizational program requirements, and has in place clearly defined policies and procedures regarding participation, test-out, discipline, grievance, etc.

Standard Thirteen (13)
Participant evaluation of the program is collected and reviewed on a regular basis by the provider and program modifications are made where appropriate.

Standard Fourteen (14)
There is a provider-approved process in place to insure that the integrity of the participant assessment is not compromised.

Standard Fifteen (15)
Participants are provided feedback on their performance on examinations to the degree that they are able to make needed improvements.

Standard Sixteen (16)
Physical facilities for instruction and/or testing allow for universal access.

Standard Seventeen (17)
Program assessment input is obtained from all constituencies of the program, including students, graduates, employers, and the construction industry.

Appendix 10
Issues to be considered for the Development of Certifying Examinations

If the certifying of examinations is to be nationally credible, ACCE needs to develop standards for not only the development, administration, maintenance and revision of the tests in accordance with nationally recognized psychometric procedures but also for the structure, functionality and stability of the organization(s) that is or are developing, administering and maintaining the examination. To award a credible certification the standards on which it is based should consider the following:

Organization(s) Developing, Administering and Maintenance of the Examinations

Are the organizations developing, administrating and maintaining the exam one in the same? If not, why not and provide documentation identifying all of the organizations and their respective responsibilities and those personal having the authority for the respective responsibilities.

Are there an adequate number of qualified individuals to manage the development, administration and/or maintenance of the examination for each organization and provide formal organization chart for each entity?

The organizations developing, administering and/or maintaining the examination shall be legal entities, or a defined part of a legal entity, so they can be held legally responsible for their respective examination-related activities.

All of the organizations responsible for developing, administering and/or maintaining the examination shall have documented policies and procedures for all test-related activities.

If the organization responsible for developing and maintaining the examination out sources the administration of the test and/or any other exam-related activities, it shall have legally enforceable agreements with each covering the arrangements, including confidentiality and conflicts of interests.

Do the organizations developing, administering and/or maintaining the exam have adequate financial resources necessary for the operation of the testing program?

Have all individuals who are associated with the development, administration and/or maintenance of the exam signed confidentiality and conflict of interest documents to maintain security and confidentiality of the test?

Are the measures to keep the examination secure appropriate?

Do any of the organizations developing, administering and/or maintaining the exam, provide test preparation training? If so, is there a firewall between those teaching the training and those developing, administering and/or maintaining the exam?

Is there a firewall between those individuals who are involved with the development, administration and maintenance of the exam and those who take it?
Are there any prerequisites to take the examination? If so, are they fair and impartial? And are they made publicly available without request to the public?

Is the application process to the take the examination clear and fair and include a request for special accommodation of special needs.

The organizations developing, administering and/or maintaining the examination shall maintain records of all of their test-related activities.

The organization responsible for the development and administration of the examination shall make publicly available without request information regarding the availability and general description of the test and testing process.

All information provided by the organizations responsible for developing, administrating and/or maintaining the examination shall be accurate and not misleading.

Will ACCE be issuing a certificate to those organizations whose exams they have certified? If so the following information should be included on it:

a. name of the examination development and maintenance organization;
b. name of examination(s) certified;
c. the effective date of the certification and date of expiry, if any;
d. identification that certificate was issued by ACCE.

The organization responsible for the development and maintenance of the examination shall have a documented appeal policy and procedures that is publicly available without request. And those in the organization involved in the appeal-handling process are different from those who were involved in the decision being appealed.

The organization responsible for the development and maintenance of the examination shall have a documented complaint-handling policy and procedures that is publicly available without request. And those in the organization involved in the complaint-handling process are different from those who were involved in the complaint.

The Examination

Was the examination developed by subject matter experts using nationally acceptable test development methods?

Was the examination appropriately pilot-tested prior to its general administration?

Does the examination test for the mastery of all key subject matter as identified by the educational program outcomes for the course or educational module?

Does the examination test for mastery of the educational material in a valid, reliable and fair manner?

Is there more than one form of the examination and if so, is each form psychometrically analyzed on its own?

Are at least 20% of the questions different for each test administration?

The appropriate methodology and procedures (i.e. collecting and maintaining statistical data) shall be documented and implemented in order to reaffirm, at justified defined intervals, the fairness, validity, reliability and general performance of each examination and that all identified deficiencies are corrected.

Does the organization responsible for developing and maintaining the exam, conduct an item analysis after each test administration?

Does the organization responsible for developing and managing the examination, conduct a nationally acceptable cut (passing score) prior to the administration of each test?

The organization responsible for administering the examination shall prevent fraudulent test practices by:

a. requiring examinees to sign a non-disclosure agreement or other agreement indicating their commitment not to release confidential examination materials or participate in fraudulent test-taking practices;
b. requiring the exam to be proctored in accordance with nationally acceptable methods;
c. confirming the identity of the examinee;
d. implementing procedures to prevent non-authorized aids from being brought into the exam area;
e. preventing examinees from gaining access to unauthorized aids during the examination;
f. monitoring examination results for indications of cheating.

Are the criteria for administering the examination documented and monitored?

The Examinee

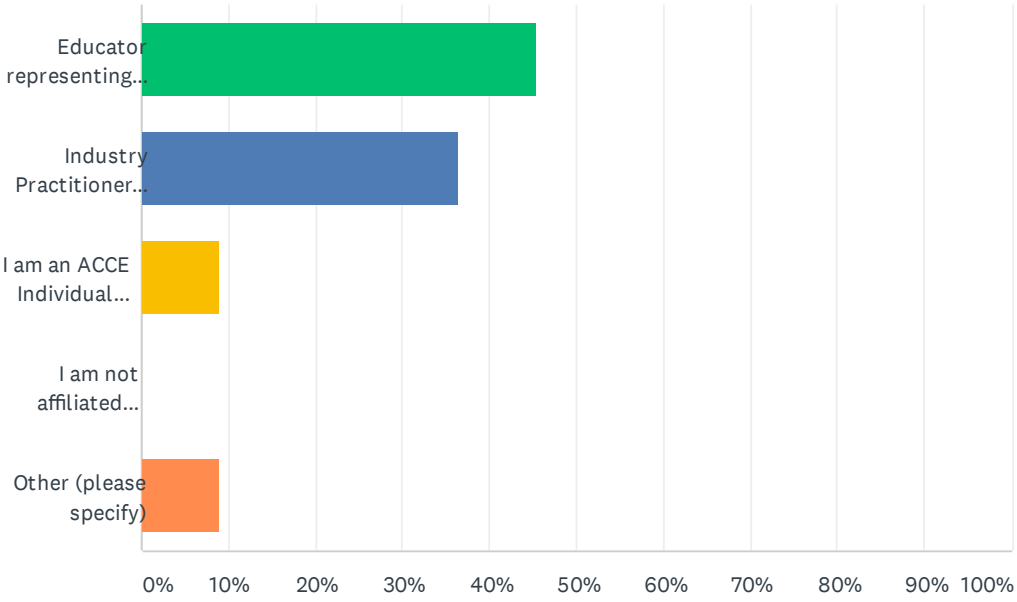
Does the organization administering the exam accommodate for special needs of the test takers, within reason and where the integrity of the assessment is not violated by law?

How are the exams scored? If online, is the scoring software secure? If by person, are the scorers qualified?

May 16, 2021

Q3 Please tell us what your membership category is at ACCE

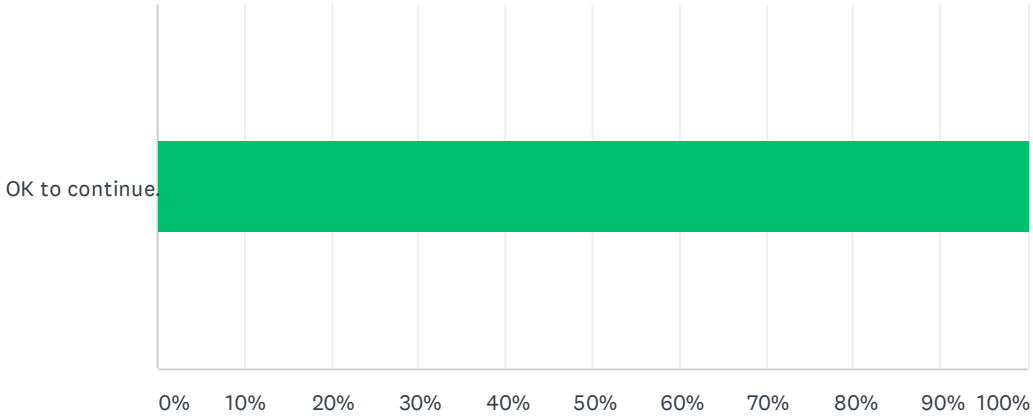
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Educator representing and Institution	45.45%	5
Industry Practitioner representing an industry organization.	36.36%	4
I am an ACCE Individual Member.	9.09%	1
I am not affiliated withy any of these choices.	0.00%	0
Other (please specify)	9.09%	1
TOTAL		11

Q5 Click OK to continue.

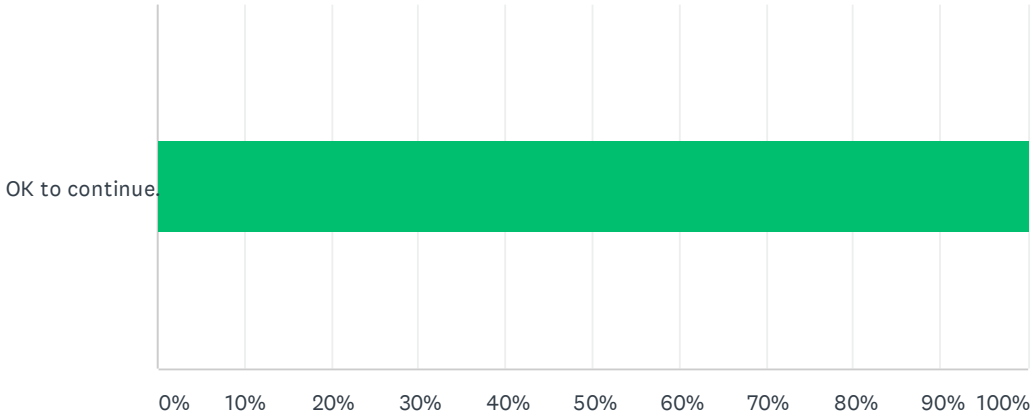
Answered: 6 Skipped: 5



ANSWER CHOICES	RESPONSES	
OK to continue.	100.00%	6
TOTAL		6

Q7 Click OK to continue.

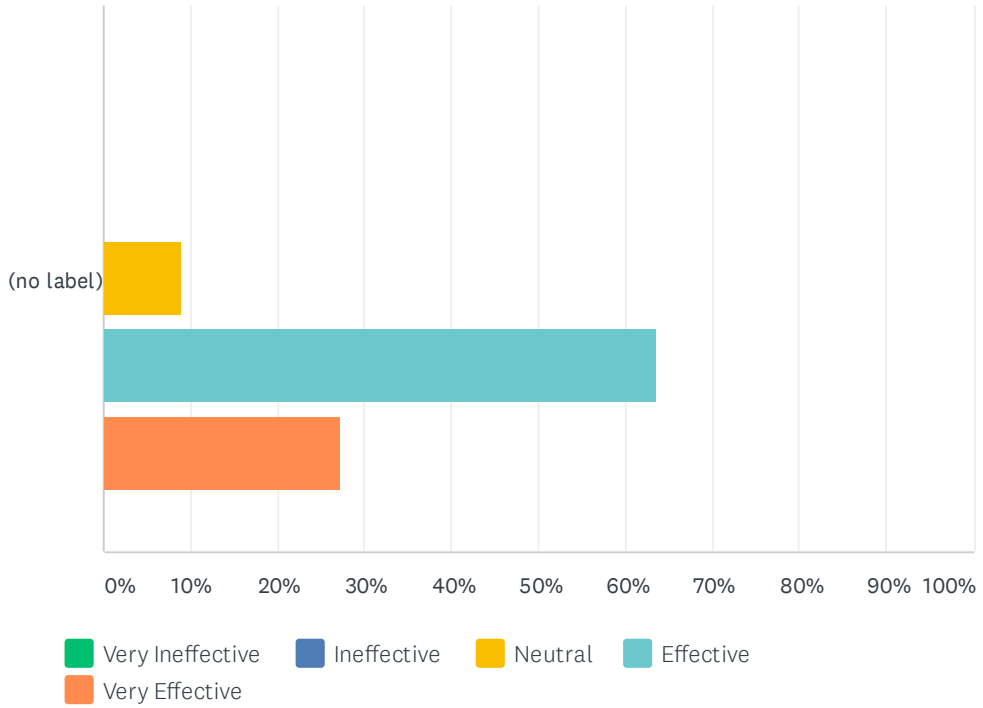
Answered: 4 Skipped: 7



ANSWER CHOICES	RESPONSES	
OK to continue.	100.00%	4
TOTAL		4

Q8 Please rate the effectiveness of the Professional Development Committee in updating the procedures and criteria for certification.

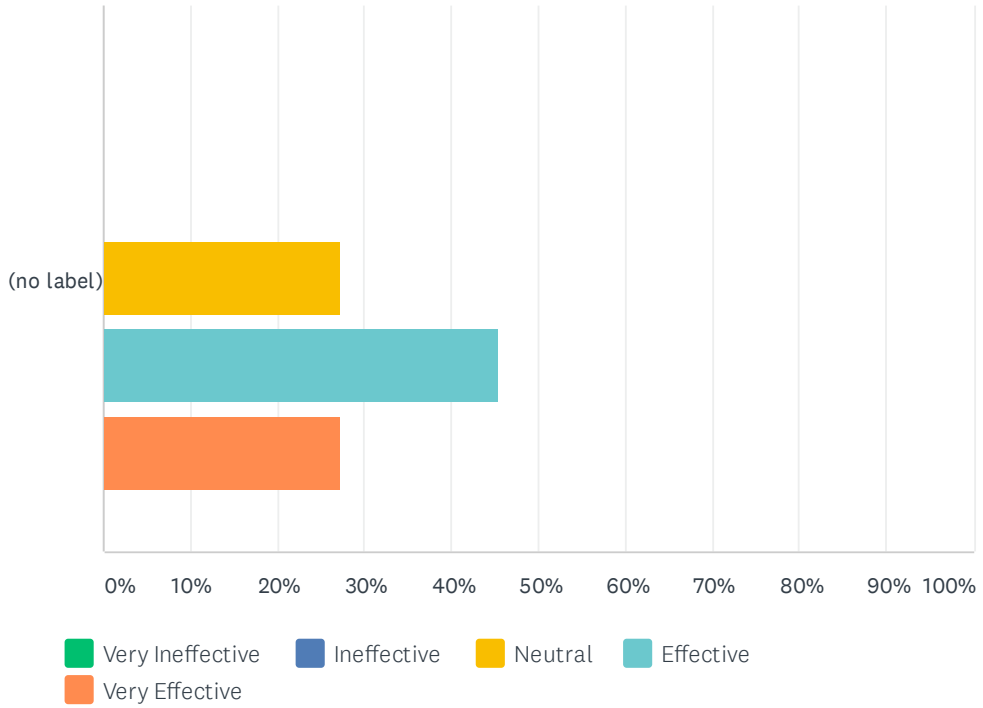
Answered: 11 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	9.09% 1	63.64% 7	27.27% 3	11	4.18

Q10 Please rate the quality of the information received from Providers seeking certification of their professional development programs.

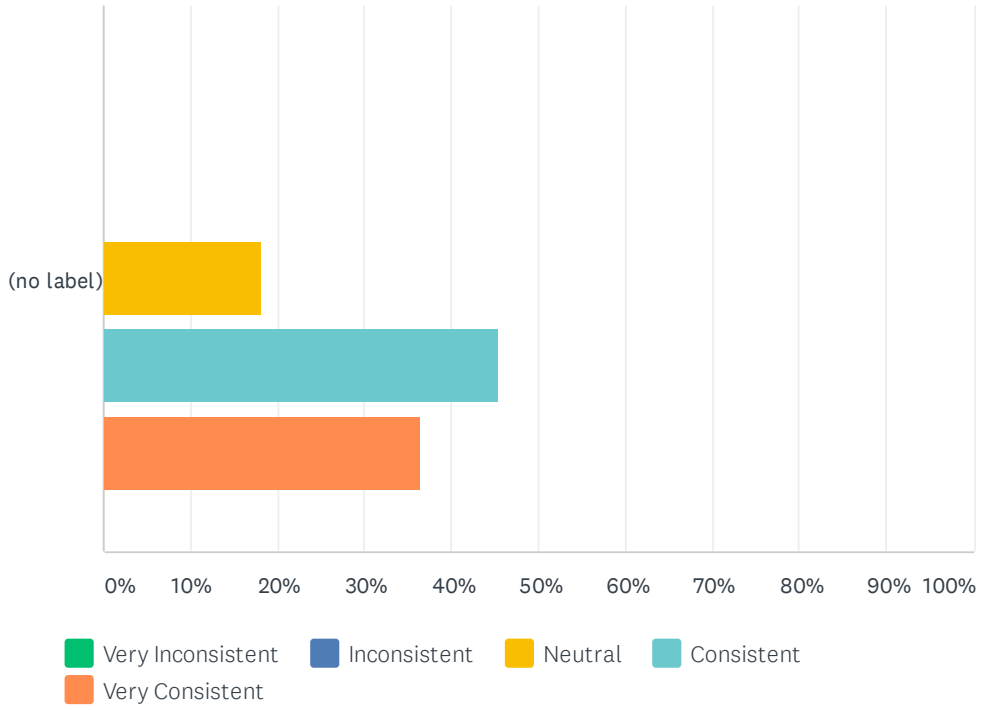
Answered: 11 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	27.27% 3	45.45% 5	27.27% 3	11	4.00

Q12 Please rate the effectiveness of the Professional Development Committee in reviewing applications for certification received from Providers.

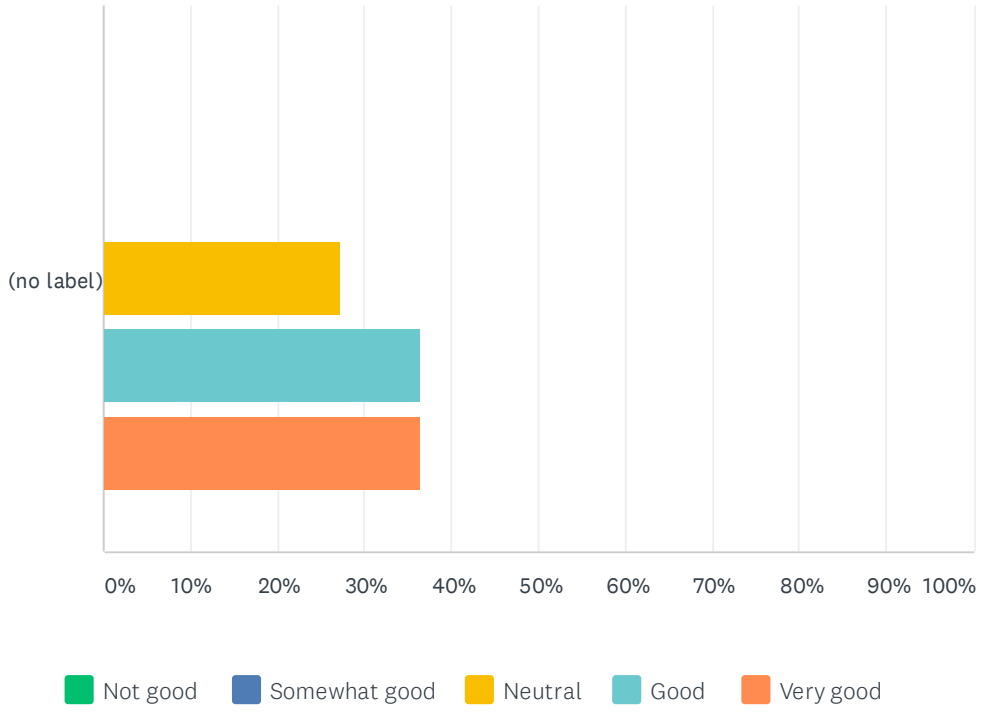
Answered: 11 Skipped: 0



	VERY INCONSISTENT	INCONSISTENT	NEUTRAL	CONSISTENT	VERY CONSISTENT	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	18.18% 2	45.45% 5	36.36% 4	11	4.18

Q14 Please rate the consistency of report information received from program application reviewers.

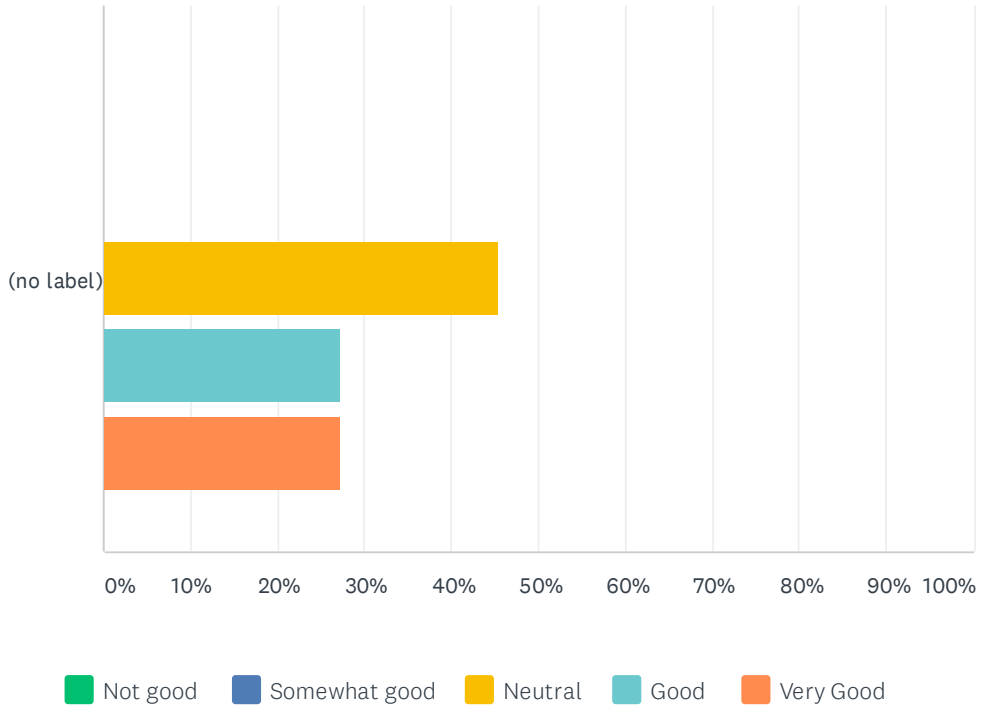
Answered: 11 Skipped: 0



	NOT GOOD	SOMEWHAT GOOD	NEUTRAL	GOOD	VERY GOOD	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	27.27% 3	36.36% 4	36.36% 4	11	4.09

Q16 Please rate the effectiveness of the Professional Development Committee in training application reviewers.

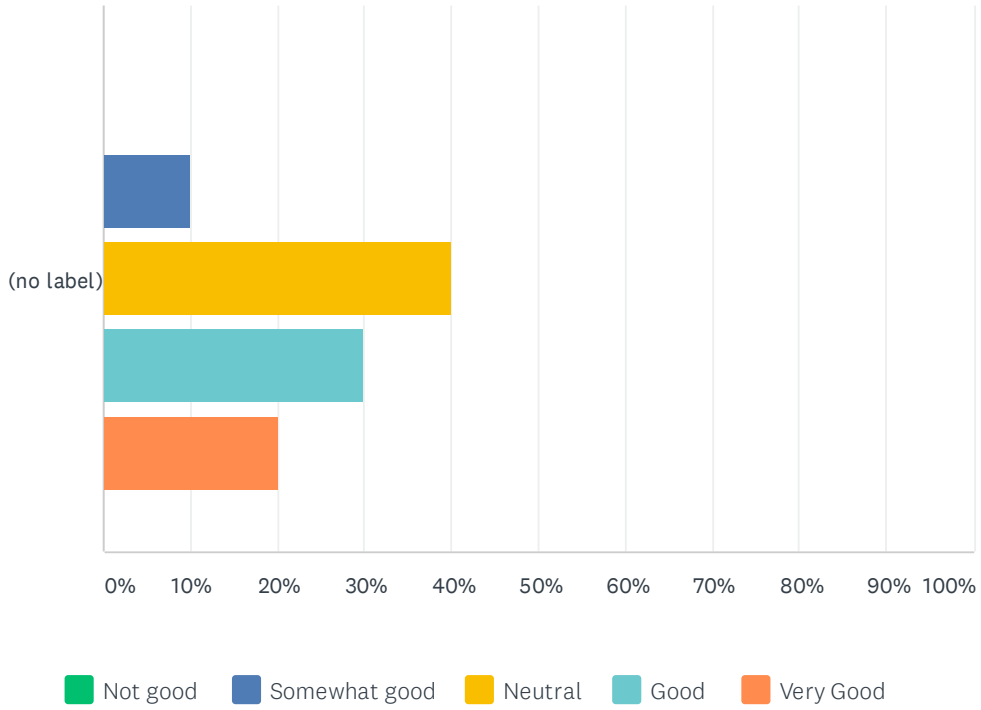
Answered: 11 Skipped: 0



	NOT GOOD	SOMEWHAT GOOD	NEUTRAL	GOOD	VERY GOOD	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	45.45% 5	27.27% 3	27.27% 3	11	3.82

Q18 Please rate the effectiveness of the Professional Development Committee in outreach to Providers of professional development programs

Answered: 10 Skipped: 1



	NOT GOOD	SOMEWHAT GOOD	NEUTRAL	GOOD	VERY GOOD	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	10.00% 1	40.00% 4	30.00% 3	20.00% 2	10	3.60

ACCE
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PARTNERSHIP FOR EXCELLENCE
July 16-23

Finance Committee Meeting - CANCELED

TAB 08 - Qualified VT Member Roster

2021

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PARTNERSHIP FOR EXCELLENCE

Finance Committee
Agenda

Tuesday, July 20, 2021

2:30 PM – 3:30 PM CDT

Charge to Committee: The Finance Committee is responsible for:

- Providing oversight of the execution of the annual operating budget approved by the Board of Trustees;
- Reviewing the proposed annual operating budget developed by the President, recommending any adjustments deemed appropriate, recommending approval of the proposed operating budget to the Board of Trustees.

Per ACCE Document 100, Section 1.4.3.2.

1. Finance Committee previously met on April 19th to review the 3rd Quarter financial reports Also, the Finance Committee presented the 2022 Annual Budget to the Board of Trustees on June 21st. The Board voted to approve the budget as prosposed.
2. The Fiancnne Committee meeting that was originally scheduled to occur during this ACCE Annual Conference has been canceled by the Chair Pam Dullum as there is no business to attend to at this time.

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least one of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings	



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Finance Committee	Yes	Individual	Practitioner	Ms. Pam Dullum	Chair	PamDullum57@gmail.com	ACCE Individual Member
Finance Committee	Yes	Association	Practitioner	Mr. Bill Good	Vice Chair	BGood1414@gmail.com	Roofing Alliance
Finance Committee	Yes	Institution	Educator	Professor Mikael Anderson	Member	Mikael@CSUS.edu	California State University, Sacramento
Finance Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Finance Committee		Individual	Practitioner	Dr. Rebecca Burleson	Member	BBurleson@Linbeck.com	ACCE Individual Member
Finance Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Finance Committee		Institution	Educator	Dr. James Jones	Member	JWJones@BSU.edu	Ball State University
Finance Committee		Institution	Educator	Dr. Kyu Kang	Member	KyuKang@Purdue.edu	Purdue University
Finance Committee	Yes	Corporate	Practitioner	Ms. Tanya Matthews	Member	TMatthews@TMGWorld.net	TMG Construction Corporation
Finance Committee		Individual	Practitioner	Mr. Murray Papendorf	Member	mpapendo@amazon.com	Amazon
Finance Committee	Yes	Individual	Practitioner	Ms. Sue Perlin	Member	PerlinSue@Gmail.com	ACCE Public Trustee
Finance Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Finance Committee	Yes	Association	Practitioner	Mr. Dave Woods	Member	Dave.Woods@TheBeavers.org	The Beavers - Heavy Engineering Association

Midyear Meeting 2021
Virtual

Finance Committee
Meeting Minutes
February 16, 2021 2:30 PM

Charge to committee, per the Bylaws:

10.4.2 Finance Committee. Chaired by the Treasurer, the Finance Committee shall be responsible for the review, recommendation to the Board and oversight of the annual budget developed and executed by the President.

(For complete details, see Document 100, Section 1.4.2.2.)

1. **Attendance**
   a. **Committee Members -** Pam Dullum, Chair; Bill Good, Vice Chair; Craig Capano; James Jones; Kyu Kang; Tanya Matthews; Sue Perlin; Dave Woods.
   b. **Visitors –**Steve Nellis, ACCE President; John Schaufelberger, ACCE Board Chair; Charles Roesset; Paul Mattingly
   c. **Committee Members Absent –** Mikael Anderson

2. **Chair Welcome**
   a. **Opening Remarks**

      Chair Dullum called the meeting to order at 2:30 p.m. She dispensed with self-introductions, given the virtual nature of the meeting. She then reviewed the committee's charge and reported that she believed the committee's decision to hold quarterly meetings had made for a much better review of ACCE's financial position.

3. **Minutes from July 2020 Annual Meeting**

   Upon a motion duly made, seconded and unanimously carried, the minutes from the July 21, 2020 meeting of the committee were approved as submitted

4. **Budget Review**

   Chair Dullum asked Mr. Nellis to provide the committee with a review of the budget for the current year. Mr. Nellis said that the biggest issue for ACCE was the impact of having virtual meetings, rather than live meetings, due to issues related to COVIID-19. He hopes to be able to return to live meetings – or at least some form of hybrid meetings – in the next fiscal year.

Mr. Nellis also reported that accreditations and re-accreditations have been occurring according to schedule, with the same fees collected as in the past. However, since many of the Visiting Team visits were conducted virtually, expenses were reduced significantly. In the next fiscal year, it is expected that 34 visits will be conducted, which will deplete the reserves for visits.

Discussion ensued, and upon a motion duly made, seconded and unanimously carried, it was agreed to increase the 2021-22 fiscal year's budget by $5,000 for awards and by $20,000 for additional staffing. With those changes, the proposed budget was approved.

5. **Final Financial Review**

   A final review of the current year's budget was deferred until the next meeting of the committee.

6. **New Business**

   There was no new business brought before the committee.

   Mr. Nellis was asked about the status of the embezzlement case brought against a former employee of ACCE. Mr. Nellis said the case is still awaiting trial, but it may be a long time before the case is heard by a jury owing to a significant backlog of cases in the court system.

7. **Adjournment**

   Chair Dullum adjourned the meeting at 3:20 p.m.



Fiscal 2021-2022 Budget

22-40000 Revenues		FYE 2022	FYE 2021
22-41000	Member Dues	$ 112,000	$ 82,500
22-42000	Visiting Team Reserve Fees	$ 105,300	$ 71,300
22-43000	Accreditation Fees	$ 192,200	$ 176,700
22-44000	Meeting Revenues	$ 138,750	$ 88,900
22-45000	Professional Development Certification Program	$ 2,400	$ 2,650
22-47000	Marketing Materials	$ 2,500	$ 2,500
22-49000	Dupree Scholarship Awards	$ -	$ 10,000
Total Projected Operating Revenues		**$ 553,150**	**$ 434,550**
22-50000 Expenses		**FYE 2022**	**FYE 2021**
22-51000	Salaries and Taxes	$ 101,770	$ 90,096
22-52000	Travel Expenses	$ 215,800	$ 101,125
22-53000	Communications and Software	$ 37,683	$ 9,600
22-54000	Meeting and Conference Expenses	$ 134,923	$ 71,810
22-55000	Office Expenses	$ 87,104	$ 80,177
22-56000	Marketing and Strategic Initiatives	$ 20,400	$ 43,400
22-57000	Marketing Materials	$ 3,000	$ 2,000
22-59000	Dupree Scholarship Awards	$ 5,000	$ 10,000
Total Projected Operating Expenses		**$ 605,680**	**$ 413,208**
Net Operating Margin		**$ (52,530)**	**$ 21,342**

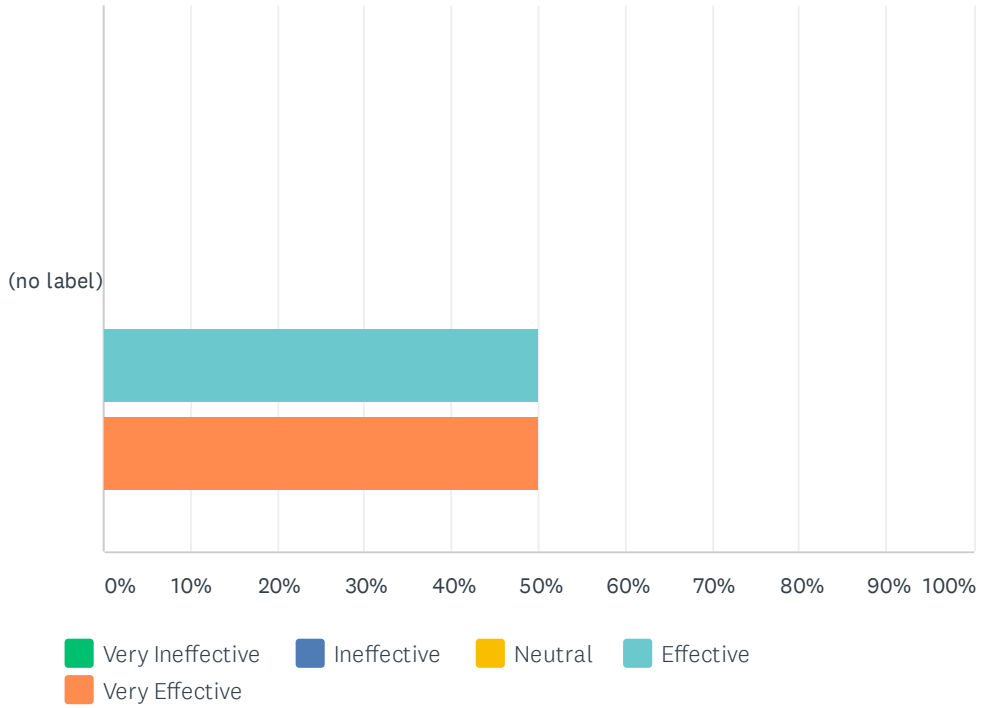
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Fees Structure for FY 2021-2022

Category	Product/Service Name	Sales Price
Accreditation Annual Fee (Includes Visiting Team Reserve)	Accreditation Annual Fee - Associates Program - For the 2021-2022 Academic Year	$ 2,750
	Accreditation Annual Fee - Bachelors Program - For the 2021-2022 Academic Year	$ 2,750
	Accreditation Annual Fee - Masters Program - For the 2021-2022 Academic Year	$ 1,500
Candidate Fees	Candidate, Application Fee	$ 1,000
	Candidate, Annual Fee	$ 500
	Candidate, Initial Accreditation Visit, Travel Expense Deposit	$ 4,000
Conference Revenues - Annual	Conference Revenues - Annual, Exhibit/Booth Space, Member	$ 1,000
	Conference Revenues - Annual, Exhibit/Booth Space, Non-Member	$ 2,000
	Conference Revenues - Annual, Registration Fee, F2F, July 2022	$ 525
	Conference Revenues - Annual, Registration Fee, Virtual, July 2021	$ 95
Conference Revenues - Midyear	Conference Revenues - Midyear, Exhibit/Booth Space, Member	$ 1,000
	Conference Revenues - Midyear, Exhibit/Booth Space, Non-Member	$ 2,000
	Conference Revenues - Midyear, Registration Fee, F2F, February 2022	$ 525
	Conference Revenues - Midyear, Registration Fee, IAB Event	$ 225
	Conference Revenues - Midyear, Registration Fee, Teaching Workshop	$ 150
	Conference Revenues - Midyear, Registration Fee, Virtual, February 2021	$ 50
	Conference Revenues - Midyear, Sponsors, IAB Event, Sapphire Level	$ 500
	Conference Revenues - Midyear, Sponsors, IAB Event, Emerald Level	$ 1,000
	Conference Revenues - Midyear, Sponsors, IAB Event, Ruby Level	$ 1,500
	Conference Revenues - Midyear, Sponsors, IAB Event, Diamond Level	$ 2,500
	Conference Revenues - Midyear, Sponsors, IAB Event, Other	$ -
Donations	Dupree Fund Donations	$ -
	NHE Grant	$ 5,000
Membership Dues	Membership Dues - Corporate / Company Dues	$ 2,500
	Membership Dues - Individual Member 1st Year *	$ 75
	Membership Dues - Individual Member Annual	$ 150
	Membership Dues - Individual Member Lifetime	$ 1,500
	Membership Dues - Industry Advisory Board	$ 2,000
	Membership Dues - Industry Associations	$ 2,500
	Membership Dues - Sustaining Association	$ 5,000
Professional Development Program (PDP) Fee	PDP Fee, Member - Single Course, Application and Self-Study Fee.	$ 200
	PDP Fee, Member - Single Course, Annual Fee for First Program	$ 300
	PDP Fee, Member - Single Course, Annual Fee for Additional Program	$ 100
	PDP Fee, Non-Member - Single Course, Application and Self-Study Fee	$ 400
	PDP Fee, Non-Member - Single Course, Annual Fee for First Program	$ 600
	PDP Fee, Non-Member - Single Course, Annual Fee for Additional Programs	$ 200
	* Currently have a promotion of Individual Member dues for first year is waived.	

Q1 Please rate the effectiveness of this committee in the review of the proposed Annual Budget for submission to the Board.

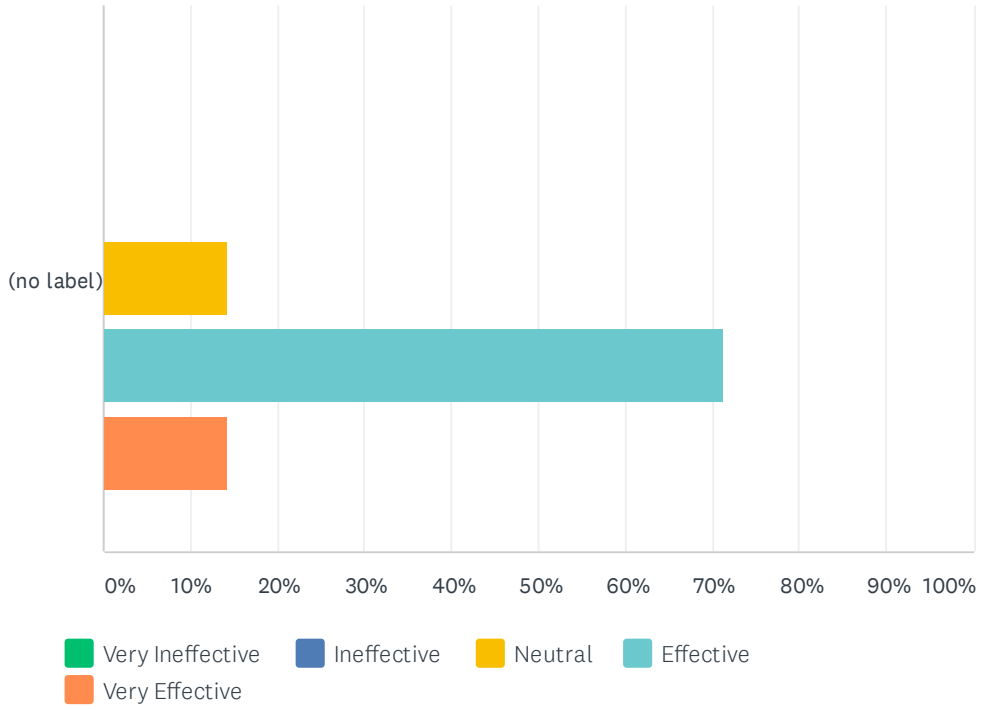
Answered: 8 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	50.00% 4	50.00% 4	8	4.50

Q2 Please rate the effectiveness of the Finance Committee in the review of the five-year budget projections and recommendations for developing future budgets.

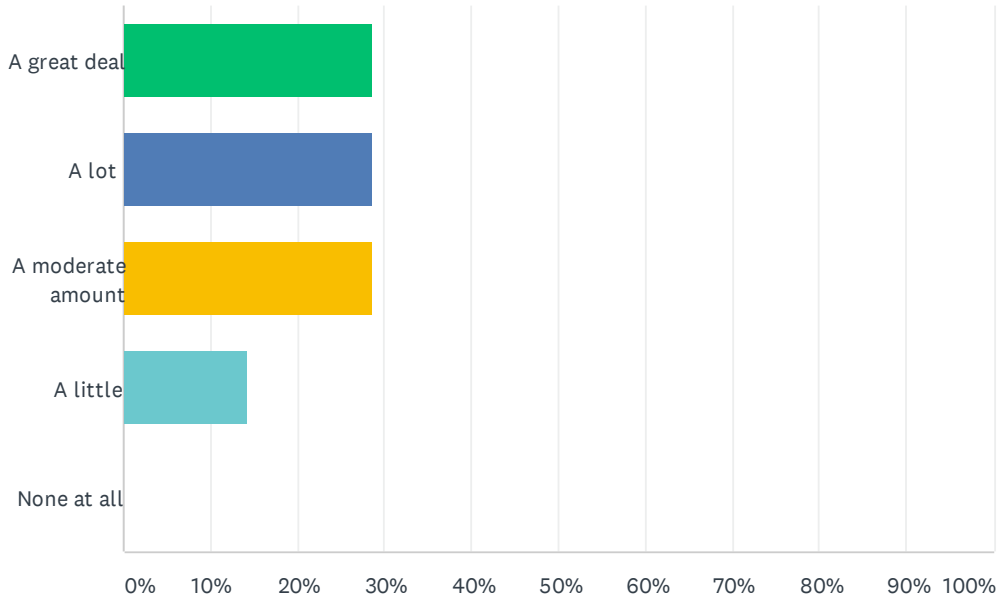
Answered: 7 Skipped: 1



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	14.29% 1	71.43% 5	14.29% 1	7	4.00

Q3 Do you think the five-year budget projection effort brings value to the leadership of ACCE?

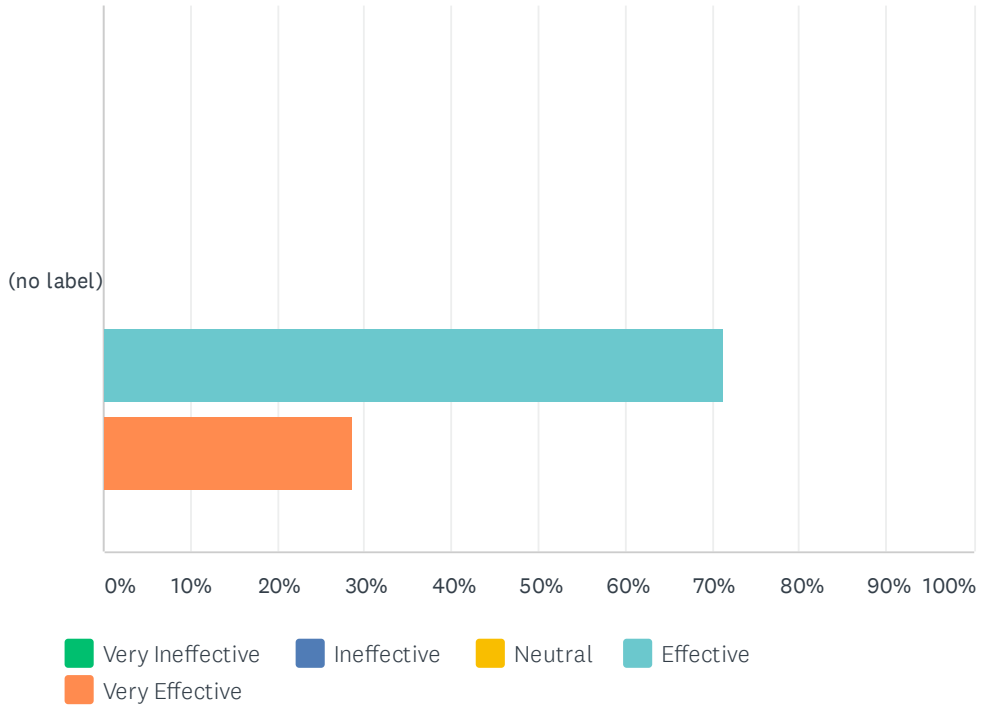
Answered: 7 Skipped: 1



ANSWER CHOICES	RESPONSES	
A great deal	28.57%	2
A lot	28.57%	2
A moderate amount	28.57%	2
A little	14.29%	1
None at all	0.00%	0
TOTAL		7

Q4 Please rate the effectiveness of the Finance Committee with respect to oversight of the annual budget via Quarterly Reviews.

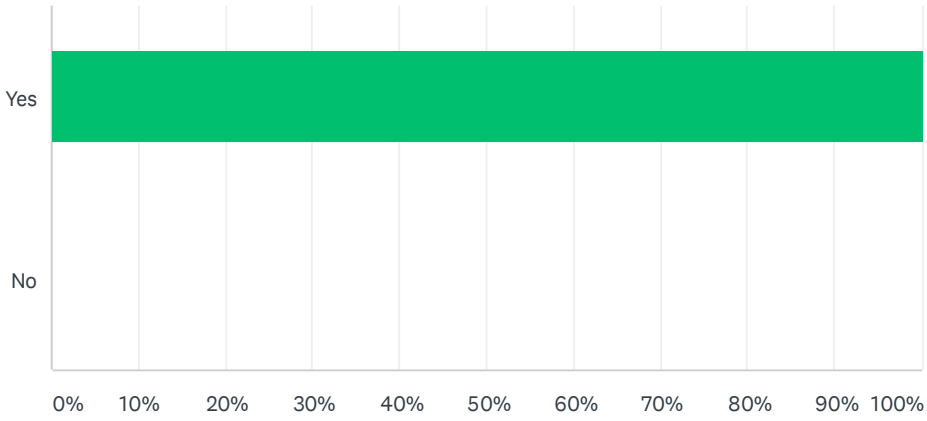
Answered: 7 Skipped: 1



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	71.43% 5	28.57% 2	7	4.29

Q5 Have you reviewed the ACCE 2020 Annual Report that was released on January 31, 2021?

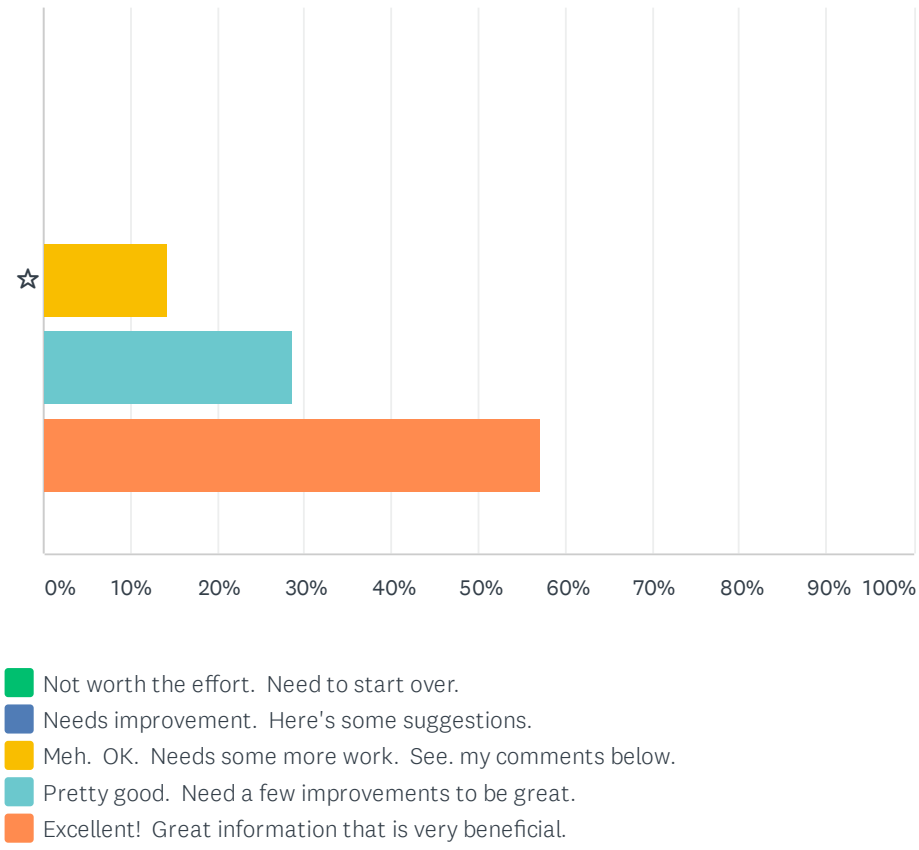
Answered: 7 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	7
No	0.00%	0
TOTAL		7

Q6 Please rate the utility of the Annual Report.

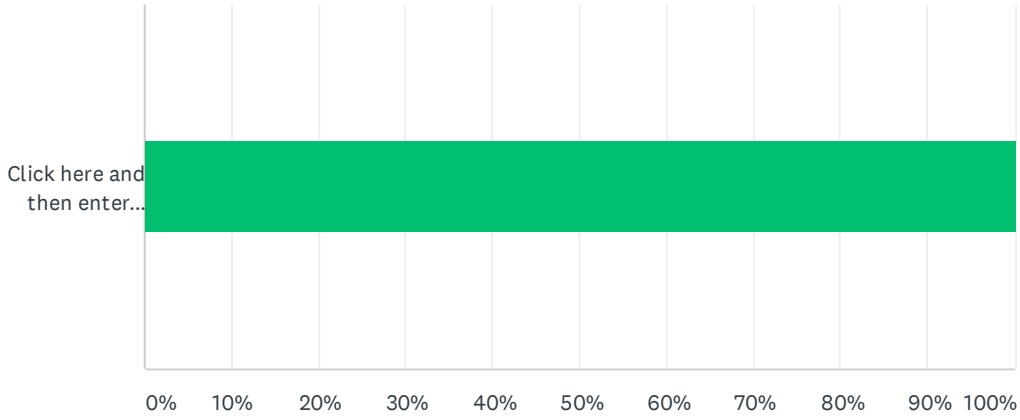
Answered: 7 Skipped: 1



	NOT WORTH THE EFFORT. NEED TO START OVER.	NEEDS IMPROVEMENT. HERE'S SOME SUGGESTIONS.	MEH. OK. NEEDS SOME MORE WORK. SEE. MY COMMENTS BELOW.	PRETTY GOOD. NEED A FEW IMPROVEMENTS TO BE GREAT.	EXCELLENT! GREAT INFORMATION THAT IS VERY BENEFICIAL.	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	14.29% 1	28.57% 2	57.14% 4	7	4.43

Q7 Please provide comments regarding your answer.

Answered: 1 Skipped: 7



ANSWER CHOICES	RESPONSES	
Click here and then enter feedback in Comment Box below.	100.00%	1
Total Respondents: 1		

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PARTNERSHIP FOR EXCELLENCE
July 16-23

Awards & Scholarships Committee Meeting

TAB 09 - Leadership Qualifications

2021

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ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Awards and Scholarships Committee
Agenda

Tuesday, July 20, 2021

3:30 PM – 5:00 PM CDT

Charge to Committee: The Awards and Scholarships Committee is responsible for development and implementation of an awards program to recognize exceptional service to ACCE. The committee is to receive all nominations for individual recognition awards. This includes the Founders Award, the Mark Benjamin Lifetime Achievement Award, and induction into the ACCE Hall of Fame. The committee is to review all nominations, evaluate them, and make recommendations for receipt of recognition awards to the Executive Committee.

The committee also is responsible for management of the scholarship programs. This includes fund-raising, program promotion, review of applications, and selection of finalists to be presented to the Executive Committee for approval.

Per ACCE Document 100, Section 1.4.3.2.

1. Greetings and Welcome
   a. Self-introductions of Committee Members
2. Approval of February 2021 Minutes
3. Discuss Dupree/NHE Scholarship Applications & Recommendations
4. Discuss awards options mockups (plaques/trophies/pens)
5. Update of Awards Planning
6. New Business
   a. Distribute survey for monthly meetings.
   b. Review ACCE data for service awards.
   c. Receive and review award applications (Benjamin, Founders, HOF).
   d. Submit award recommendations to the Board of Trustees.
7. Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least one of the last two ACCE Conferences 3. Has attended at least one of the Committee's Conference meetings	

Basic requirements for membership of this committee: 1. Has been an active member of ACCE for one year 2. Has attended at least one of the last two ACCE Conferences 3. Has attended at least one of the Committee's Conference meetings	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Awards and Scholarships Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Chair	RHunt3tu@gmail.com	Tuskegee University IAB
Awards and Scholarships Committee	Yes	Association	Practitioner	Ms. Karima Simmons	Vice Chair	KSimmons@NAHB.org	National Association of Home Builders
Awards and Scholarships Committee		Individual	Practitioner	Mr. Darryl Briley	Member	darrylbriley@gmail.com	ACCE Individual Member
Awards and Scholarships Committee		Institution	Educator	Dr. Jay Cournia	Member	jay.cournia@mnstate.edu	Minnesota State University, Moorhead
Awards and Scholarships Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Awards and Scholarships Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Awards and Scholarships Committee	Yes	Association	Practitioner	Mr. Marty Garza	Member	MGarza@BartlettCocke.com	AGC Education Fund
Awards and Scholarships Committee		Institution	Educator	Dr. Dan Koo	Member	dankoo@iupui.edu	Indiana University Purdue University Indianapolis
Awards and Scholarships Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors
Awards and Scholarships Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Awards and Scholarships Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Awards and Scholarships Committee		Institution	Educator	Professor Erin Vitale	Member	VitaleEm@alfredstate.edu	Alfred State College

Dupree/NHE Scholarship Fund Committee
Meeting Minutes
February 16, 2021
Meeting time: Start – 10:00 am, Adjourned – 12:00 pm

Committee Members Present: Rogers Hunt, Karima Simmons, Tulio Sulbaran, Mohamed Diab, Erin Vitale, Paul Mattingly

Committee Members Absent: Sean Foley, David Dorsh

Visitors: Zoom Registered Visitors

The Dupree Education Fund Committee is responsible for:
All ACCE fundraising activities, exclusive of the normal income realized from membership dues of all categories, accreditation fees, attendance fees, and investment income. Per ACCE Document 100, Section 1.4.3.2.

- Approval of July 2020 Minutes
  - Motion carried to approve the July 2020 meeting minutes

- Update on Scholarship Applications
  - The committee reported that there are currently two applications in various stages of completion in the application portal. The committee will review all submitted applications by May 15, 2021, and forward recommendations to the Executive Committee for consideration and award before the 2021 Annual Meeting. Awards will be recognized at the Annual Meeting.

- New Survey Monkey Application Software
  - The committee will seek to change the application submission platform after the 2021 Annual Meeting. The goal is to store and manage data within ACCE. ACCE currently uses Survey Money Application Software and will investigate other data management applications.

- Awards and Recognition Program Discussion
  - The committee approved the renaming and expanded charge of the Dupree Scholarship Fund Committee as followed:
    - **The Awards and Scholarships Committee** is responsible for developing and implementing an awards program to recognize exceptional service to ACCE. The committee is to receive all award nominations, evaluate them, and make recommendations for receipt of awards to the Executive Committee. This includes the Founders Award and the Mark Benjamin Lifetime Achievement Award. The Awards and Scholarship Committee is also responsible for the management of ACCE's scholarship program.

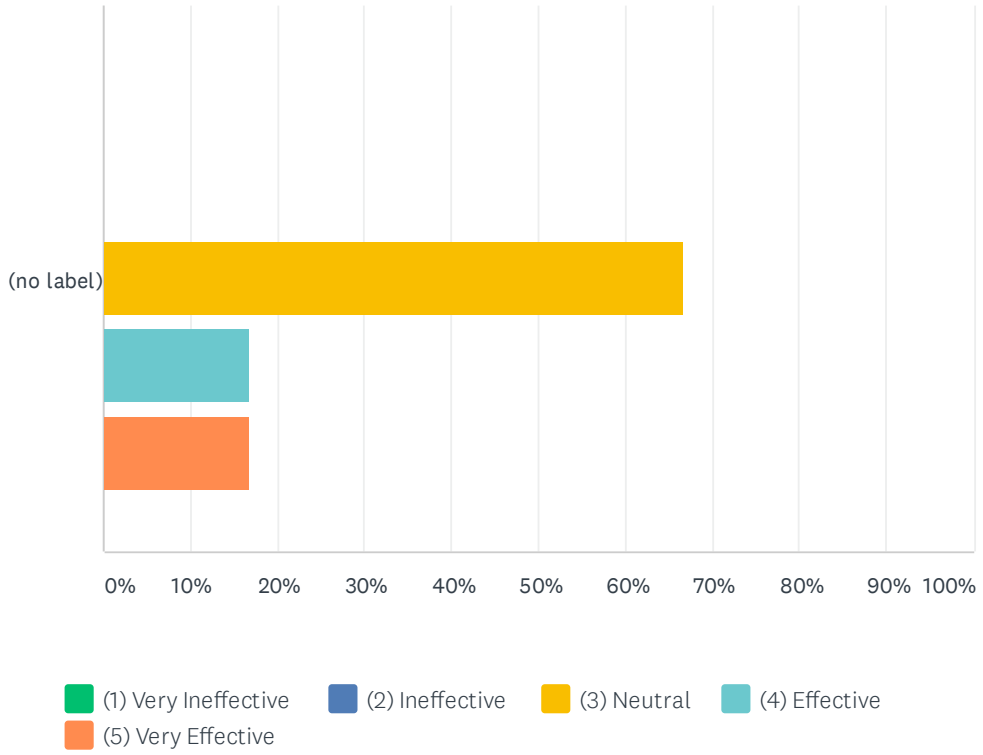
This includes fundraising, program promotion, review of applications, and selection of recipients.

- The committee approved the below-listed award categories:
  - Service Awards
    - ACCE Visiting Team, Bronze, Silver, Gold, Platinum, and Diamond Service Awards
  - Individual Recognition Awards
    - The ACCE Founders Award.
    - ACCE Mark Benjamin Lifetime Achievement Award.
  - ACCE Hall of Fame

- The requested committee changes are listed below:
  - Chengyi (Charlie) Zhang – add to committee roster
  - Tom Rodgers - add to committee roster

Q1 Please rate the effectiveness of this committee in fundraising for the ACCE Dupree Scholarship Fund.

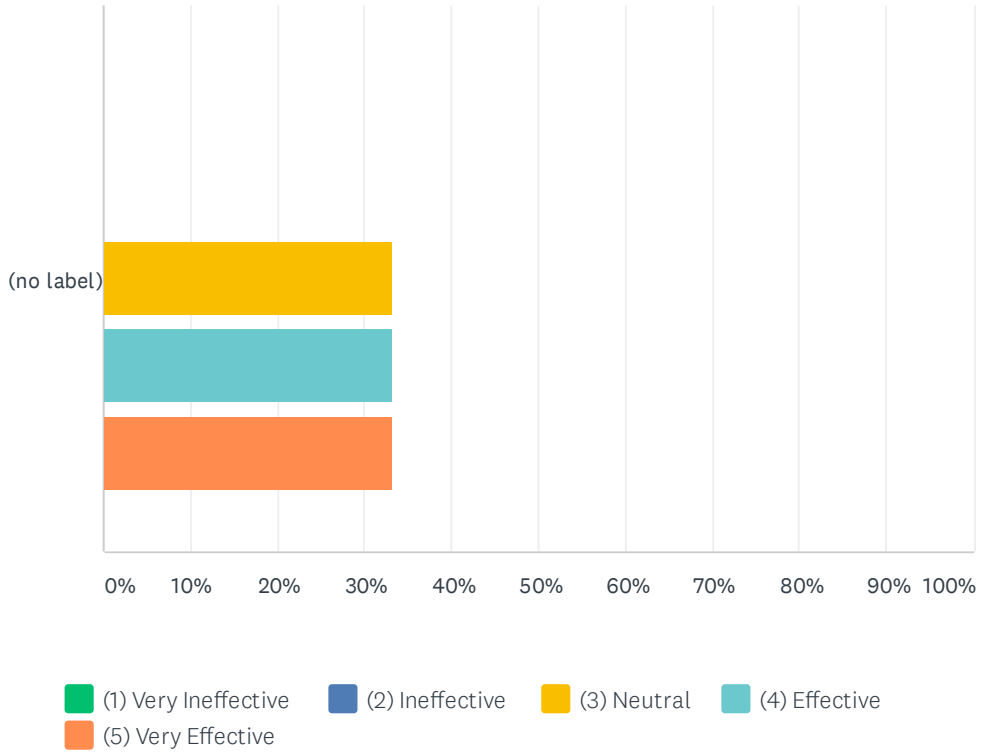
Answered: 6 Skipped: 0



	(1) VERY INEFFECTIVE	(2) INEFFECTIVE	(3) NEUTRAL	(4) EFFECTIVE	(5) VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6	3.50

Q3 Please rate the effectiveness of this committee in managing funds raised for the Dupree Fund.

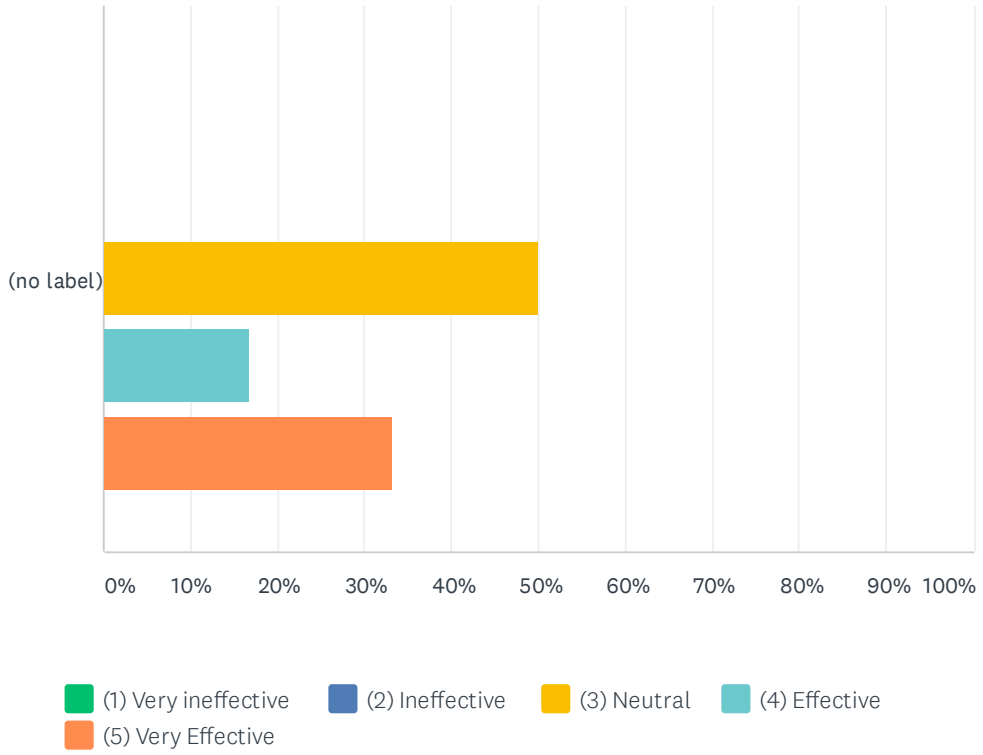
Answered: 6 Skipped: 0



	(1) VERY INEFFECTIVE	(2) INEFFECTIVE	(3) NEUTRAL	(4) EFFECTIVE	(5) VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00

Q5 Please rate the effectiveness of this committee in promoting the scholarship applications for the scholarship to be awarded.

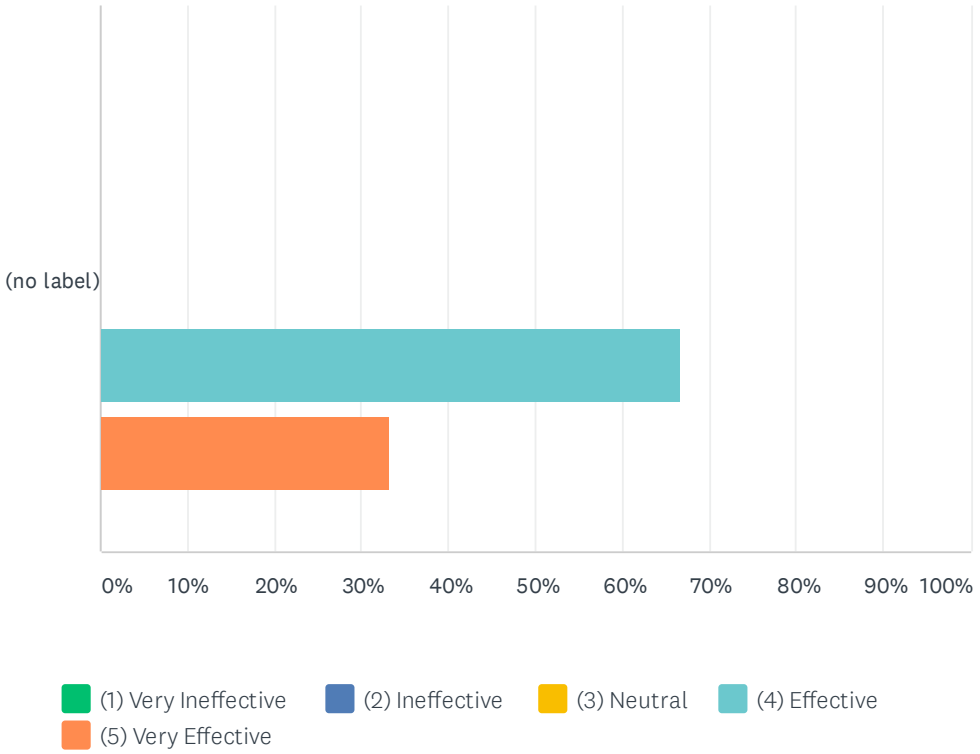
Answered: 6 Skipped: 0



	(1) VERY INEFFECTIVE	(2) INEFFECTIVE	(3) NEUTRAL	(4) EFFECTIVE	(5) VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	50.00% 3	16.67% 1	33.33% 2	6	3.83

Q7 Please rate the effectiveness of this committee in evaluating the applications received and awarding the scholarships of the Dupree Scholarship Fund.

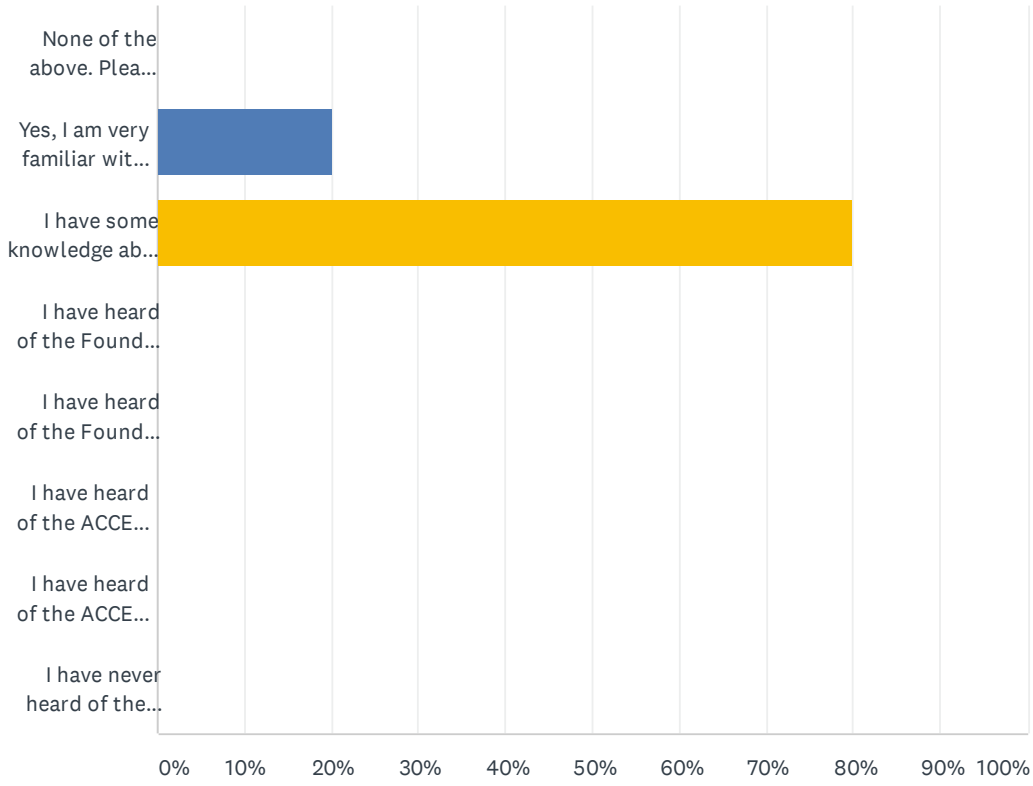
Answered: 6 Skipped: 0



	(1) VERY INEFFECTIVE	(2) INEFFECTIVE	(3) NEUTRAL	(4) EFFECTIVE	(5) VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33

Q10 Are you familiar with the ACCE Founders Award and the Mark Benjamin Lifetime Achievement award?

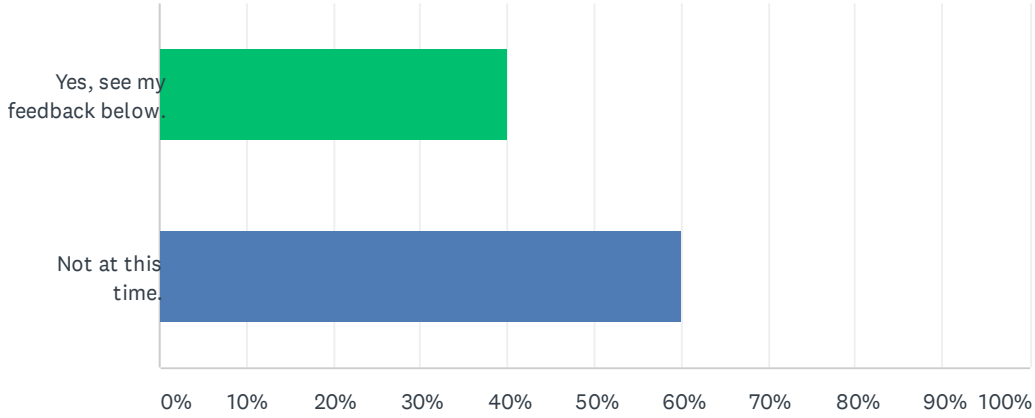
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
None of the above. Please provide feedback.	0.00%	0
Yes, I am very familiar with the two programs.	20.00%	1
I have some knowledge about the two awards programs.	80.00%	4
I have heard of the Founders Award and am very knowledgable about the program.	0.00%	0
I have heard of the Founders Award but I am not very knowledgable about the program.	0.00%	0
I have heard of the ACCE Mark Benjamin Lifetime Achievement Award and am very knowledgable about the program.	0.00%	0
I have heard of the ACCE Mark Benjamin Lifetime Achievement Award but I am not very knowledgable about the program.	0.00%	0
I have never heard of these award programs.	0.00%	0
TOTAL		5

Q12 Currently, the plan for the new awards and recognition includes an ACCE Hall of Fame along with tenure / Visiting Team Visits recognition. Do you have any ideas for additional awards and/or recognition categories that should be considered for our Awards and recognition Program?

Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes, see my feedback below.	40.00%	2
Not at this time.	60.00%	3
TOTAL		5

ACCE
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AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Wednesday, July 21

TAB 03 - Attendee Roster

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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PARTNERSHIP FOR EXCELLENCE
July 16-23

Training Committee Meeting

TAB 10 - Applicant / Candidate / Mentor Roster

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Training Committee
Agenda

Wednesday, July 21, 2021

10:00 AM – 11:30 AM CDT

Charge to Committee: The Training Committee is responsible for structuring and delivering appropriate training of the accreditation process and criteria for accreditation for Members-in-Training, Registered Visitors and Visiting Team Chairs.

Per ACCE Document 100, Section 1.4.3.4

1. Call to order, welcome
   a. Self-introductions of Committee Members.
2. Approval of Minutes from February 2021 meeting.
3. General Discussion Topics
   a. Committee membership – welcome three new members Mohamed Diab, Cheryel Goodale, and Jacob Kovel.
   b. Review committee self-assessment
   c. Training and trainers' feedback
      i. Team Chair Training — John Schaufelberger and Al Bleakley
      ii. Initial Team Member Training — Al Bleakley and Alan Bond
      iii. Advanced Team Member Training — Lloyd Crask and Jacob Kovel
      iv. VT Case Studies — Rebecca Burleson and Jacob Kovel
   d. Online Training Task Force Report — Lahiru Silva, Alan Bond, Jose Fernandez-Solis
   e. Team meeting frequency
      i. Meet virtually 2 months prior to ACCE meeting to finalize trainers
      ii. Meet at ACCE meeting for coordination and recruiting new members
4. Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for two years 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two Committee's Conference meetings 4. Has served as a Full Member of two Visiting Teams	



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Training Committee	Yes	Institution	Educator	Dr. Al Bleakley	Chair	ABleakley@FIT.edu	Florida Institute of Technology
Training Committee	Yes	Institution	Educator	Professor Mikael Anderson	Vice Chair	Mikael@CSUS.edu	California State University, Sacramento
Training Committee		Individual	Educator	Professor Alan Bond	Member	ADBond@CSUChico.edu	California State University, Chico
Training Committee	Yes	Individual	Practitioner	Dr. Rebecca Burleson	Member	BBurleson@Linbeck.com	ACCE Individual Member
Training Committee		Institution	Educator	Professor Lloyd Crask	Member	lloydc@csufresno.edu	California State University, Fresno
Training Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Training Committee	Yes	Institution	Educator	Dr. Jacob Kovel	Trainer	kovelj@ccsu.edu	Central Connecticut State University
Training Committee		Institution IAB	Practitioner	Ms. Marjorie Chang Fuller	Member	Marjorie-ChangFuller@HoffmanCorp	Washington State University IAB
Training Committee		Institution	Educator	Dr. Derrek Dunn	Member	DDunn@UMES.edu	University of Maryland, Eastern Shore
Training Committee		Individual	Practitioner	Dr. Cheryel Goodale	Member	CheryelGoodale@gmail.com	Individual Member
Training Committee		Institution	Educator	Dr. Robert Hamilton	Member	RHamilton@BoiseState.edu	Boise State University
Training Committee	Yes	Institution	Educator	Dr. Mike Jackson	Member	NMJacks@Clemson.edu	Clemson University - BS
Training Committee		Institution	Educator	Mr. Greg Kelly	Member	gregory.kelly@cincinnatistate.edu	Cincinnati State Technical College
Training Committee	Yes	Institution	Educator	Dr. Anthony Lamanna	Member	DrTony@ASU.edu	Arizona State University
Training Committee		Institution	Educator	Dr. Tom Leathem	Member	TML0002@auburn.edu	Auburn University
Training Committee		Institution	Educator	Professor Jason Peschel	Member	JPeschel@WSU.edu	Washington State University
Training Committee		Institution	Educator	Dr. Saeed Rokooei	Member	SRokooei@caad.MSState.edu	Mississippi State University
Training Committee		Institution	Educator	Dr. Carlos Salgado	Member	CaSalgado@UMES.edu	University of Maryland, Eastern Shore

Annual Meeting 2020 Minutes

Form A-30

Training Committee
Wednesday, February 17, 2021
11:00 am – 1:00 pm CST

Charge to Committee: The Training Committee is responsible for:

Structuring appropriate training for Registered Visitors and Visiting Team Chairs.

For complete details, see Document 100, Section 1.4.3.3.

1. Call to order, welcome
   a. Self-introductions of Committee Members
2. Approval of Minutes from July 2020 meeting
3. General Discussion Topics
   a. Committee membership – additional practitioner members are needed.
   b. Training and trainers feedback (number of participants)
      i. Initial Team Member Training (80) — Al Bleakley/Alan Bond
      ii. Advanced Team Member Training(80) — Lloyd Crask
      iii. VT Case Studies (100) — Rebecca Burleson/Jacob Kovel
      iv. Initial Team Member Training IAB (16) — Al Bleakley/Alan Bond
      v. Post training questionnaire will be sent out after the conference as part of an overall conference questionnaire.
   c. Availability of online training.

      There was discussion about whether ACCE will need additional training opportunities due to the large number of upcoming fall visits. Steve Nellis thought that there are enough trained visitors but that using recorded sessions may be an alternative for refresher training.

   d. Use of a Learning Management System (LMS) to conduct ACCE training in online format.

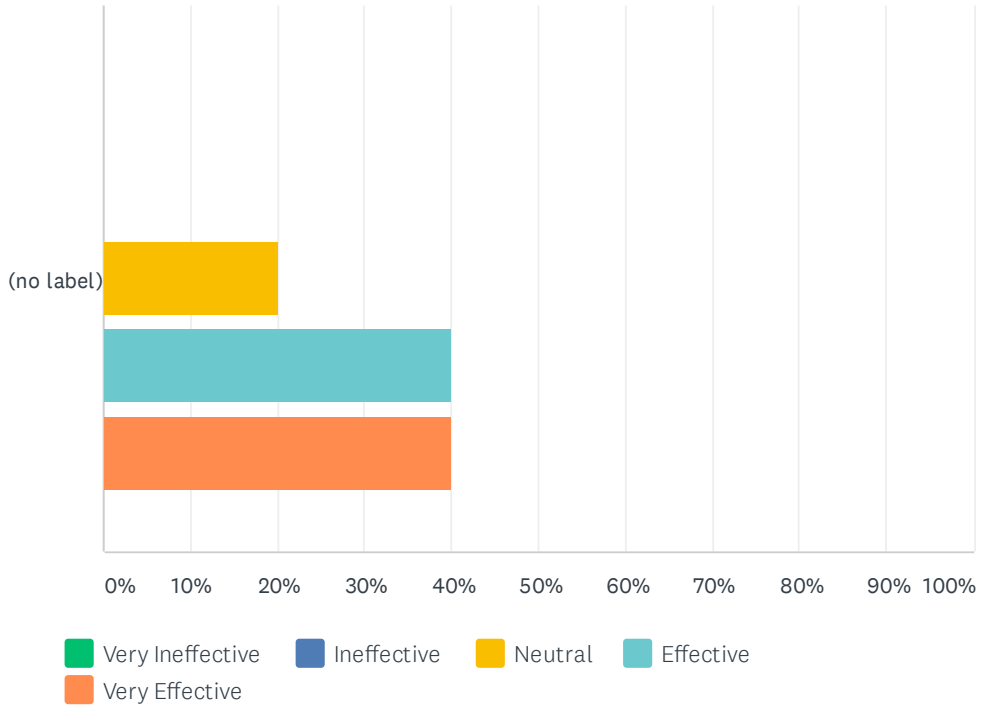
      Alan Bond suggested that some sort of test/practical exercise should be incorporated into any online training. Tom Leathem said that expertise exists for online course development, however it takes resources. He was not sure that it would be cost effective for ACCE to pay for a full-function LMS for the limited training that we conduct. There's a free Google classroom application. Suleiman Ashur, Alan Bond, Shannon Degenhart, Jose Fernandez-Solis, Mohammed Hashem, Tom Leathem, and Lahiru Silva volunteered to serve on a team to investigate offering virtual training.

e. Committee meeting frequency
    i. Meet virtually two months prior to ACCE meeting to finalize trainers.
    ii. Meet at ACCE meeting for coordination and recruiting new members.

4. Adjourn

Q1 Please rate the effectiveness of this committee in the quality of the Advanced Training for the Registry of Visitors.

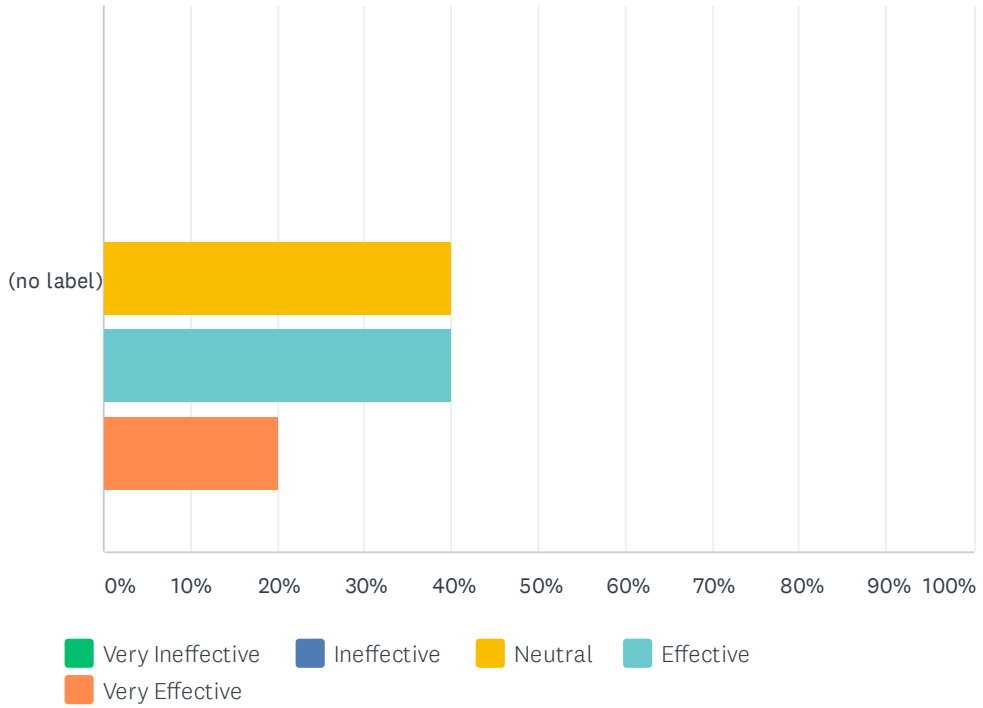
Answered: 5 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	20.00% 1	40.00% 2	40.00% 2	5	4.20

Q3 Please rate the effectiveness of this committee in the quality of the Initial Training for the Registry of Visitors.

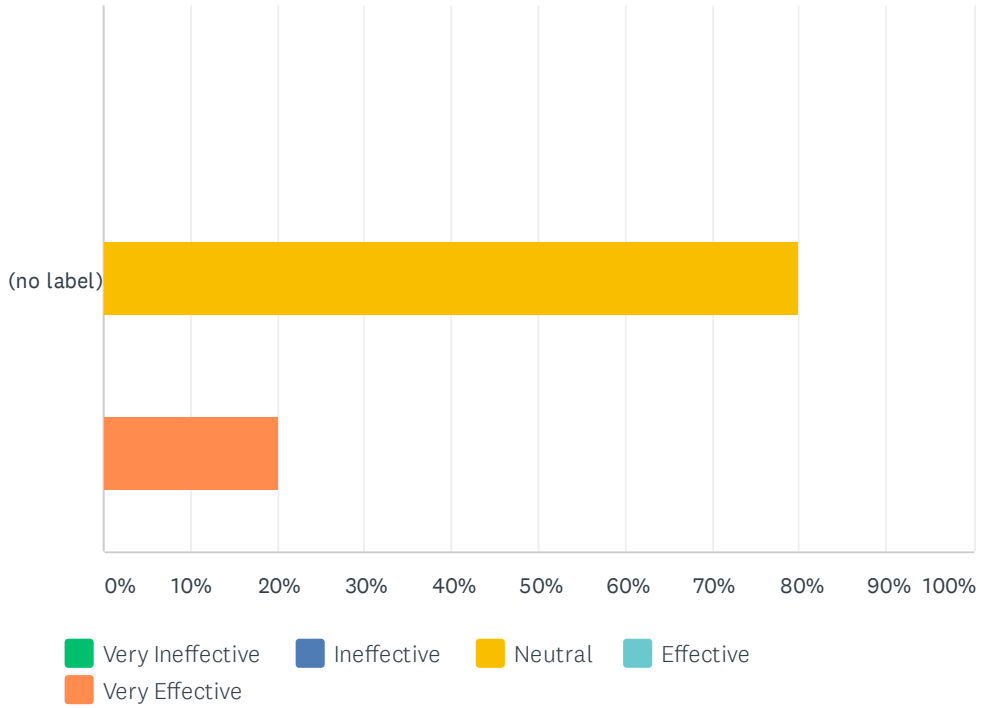
Answered: 5 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5	3.80

Q5 Please rate the effectiveness of this committee in the quality of the training for the Visiting Team Chairs.

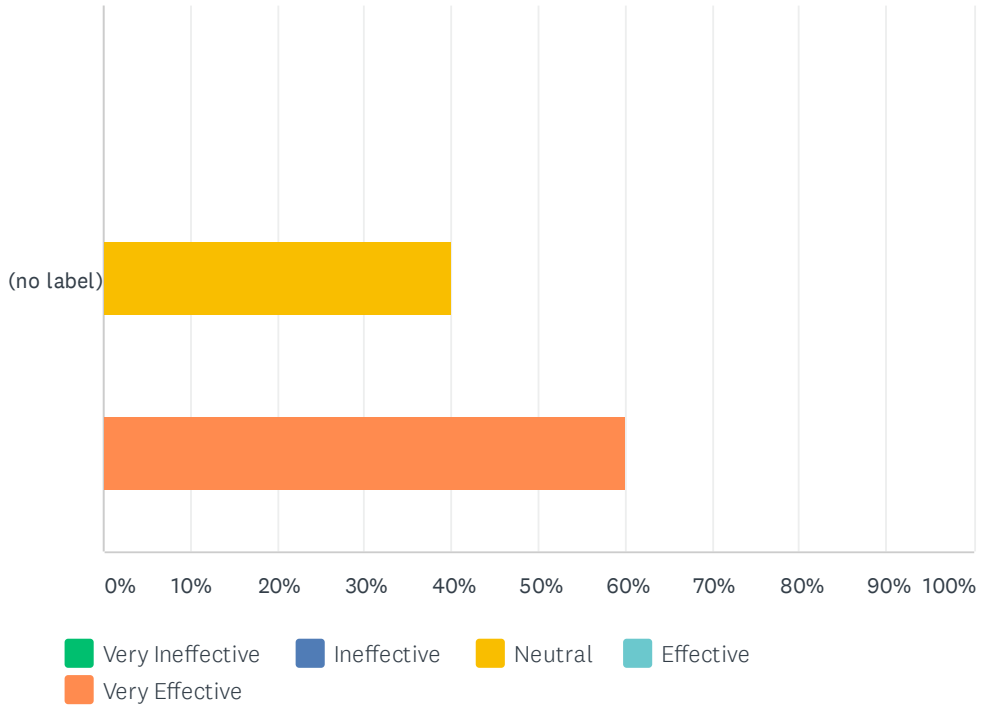
Answered: 5 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	80.00% 4	0.00% 0	20.00% 1	5	3.40

Q7 Please rate the effectiveness of this committee in the Case Studies portion of required Visitor training.

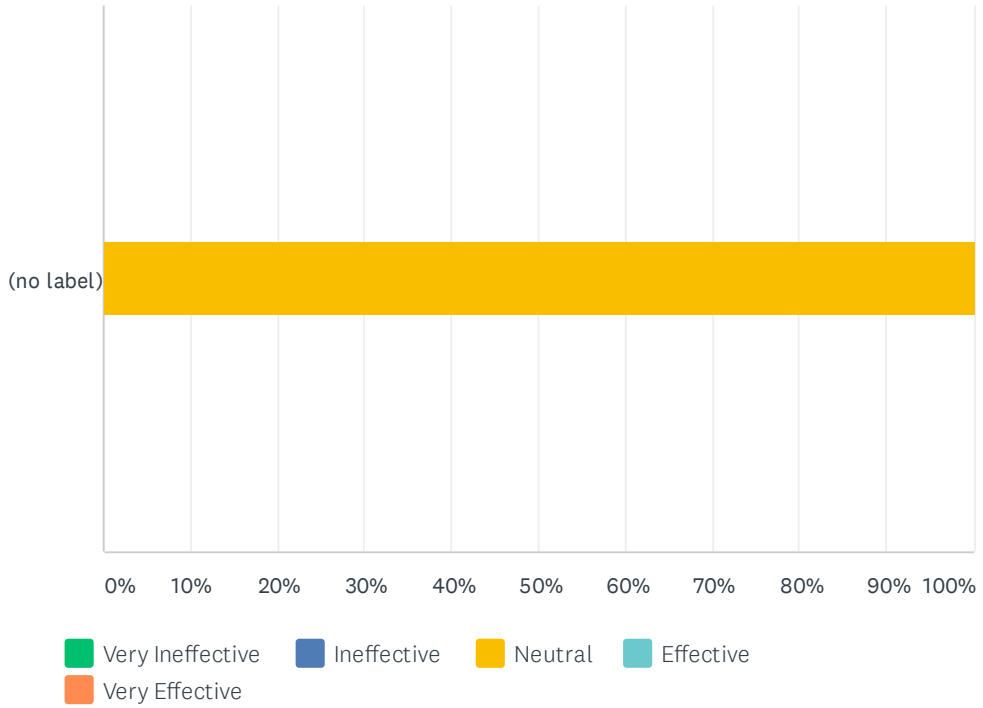
Answered: 5 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	40.00% 2	0.00% 0	60.00% 3	5	4.20

Q9 Please rate the effectiveness of this committee in the quality of the leadership development training.

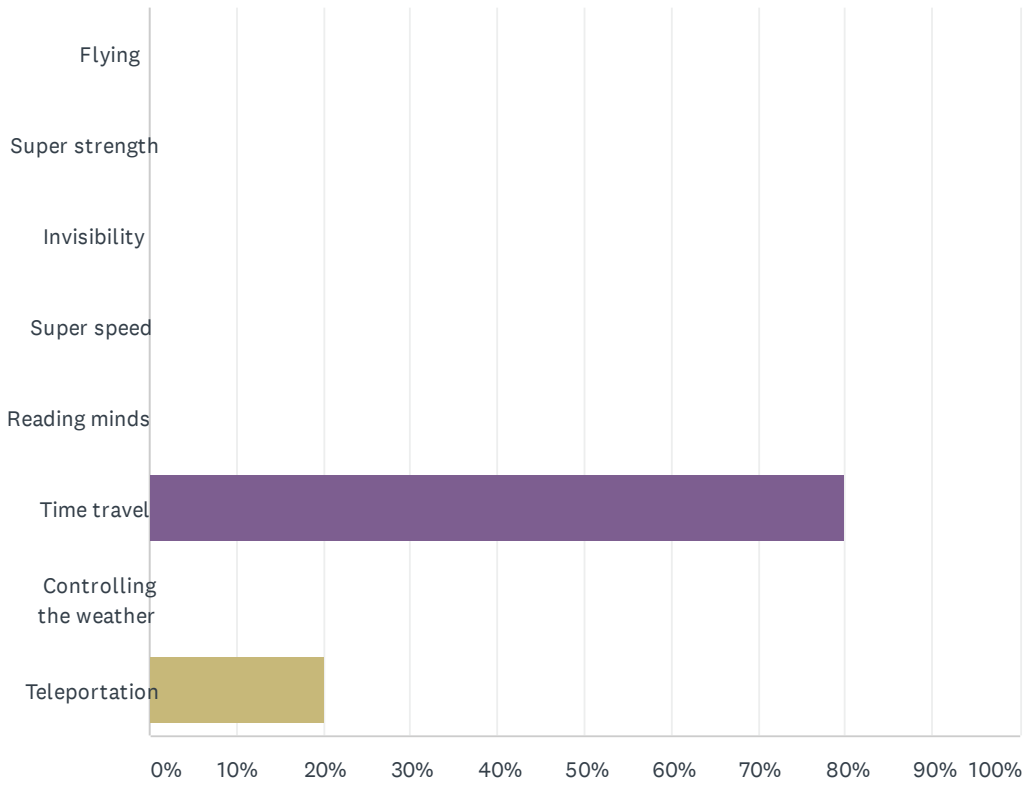
Answered: 5 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	100.00% 5	0.00% 0	0.00% 0	5	3.00

Q13 If you could have any superpower, which would it be?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Flying	0.00%	0
Super strength	0.00%	0
Invisibility	0.00%	0
Super speed	0.00%	0
Reading minds	0.00%	0
Time travel	80.00%	4
Controlling the weather	0.00%	0
Teleportation	20.00%	1
TOTAL		5

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AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Guidance Committee Meeting

TAB 11 - Strategic Plan

2021

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ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Guidance Committee
Agenda

Wednesday, July 21, 2021

11:30 AM – 12:30 PM CDT

Charge to Committee: The Guidance Committee has the following responsibilities:

- Providing a system of advisory services for construction education programs, including those programs seeking accreditation by ACCE and those already accredited;
- Preparing guidelines and documents with which a program will affect a Self- Evaluation Study that will be an integral part of the ACCE accreditation process, in particular ACCE Documents 102, 104, and 105;
- Recommending to the Executive Committee changes to Documents 102, 104 and 105 that may be needed to improve these materials and developing and maintaining rules governing the selection and conduct of ACCE recognized mentors;
- Assisting the President in the maintenance of the list of recognized mentors;
- Identifying programs that are potential candidates for ACCE accreditation; and
- Working with the President to assign mentors to new prospective programs.
- The Committee Chair has special duties and responsibilities as follows:
- Review documentation submitted by Institutions seeking candidate status, along with the Chair and a Vice Chair of the Accreditation Committee, and then making a recommendation to the President for or against the granting of candidate status.

Per ACCE Document 100, Section 1.4.3.4.

1. Introductions / Attendance

   a. Committee Members: 2020-2021

Name	x	Name	x	Name	x
Dr. David Batie		Dr. Souhail Elhouar		Dr. Francois Jacobs	
Dr. Ilyas Bhatti		Dr. Chris Gordon		Dr. James Jones	
Mr. Brad Bosher		Dr. Robert Hamilton		Dr. Sarel Lavy	
Dr. Victoria Chen		Mr. James Hogan		Dr. Tamera McCuen	
Dr. Shima Clarke		Dr. Ben Ilozor		Prof. Steve McKeegan	
Mr. Tom Cole		Dr. Mike Jackson		Dr. Robert Ries	
				Dr. John Schmidt	

   b. Others:

2. Approval of February 2020 Minutes

Old Business

3. Current Guidance efforts:
   a. Doc 103 – Online Task Force
   b. Best Practices Task Force
   c. Docs 102, 104, 105 – Executive Committee Approved
   d. Mentor Process and Reports
      i. Expected: 17 Received: 8 Concerns and Assignments?
   e. Strategic Plan
      i. Create a guide for how to become accredited. (ref. 2020 Strategic Plan, Item 3.2.c; due Feb 2021) DONE – Doc 105

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings 4. Has been a Full Member on at least one Visiting Team	

ii. Improve mentoring for candidate programs and develop mentoring guide. (ref. 2020 Strategic Plan, Item 4.1.a; due July 2021) DONE – Expanded mentoring system. Need to update Doc 100 and 101

iii. Eliminate Self-Evaluation Study requirements not related to achievement of specific accreditation requirements. (ref. 2020 Strategic Plan, Item 4.6; due July 2021) DONE? Considered done in new Doc 102.

iv. Consolidate best practices with respect to quality improvement plans, assessment matrix, and logistical preparation for site visit. (ref. 2020 Strategic Plan, Item 4.7; due February 2021) Best Practices DONE.

Do we need an ongoing Task Force?

v. Align guidance workshops and training to provide consistent direction to programs. (ref. 2020 Strategic Plan, Item 4.8; due July 2020) DONE.

f. Workshop
   i. Introduction of Doc 104
   ii. Best Practices: Syllabi
   iii. Best Practices: Objectives and Assessments
   iv. Best Practices: SLO Binders

4. Future Guidance Workshop Topics
   a. February 2022?
      i. Closing the Guidance Loop
   b. Other Topics:
      i. Repeat Offenses and How to Mitigate the Administrative Fallout

New Business

5. Self-Assessment Survey
6. Proposed Guidance Committee Membership for 2021-2022
7. Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings 4. Has been a Full Member on at least one Visiting Team	

Proposed Guidance Committee Membership 2021-2022

Individual	Educator	Dr. John Schmidt, Chair	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Institution	Educator	Dr. Robert Ries, Vice Chair	RRies@UFL.edu	University of Florida
Institution	Educator	Dr. David Batie	BatieD@ECU.edu	East Carolina University
Institution	Educator	Mr. Brad Bosher	BBosher@DCCCD.edu	Dallas College, North Lake Campus
Institution	Educator	Dr. Victoria Chen	Chen.1399@OSU.edu	Ohio State University
Institution	Educator	Dr. Shima Clarke	ShimaC@Clemson.edu	Clemson University - MD
Individual	Practitioner	Mr. Tom Cole	TomC@Cornerstonegci.com	ACCE Individual Member
Institution	Educator	Dr. Jay Cournia	jay.cournia@mnstate.edu	Minnesota State University, Moorhead
Institution	Educator	Dr. Mohamed Diab	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Institution	Educator	Dr. Sean Foley	FoleyS@NKU.edu	Northern Kentucky University
Institution	Educator	Dr. Robert Hamilton	RHamilton@BoiseState.edu	Boise State University
Individual	Practitioner	Mr. Geno Hogan	GHogan@MartinCase.net	ACCE Individual Member
Institution IAB	Practioner	Mr. Rogers Hunt	Rhunt3tu@gmail.com	Tuskegee University IAB
Institution	Educator	Dr. Ben Ilozor	BIlozor@EMich.edu	Eastern Michigan University
Institution	Educator	Dr. Mike Jackson	NMJacks@Clemson.edu	Clemson University - BS
Candidate	Educator	Dr. Francois Jacobs	FJacobs@UWYO.edu	University of Wyoming - Candidate
Institution	Educator	Dr. James Jones	JWJones@BSU.edu	Ball State University
Institution	Educator	Mr. Greg Kelly	gregory.kelly@cincinnatistate.edu	Cincinnati State Technical College
Institution	Educator	Dr. Sarel Lavy	SLavy@Arch.TAMU.edu	Texas A&M University
Institution	Educator	Dr. Tamera McCuen	TammyMccuen@OU.edu	University of Oklahoma
Institution	Educator	Professor Steve McKeegan	MckeegSs@Delhi.edu	State University of New York, Delhi
Institution	Educator	Dr. Warren Plugge	wplugge@cwu.edu	Central Washington University
Individual	Practitioner	Mr. Chris Soffe	chris.soffe@gleedsusa.com	Gleeds, USA
Institution	Educator	Dr. Pramen Shrestha	pramen.shrestha@unlv.edu	University of Nevada, Las Vegas
Institution	Educator	Dr. Dimitar Todorov	DiTodoro@Utica.edu	Utica College
Institution	Educator	Dr. Ben Obinero Uwakweh	bouwakwe@ncat.edu	North Carolina A&T State University
Institution	Educator	Dr. Jeong Woo	jwoo21@calpoly.edu	Cal Poly, San Luis Obispo

Basic requirements for membership of this committee:

1. Has been an active member of ACCE for one year
2. Has attended at least two of the last four ACCE Conferences
3. Has attended at least two of the Committee's Conference meetings
4. Has been a Full Member on at least one Visiting Team

NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Guidance Committee	Yes	Individual	Educator	Dr. John Schmidt	Chair	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Guidance Committee	Yes	Institution	Educator	Dr. Robert Ries	Vice Chair	RRies@UFL.edu	University of Florida
Guidance Committee		Institution	Educator	Dr. David Batie	Member	BatieD@ECU.edu	East Carolina University
Guidance Committee		Institution	Educator	Mr. Brad Bosher	Member	BBosher@DCCCD.edu	Dallas College, North Lake Campus
Guidance Committee		Institution	Educator	Dr. Victoria Chen	Member	Chen.1399@OSU.edu	Ohio State University
Guidance Committee		Institution	Educator	Dr. Shima Clarke	Member	ShimaC@Clemson.edu	Clemson University - MD
Guidance Committee		Individual	Practitioner	Mr. Tom Cole	Member	TomC@Cornerstonegci.com	ACCE Individual Member
Guidance Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Guidance Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Guidance Committee		Institution	Educator	Dr. Robert Hamilton	Member	RHamilton@BoiseState.edu	Boise State University
Guidance Committee	Yes	Individual	Practitioner	Mr. Geno Hogan	Member	GHogan@MartinCase.net	ACCE Individual Member
Guidance Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Guidance Committee		Institution	Educator	Dr. Ben Ilozor	Member	BIlozor@EMich.edu	Eastern Michigan University
Guidance Committee	Yes	Institution	Educator	Dr. Mike Jackson	Member	NMJacks@Clemson.edu	Clemson University - BS
Guidance Committee		Candidate	Educator	Dr. Francois Jacobs	Member	FJacobs@UWYO.edu	University of Wyoming - Candidate
Guidance Committee		Institution	Educator	Dr. James Jones	Member	JWJones@BSU.edu	Ball State University
Guidance Committee		Institution	Educator	Mr. Greg Kelly	Member	gregory.kelly@cincinnatistate.edu	Cincinnati State Technical College
Guidance Committee		Institution	Educator	Dr. Sarel Lavy	Member	SLavy@Arch.TAMU.edu	Texas A&M University
Guidance Committee	Yes	Institution	Educator	Dr. Tamera McCuen	Member	TammyMccuen@OU.edu	University of Oklahoma
Guidance Committee		Institution	Educator	Professor Steve McKeegan	Member	MckeegSs@Delhi.edu	State University of New York, Delhi
Guidance Committee		Institution	Educator	Dr. Warren Plugge	Member	wplugge@cwu.edu	Central Washington University
Guidance Committee		Institution	Educator	Dr. Pramen Shrestha	Member	pramen.shrestha@unlv.edu	University of Nevada, Las Vegas
Guidance Committee		Individual	Practitioner	Mr. Chris Soffe	Member	chris.soffe@gleedsusa.com	Gleeds, USA
Guidance Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Guidance Committee		Institution	Educator	Dr. Ben Obinero Uwakweh	Member	bouwakwe@ncat.edu	North Carolina A&T State University
Guidance Committee		Institution	Educator	Dr. Jeong Woo	Member	jwoo21@calpoly.edu	Cal Poly, San Luis Obispo

Guidance Committee
Minutes

Wednesday, Feb 17, 2021

1:00 PM – 2:00 PM CDT

Charge to Committee: The Guidance Committee has the following responsibilities:

- Providing a system of advisory services for construction education programs, including those programs seeking accreditation by ACCE and those already accredited;
- Preparing guidelines and documents with which a program will affect a Self- Evaluation Study that will be an integral part of the ACCE accreditation process, in particular ACCE Documents 102, 104, and 105;
- Recommending to the Executive Committee changes to Documents 102, 104 and 105 that may be needed to improve these materials and developing and maintaining rules governing the selection and conduct of ACCE recognized mentors;
- Assisting the President in the maintenance of the list of recognized mentors;
- Identifying programs that are potential candidates for ACCE accreditation; and
- Working with the President to assign mentors to new prospective programs.
- The Committee Chair has special duties and responsibilities as follows:
- Review documentation submitted by Institutions seeking candidate status, along with the Chair and a Vice Chair of the Accreditation Committee, and then making a recommendation to the President for or against the granting of candidate status.

Per ACCE Document 100, Section 1.4.3.4.

1. Introductions / Attendance
   a. Committee Members: 2020-2021

Name	x	Name	x	Name	x
Dr. David Batie	x	Dr. Souhail Elhouar		Dr. Francois Jacobs	x
Dr. Ilyas Bhatti	x	Dr. Chris Gordon	x	Dr. James Jones	x
Mr. Brad Bosher		Dr. Robert Hamilton	x	Dr. Sarel Lavy	
Dr. Victoria Chen	x	Mr. James Hogan	x	Dr. Tamera McCuen	x
Dr. Shima Clarke		Dr. Ben Ilozor	x	Prof. Steve McKeegan	
Mr. Tom Cole	x	Dr. Mike Jackson		Dr. Robert Ries	x
				Dr. John Schmidt	x

   b. Others: See list at end of minutes for full attendance.
2. Approval of July 2020 Minutes – Approved unanimously.

Old Business

3. Current Guidance efforts:
   a. Schmidt described the upcoming Workshop –
      i. "Oh No, They Changed It Again" workshop to cover the changes made for CHEA to our Docs 102 and 103
      ii. Introduction of two new documents: 104 and 105
      iii. Program Objectives by Souhail Elhouar

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings 4. Has been a Full Member on at least one Visiting Team	

b. Schmidt discussion the Reformatted and Revised Documents 102A, B, and M – former Feeders to Concordance Document
c. Vote on New Docs 102, 104, and 105. Documents accepted for submission to Executive Committee for approval. (Each document approved unanimously.)
d. Schmidt provided an update on the Mentor Process and Reports
e. Council of Chairs Issues were discussed.

4. Future Guidance Workshop Topics were reviewed.
   a. July 2021:
      i. SLO Binders Template
      ii. Closing the Guidance loop
   b. Other Topics:
      i. Repeat Offenses and How to Mitigate the Administrative Fallout
5. Strategic Plan Issues to be Addressed. Schmidt reviewed status of items.
   a. Create a guide for how to become accredited. (ref. 2020 Strategic Plan, Item 3.2.c; due Feb 2021) DONE – Doc 105
   b. Improve mentoring for candidate programs and develop mentoring guide. (ref. 2020 Strategic Plan, Item 4.1.a; due July 2021) DONE – Expanded mentoring system. Need to update Doc 100 and 101
   c. Eliminate Self-Evaluation Study requirements not related to achievement of specific accreditation requirements. (ref. 2020 Strategic Plan, Item 4.6; due July 2021) DONE? Considered done in new Doc 102.
   d. Consolidate best practices with respect to quality improvement plans, assessment matrix, and logistical preparation for site visit. (ref. 2020 Strategic Plan, Item 4.7; due February 2021.) Subcommittee to focus efforts on Best Practices in these areas was formed. Geno Hogan to lead. To report back by end of June. Presentations in July Workshop.
   e. Align guidance workshops and training to provide consistent direction to programs. (ref. 2020 Strategic Plan, Item 4.8; due July 2020) DONE.
6. Council of Chairs Report (February 2020) reviewed by Schmidt.
   a. Help to identify an appendix checklist of items that will be provided on site. This has been completed.
   b. Help programs to understand the best way to present information in digital folders. A presentation has been posted on the ACCE-HQ.org site with an overview of this process.
   c. Help programs in establishing a visiting team agenda. This has been completed.
   d. Help programs in the guidance related to the need to assess courses in addition to the SLOs. Champion was requested. The ACCE does not assess individual courses.

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New Business

7. It was suggested that those involved in upcoming virtual visits attend the Virtual Site Visit Panel discussions led by Pam Dullum on Thursday at 10:00 AM.
8. Subcommittee to focus efforts on Best Practices with respect to quality improvement plans, assessment matrix, and logistical preparation for site visit. As stated earlier, Hogan to chair.
9. Docs 100 and 101 need to be updated to reflect the revised Mentoring system that now appoints a mentor to Pre-Candidate status programs. Steve Nellis will continue to work on this.
10. Council of Chairs Report (February 2021) Review was conducted.
11. Adjourn

Attendees for the Guidance Committee Meeting, Feb 17, 2021, via Zoom:

Sanjeev Adhikari
Rachel Axness
Orlando Bagcal
David Batie
Darryl Briley
Russell Butler
Calvin Chen
Victoria Chen
Tom Cole
Joel Condon
Mohamed Diab
Derrek Dunn
Mohamed El-Gafy
Michael Emmer
Daniel Enz
Jodi Farrington
Jerry Gao
James Goddard
Paul Goodrum
Chris Gordon
Suat Gunhan
Kristin Haller
Robert Hamilton
Mohammed Hashem
Geno Hogan
Benedict Ilozor
Bhatti Ilyas
Francois Jacobs
Gregory Kelly
Kasim Korkmaz
Timothy Matthews
Paul Mattingly
Mohammed Mawlana
Tamera McCuen
S Mckeegs
Jules Mercier
Suzanne Miller
Moayed
Sinem Mollaoglu
Melanie Myers
Steve Nellis
Wallied Orabi
Philip Plugge
Rob Ries
Saeed Rokooei
John Schaufelberger#
John Schmidt
Degenhart# Shannon
Pramen Shrestha
Chris Souder
Souhail
Keith Thomas
James W.
Lewis Waller
Walter
Joel Wao

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings 4. Has been a Full Member on at least one Visiting Team	

Q1 Tell us your name

Answered: 14 Skipped: 0

Q2 Tell us your email address.

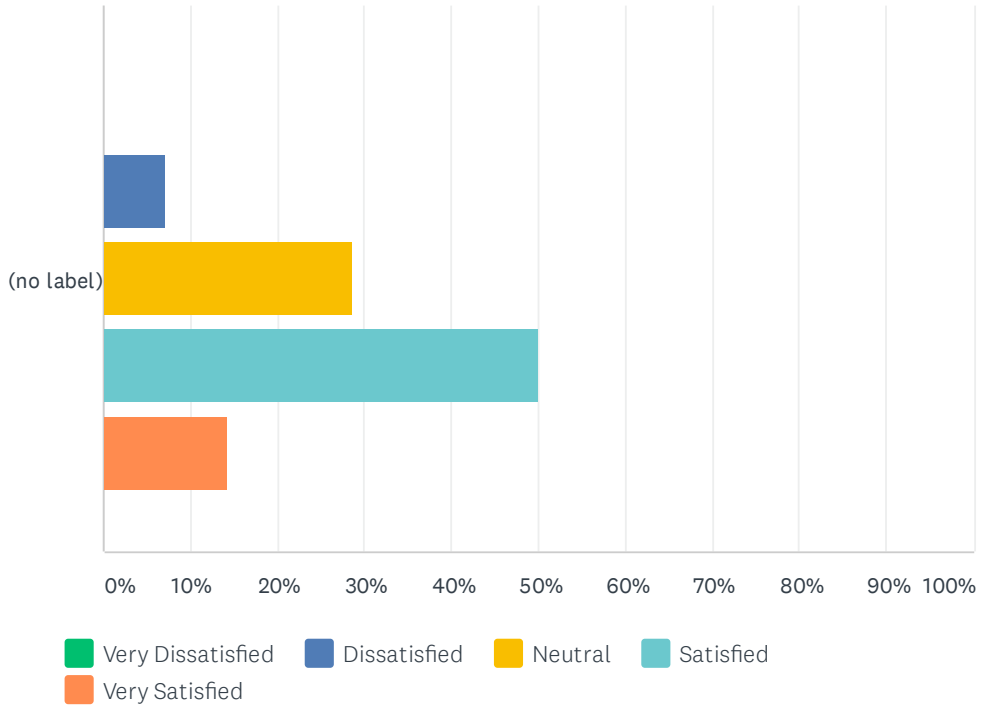
Answered: 14 Skipped: 0

Q3 Tell us the name of the organization that you represent with ACCE.

Answered: 13 Skipped: 1

Q4 Please rate your satisfaction with the assignment of Mentors to new candidate programs.

Answered: 14 Skipped: 0



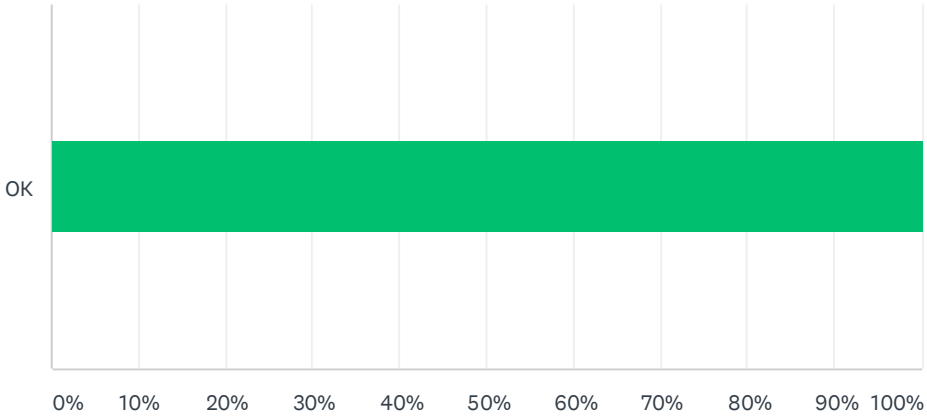
	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	7.14% 1	28.57% 4	50.00% 7	14.29% 2	14	3.71

Q5 Please provide feedback based on your response of Neutral.

Answered: 4 Skipped: 10

Q6 Please click OK to continue.

Answered: 4 Skipped: 10



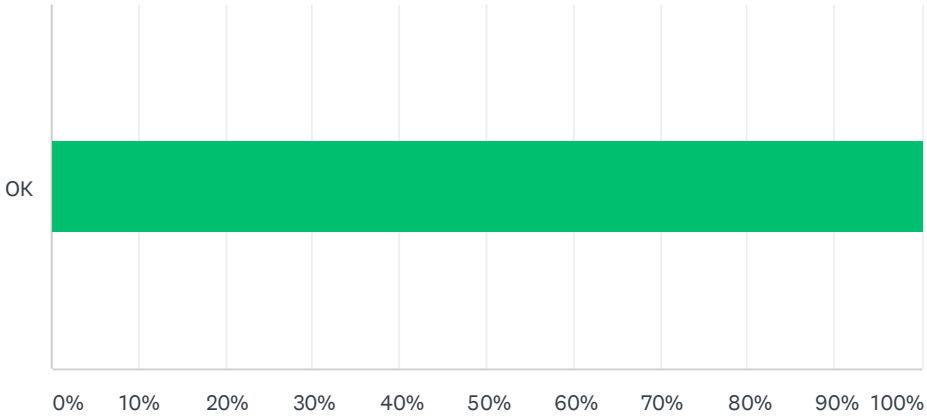
ANSWER CHOICES	RESPONSES	
OK	100.00%	4
Total Respondents: 4		

Q7 Please provide feedback based on your response of Dissatisfied.

Answered: 1 Skipped: 13

Q8 Please click OK to continue.

Answered: 1 Skipped: 13



ANSWER CHOICES	RESPONSES	
OK	100.00%	1
Total Respondents: 1		

Q9 Please provide feedback based on your response of Very Dissatisfied.

Answered: 0 Skipped: 14

Q10 Please click OK to continue.

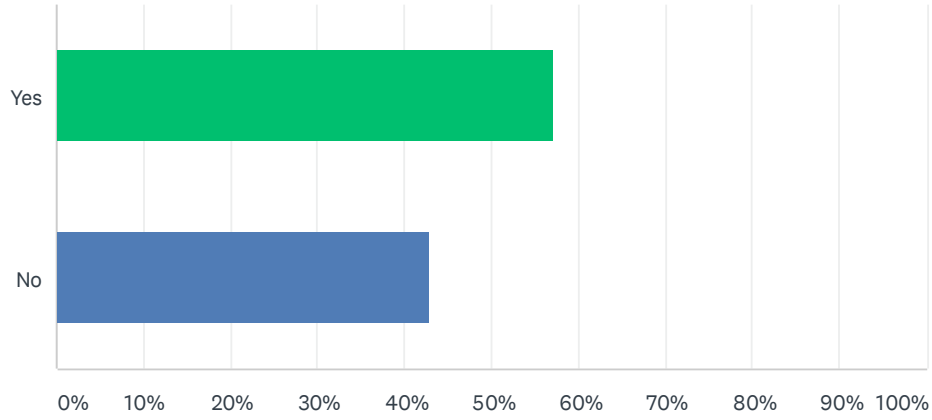
Answered: 0 Skipped: 14

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
Total Respondents: 0		

Q11 Please indicate if you are currently mentoring a program.

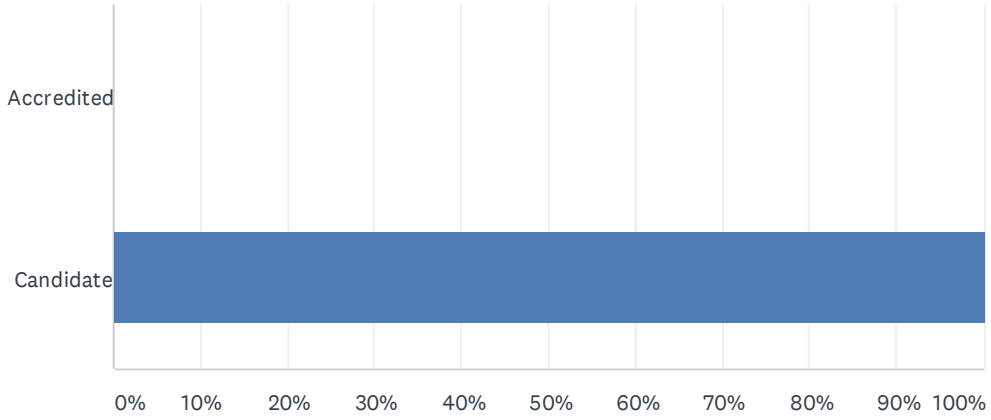
Answered: 14 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	57.14%	8
No	42.86%	6
TOTAL		14

Q12 Please indicate the type of program that you are mentoring.

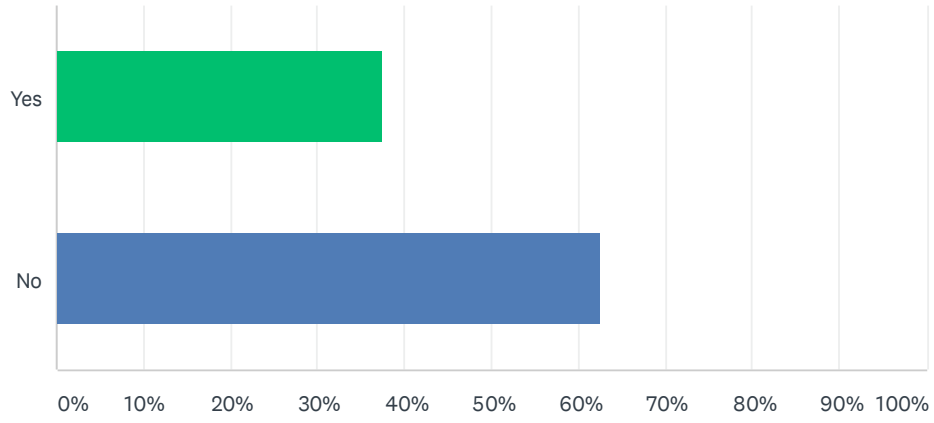
Answered: 8 Skipped: 6



ANSWER CHOICES	RESPONSES	
Accredited	0.00%	0
Candidate	100.00%	8
TOTAL		8

Q13 Have you submitted a Form A-9, Mentor Report, for the Program you are Mentoring?

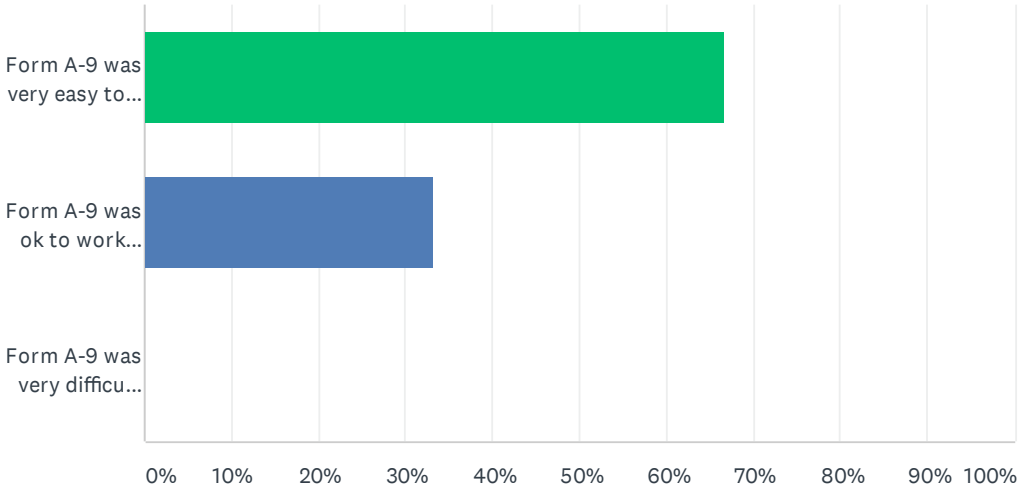
Answered: 8 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	37.50%	3
No	62.50%	5
TOTAL		8

Q14 Tell us how the Form A-9 was to work with.

Answered: 3 Skipped: 11



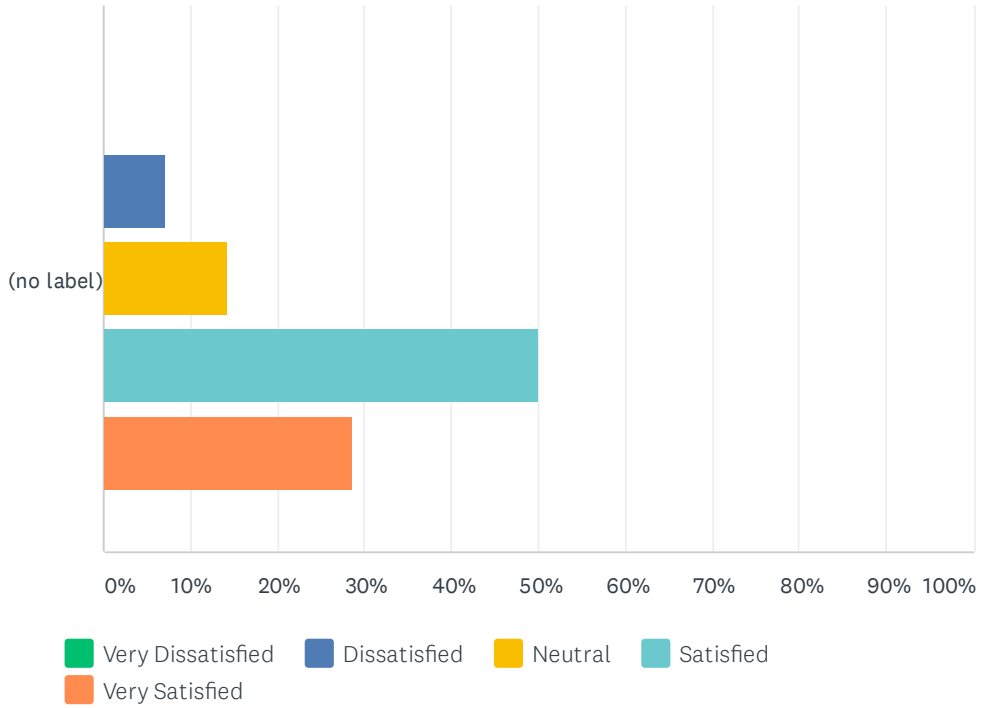
ANSWER CHOICES	RESPONSES	
Form A-9 was very easy to work with. No suggestions for improvements.	66.67%	2
Form A-9 was ok to work with. Could use some improvements. See Comments.	33.33%	1
Form A-9 was very difficult to work with. Need a re-do. Please see my feedback below for more information.	0.00%	0
TOTAL		3

Q15 Here are my suggestions for Form A-9.

Answered: 1 Skipped: 13

Q16 Please rate your satisfaction with the effectiveness of Document 102, Manual for the Preparation of the Self-Study.

Answered: 14 Skipped: 0



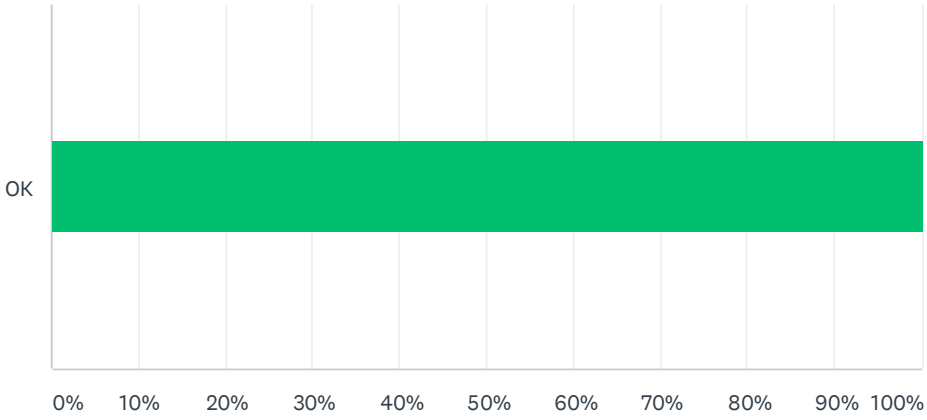
	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	7.14% 1	14.29% 2	50.00% 7	28.57% 4	14	4.00

Q17 Please provide feedback based on your response of Neutral.

Answered: 2 Skipped: 12

Q18 Please click OK to continue.

Answered: 2 Skipped: 12



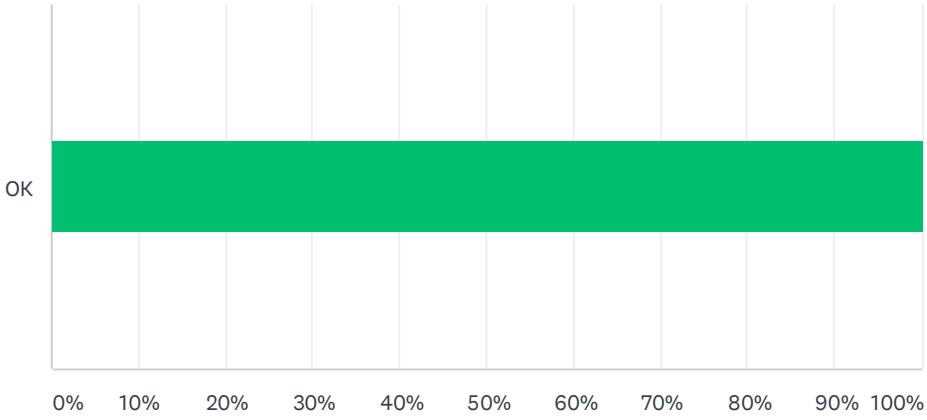
ANSWER CHOICES	RESPONSES	
OK	100.00%	2
Total Respondents: 2		

Q19 Please provide feedback based on your response of Dissatisfied.

Answered: 1 Skipped: 13

Q20 Please click OK to continue.

Answered: 1 Skipped: 13



ANSWER CHOICES	RESPONSES	
OK	100.00%	1
Total Respondents: 1		

Q21 Please provide feedback based on your response of Very Dissatisfied.

Answered: 0 Skipped: 14

Q22 Please click OK to continue.

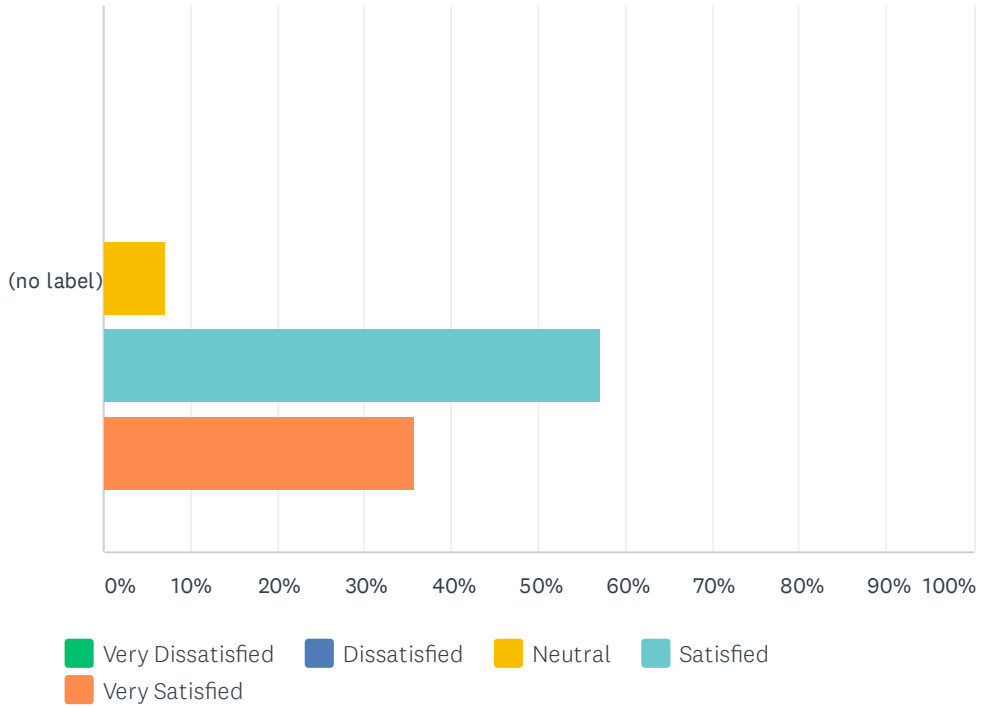
Answered: 0 Skipped: 14

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
Total Respondents: 0		

Q23 Please rate your satisfaction with the workshops facilitated by Guidance.

Answered: 14 Skipped: 0



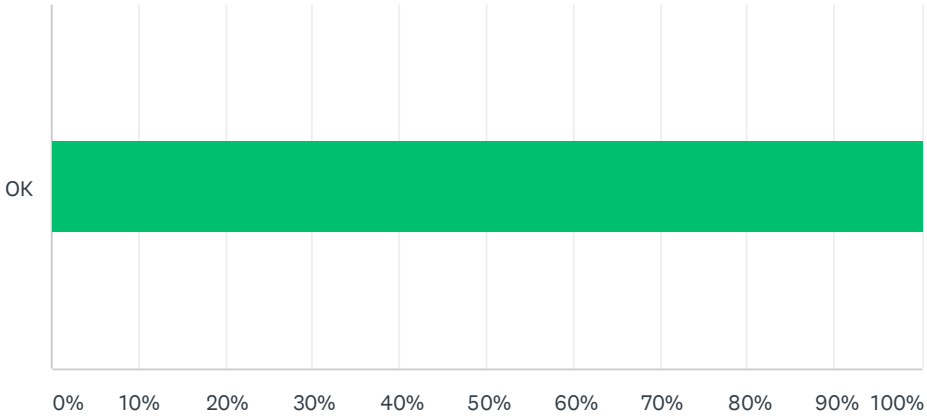
	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	7.14% 1	57.14% 8	35.71% 5	14	4.29

Q24 Please provide feedback based on your response of Neutral.

Answered: 1 Skipped: 13

Q25 Please click OK to continue.

Answered: 1 Skipped: 13



ANSWER CHOICES	RESPONSES	
OK	100.00%	1
Total Respondents: 1		

Q26 Please provide feedback based on your response of Dissatisfied.

Answered: 0 Skipped: 14

Q27 Please click OK to continue.

Answered: 0 Skipped: 14

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
Total Respondents: 0		

Q28 Please provide feedback based on your response of Very Dissatisfied.

Answered: 0 Skipped: 14

Q29 Please click OK to continue.

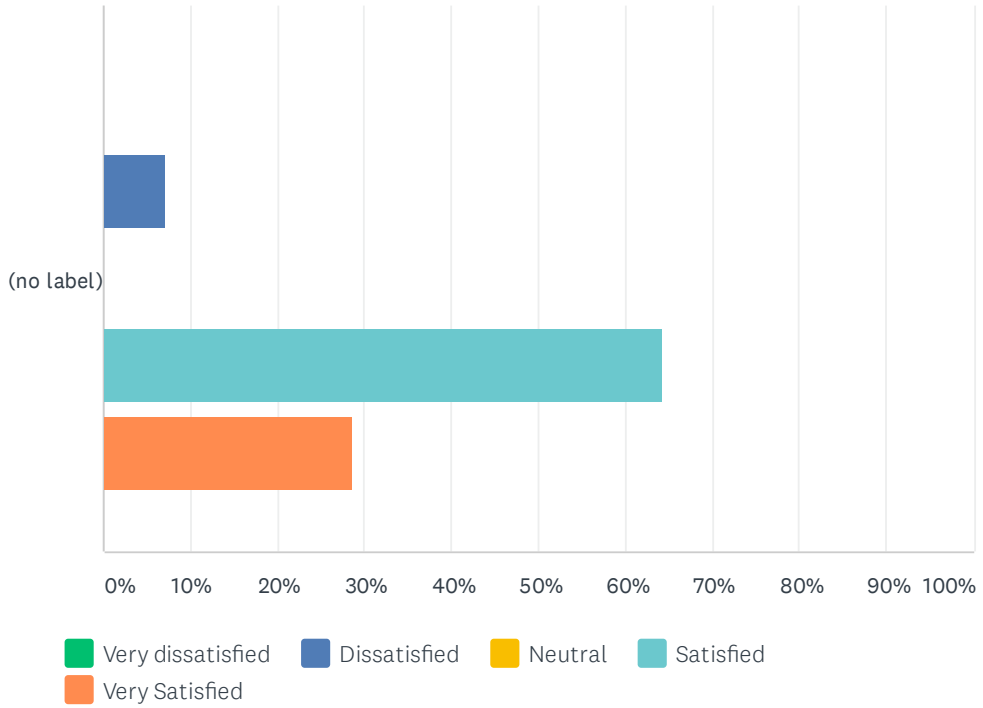
Answered: 0 Skipped: 14

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
Total Respondents: 0		

Q30 Please rate your satisfaction with the Guidance Committee meetings and the agenda items.

Answered: 14 Skipped: 0



	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	7.14% 1	0.00% 0	64.29% 9	28.57% 4	14	4.14

Q31 Please provide feedback based on your response of Neutral.

Answered: 0 Skipped: 14

Q32 Please click OK to continue.

Answered: 0 Skipped: 14

⚠ No matching responses.

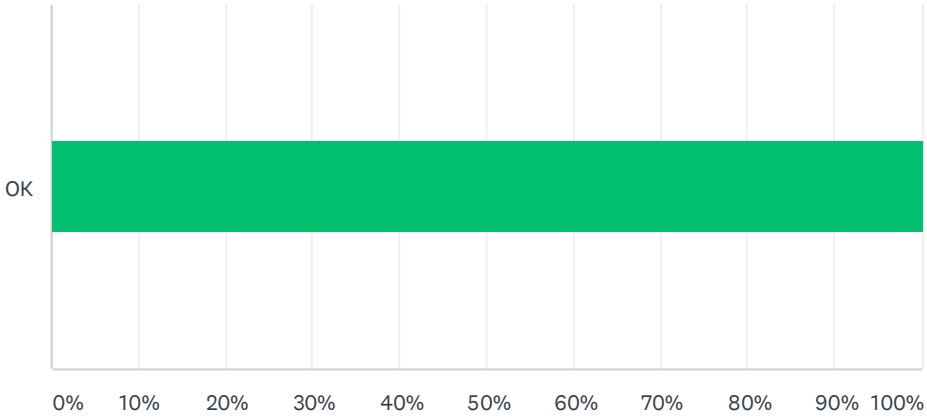
ANSWER CHOICES	RESPONSES	
OK	0.00%	0
Total Respondents: 0		

Q33 Please provide feedback based on your response of Dissatisfied.

Answered: 1 Skipped: 13

Q34 Please click OK to continue.

Answered: 1 Skipped: 13



ANSWER CHOICES	RESPONSES	
OK	100.00%	1
Total Respondents: 1		

Q35 Please provide feedback based on your response of Very Dissatisfied.

Answered: 0 Skipped: 14

Q36 Please click OK to continue.

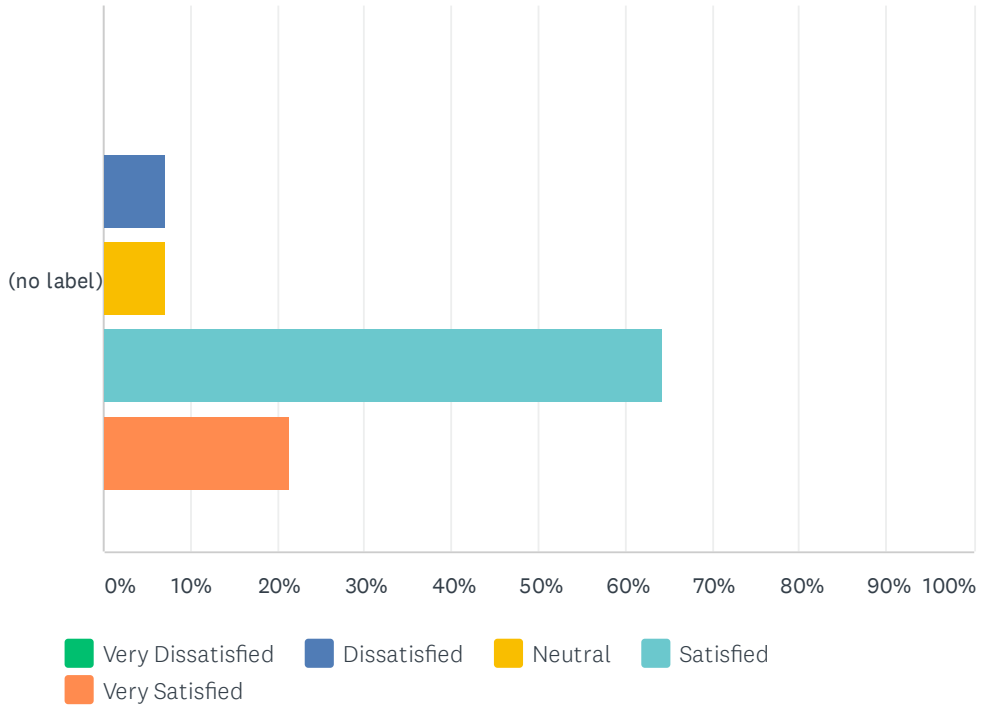
Answered: 0 Skipped: 14

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
Total Respondents: 0		

Q37 Please rate your satisfaction with the effectiveness of the Guidance Committee as a whole.

Answered: 14 Skipped: 0



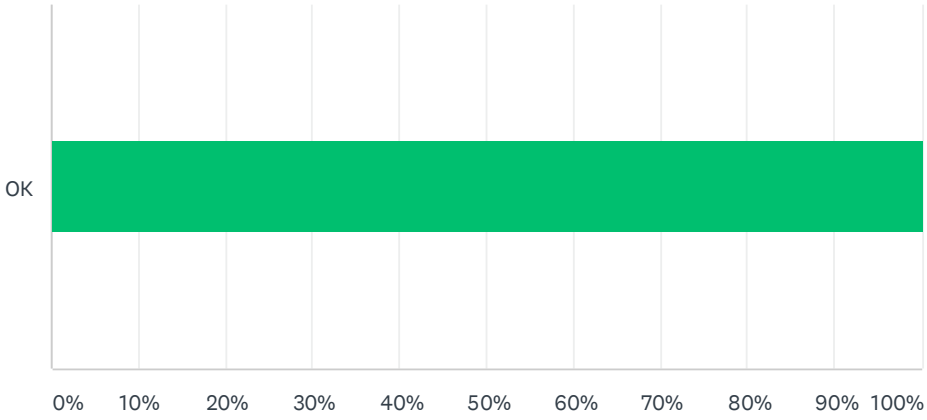
	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	7.14% 1	7.14% 1	64.29% 9	21.43% 3	14	4.00

Q38 Please provide feedback based on your response of Neutral.

Answered: 1 Skipped: 13

Q39 Please click OK to continue.

Answered: 1 Skipped: 13



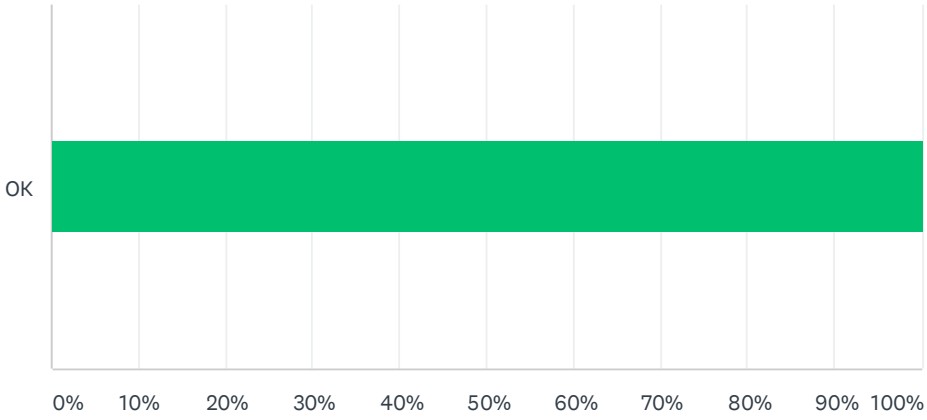
ANSWER CHOICES	RESPONSES	
OK	100.00%	1
Total Respondents: 1		

Q40 Please provide feedback based on your response of Dissatisfied.

Answered: 1 Skipped: 13

Q41 Please click OK to continue.

Answered: 1 Skipped: 13



ANSWER CHOICES	RESPONSES	
OK	100.00%	1
Total Respondents: 1		

Q42 Please provide feedback based on your response of Very Dissatisfied.

Answered: 0 Skipped: 14

Q43 Please click OK to continue.

Answered: 0 Skipped: 14

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
Total Respondents: 0		

Q44 Please provide any additional feedback below.

Answered: 4 Skipped: 10

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Guidance Committee Workshop

TAB 12 - Procore Presentation

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Guidance Workshop
Agenda

Wednesday, July 21, 2021

12:30 PM – 2:00 PM CDT

Charge to Committee: The Guidance Committee has the following responsibilities:

- Providing a system of advisory services for construction education programs, including those programs seeking accreditation by ACCE and those already accredited;
- Preparing guidelines and documents with which a program will affect a Self- Evaluation Study that will be an integral part of the ACCE accreditation process, in particular ACCE Documents 102, 104, and 105;
- Recommending to the Executive Committee changes to Documents 102, 104 and 105 that may be needed to improve these materials and developing and maintaining rules governing the selection and conduct of ACCE recognized mentors;
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- Review documentation submitted by Institutions seeking candidate status, along with the Chair and a Vice Chair of the Accreditation Committee, and then making a recommendation to the President for or against the granting of candidate status.

Per ACCE Document 100, Section 1.4.3.4.

1. Welcome (Schmidt) 2 minutes
2. New Document 104 - Standards and Criteria for Accreditation with Commentary (Schmidt) 5 minutes
3. Introduction of Best Practices Task Force (Schmidt) 2 minutes
4. The QIP – What is it and why is it important? (Hogan) 10 minutes
5. The Syllabus (Cole) 15 minutes
6. Objectives/Assessments (Elhouar) 15 minutes
7. SLO Format (Ries) 15 minutes
8. Questions 15 minutes

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two of the Committee's Conference meetings 4. Has been a Full Member on at least one Visiting Team	

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July 16-23

Council of Chairs Meeting

TAB 12 - JohnWyatt Presentation

2021

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PARTNERSHIP FOR EXCELLENCE

Council of Chairs
Agenda

Wednesday, July 21, 2021
2:00 PM – 3:00 PM CDT

Charge to Committee: The Council of Chairs is responsible for contacting the Program Leader and Visiting Team Chair soon after each site visit to determine best practices and identify any issues that occurred during the preparation for and conduct of the site visit. The Council of Chairs has the following responsibilities:

- Reviewing the accreditation process and making recommendations for improving the process with emphasis on the quality, consistency, and timing of team visits and Visiting Team Reports;
- Making recommendations to promote the consistent interpretation of ACCE criteria for accreditation. Such interpretation should be rigorous, yet fair.
- Making recommendations on the training and other qualifications necessary for service as a Visiting Team Chair or Visiting Team Member.
- Making recommendations to the Guidance Committee regarding training that should be provided to program leaders in preparing for site visits.

The Council of Chairs will provide informal feedback to the appropriate Committee on issues identified for resolution. In addition, the Council of Chairs will develop an annual report of its findings and recommendations for process improvement and submit the report to the Executive Committee no later than 30 days prior to the annual meeting. The Executive Committee will develop a set of actions to be taken as a result of the Council of Chair's report to manage the implementation of its recommendations.

Per ACCE Document 100, Section 1.4.2.6.

1. Greetings and Welcome
2. Committee Members Self-Introductions for Audience
    A. Discuss the Charge to the Committee
    B. Discuss how to become a Member of the Committee
3. Review Self-Assessment Survey report
    A. Discuss Plus / Delta
    B. Discuss Action Plan
4. Review Council of Chair's Report for Spring 2021 Visits
    A. Discuss Plus / Delta
    B. Discuss Action Plan
5. Review of Program Leaders and Visiting Team Chairs surveys
6. Open Discussion – Audience Participation
7. Adjourn

Council membership makeup must be as per the following: One member from Accreditation Committee, one member from Standards Committee, one member from Guidance Committee, and one member from Training Committee. **Basic requirements for membership of this committee:** 1. Has been an active member of ACCE for four years 2. Has attended at least three of the last four ACCE Conferences 3. Has been a VT Chair on at least two Visiting Teams	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**

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Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

1 Overall Data Collection Notes:

- There were ten (10) program visits in Spring 2021.
- Visit surveys were sent out to each of the Program Leaders and VT Chairs
- Response rate was 30% for Visiting Team Chairs and 70% for Program Leaders

2 Summary of Surveys

2.1 Things to keep doing:

1. Hold zoom meetings between team chairs and program leaders prior to the visit.
2. Provide initial feedback to programs early enough to give them enough time to act.
3. Keep requiring programs to submit their documents on OneDrive.
4. Follow-up calls to programs by the ACCE President if concerns are raised in the survey.
5. Ensure teams are assessing if programs are meeting standard requirements not how well or rigorous they are meeting them. Look at process, not the details.
6. Allow programs the flexibility to use Zoom for some of the meetings even when physical visits resume.

2.2 Things to stop doing:

1. Visiting Team Chairs not responding to emails in a timely manner.

2.3 Things to improve:

1. Communication between Visiting Team Chairs and Program Leaders prior to the visit in some cases.
2. Setup OneDrive so that it is organized in two folders: one for Volume 1 and one for Volume 2. Each volume can be submitted as one file or in separate sections. The benefit of the separate folders/documents is that it's easy to find the specific information needed without scrolling through a long document. The downside is that there's more overhead in breaking out and managing many separate documents.
3. Provide guidance on what needs to go in the SLO folders on OneDrive and how the information should be organized.
4. Encourage Program Leaders to become trained Visiting Team Members and to participate in at least one visit.
5. Program leaders need to give adequate attention to Section 9.

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

3 Aggregate of Program Leaders Survey

1. **Identify any specific aspect of the pre-visit preparation encountered that assisted the evaluation process on this visit.**
    - The use of OneDrive was a huge improvement over previous visit
    - Two Zoom meetings were conducted with the visiting team members. The first one was hosted by Steve Nellis for connecting me with the visiting team members. The second one was for Q&A.
    - Electronic Self Study...the entire VT report could be drafted prior to the campus visit.
    - good communication
    - There was none.
    - I really can't say that there was anything
    - The help we have received from the Chair to answer the committee questions and concerns
2. **Identify any specific aspect of the pre-visit preparation encountered that hindered the evaluation process on this visit.**
    - The visiting team chair could respond to emails. It was a challenge for me to schedule meetings because he did not send me any confirmations until the week before the visit.
    - follow the documentation closely as instructed
    - The lack of organization. Why could we not be sent a simple checklist of the documentation needed. Yes we knew to do the self-study, but there were so many aspects of the visit that we knew nothing about. A check list would have helped us be more prepared for the visit.
3. **During the visit, did you/your counterparts encounter any issues interacting with any of the Visiting Team members? If yes, please explain.**

    Yes: 2 No: 5

    If yes (please explain):
    - I can elaborate on this with a meeting.
    - The one drive was pointless. I talked to my IT people, who said it works well within an institution, but not outside, I would agree. Things that were updated never got to the people who needed the update. This cost us time.
4. **Was adequate guidance provided for the development of the Self-Evaluation Study? If not, in what areas are additional guidance needed?**

    Yes: 5 No: 2

If not (please specify):

- It still seems as though we are still on a steep learning curve in moving to an outcomes based approach. The whole reporting process and how files are to be organized needs to be reviewed and develop a standard. What one person sees as organized others may not see it that way. It really boils down to the presentation of the information and how in depth ACCE or the accrediting team wants the information. C19 did not help the situation which diverted much of the efforts to complete the process to just being able to maintain classes online.
- The self-study itself is not a very difficult document to fill out. It could use a couple of changes, but I never received any guidance.

5. **Was adequate guidance provided with respect to the preparation for the site visit? If not, in what areas are additional guidance needed?**

Yes: 5 No: 2

- Again, please see the comment prior to this. Volume 1 of the self-study has a definite process, Volume 2, the all committees need to put their heads together to figure this out and create a standard. And I would be happy to help.
- There was no guidance. We had discussions with the visiting team, but I would of like more information prior to meeting with them. Again a check list, time table, and list of other requirements would of been nice. It was were coming and this is what we need. Which worked, but if we had more information sooner things would of been smoother and easier for everyone.

6. **Were the standards contained in Section 3 of ACCE Document 103 clear regarding the requirements of demonstrating the SLOs for the Visiting Team to evaluate?**

Yes: 5 No: 2

If no (please specify)

- No, hard to answer this due to the fact that there are so many issues with this.
- We put them together in a way that made since to us. They made suggestions that were helpful for the future. Why was this information withheld from us prior to the visit Again something simple that would have improved the process for everyone? This is ACCE once again not giving proper training.

7. **Is additional guidance needed in this area?**

- No; however, the SLO verbs should be revisited; especially surveying
- would be helpful
- Absolutely, both demonstration of SLO's and how to report them. It seems that we have almost created 3 volumes of information...

- I understand that all schools are different, but we need some policies in place so that we can all understand the expectations. Training needs to look at the self-study, how to prepare for the visit, what happens at the visit, and it needs to be real not a generalization. We may have a list of standards, but there are no real standards. This is all subjective, to the visiting team beliefs and home institutions.
- More guidelines about weaknesses and concerns issues related to each SLO

8. **Were there areas of redundancy that you found in writing the self-study? If yes, what were the areas?**

   Yes: 3 No: 4

   If yes (please specify)

   - We had to use an older version that had SLO assessment in Section 3 and 9. The new version fixes the issue.
   - Yes and no, much of the problem is within the presentation of the data. There is a curriculum map, great, but beyond that I have seen 4 different versions on how to present the information. I think we are still on the outer edge of the funnel and need work in the self-study process with the new standards. Also have to remember that all programs are different, and small programs do NOT have the necessary resources that larger institutions have.
   - The matrix gets asked for several times. There are a couple others I noticed while doing the self-study. However surprisingly there were not that many.

9. **Were there specific areas that you found difficult to prepare for the visit? If so, what were the areas?**

   Yes: 4 No: 3

   If yes (please explain)

   - Need to have a PDF file for Volume I and II with bookmarks appropriately set. There is no need to have ten separate sections on the OneDrive for the Self Study. The same can be said of the SLOs. One PDF file with corresponding bookmarks.
   - Yes, volume 1 is easy, volume 2 needs the work to create a standard for how information is to be presented. It is time to reduce the fat in this and make it more streamlined. Probably the biggest area of concern is the quality improvement plan.
   - It was the lack of knowledge that they needed things that could easily be given to them but came up in the last minute, because no one told us they would be needing the information.
   - Answering to the committee pre-visit concerns and questions and meeting scheduling

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

10. Did you find any difficulty preparing the materials for the SLO folders? If Yes please explain.

Yes: 3 No: 4

If yes (please explain)

- see #9
- How is the information to be presented? There are 20 SLO folders, nowhere in the standards does it say how this is to be organized within each of the SLO folders. If there is a standard to be developed, it has to be doable for everyone, please consider the resources that are necessary to make this happen.
- Not difficult, but pointless. I'm not sure if these folders are the best way to show that the standards are met. I think just a blank copy of the test or assignment and a redacted grade sheet showing how the students did would show more than what you ask for. Plus any method is cumbersome

11. Which section(s) of the Standard did you find to be the most unclear, difficult to interpret, or difficult to assess? Please be as specific as possible.

- Section 9: Understanding ACCE's use of terminology would have been helpful.
- Section 9, but that has been fixed with the new version of the standards.
- Quality Improvement Plan everything else is plug and play
- I found a lot of them poorly written and quit honestly I am not sure if they are even the standard we want. Do they really say successful Construction Management graduate. 8, in regards to what. 9 how if your program isn't integrated with other programs. I think the 20 standards could easily become 12, that are very specific to what employers want from are graduates when they finish
- A number of weaknesses and concerns related to SLOs were not known to us

12. What areas of the Standards did you interpret differently than the team? Explain how this difference of opinion was resolved.

- Our understanding of what an "Educational Unit" was different from what ACCE considers an Educational Unit.
- The visiting team thought that the sample size of data for SLO No. 1 is too small and cited it as a Concern. The Accreditation committee removed it during the final report review.
- This all boils down to Volume 2, the visiting team had 0 comments on my Volume 1. If this is the case why even have volume 1, focus on volume 2 if this is where the visiting team is going to focus. Within ACCE there are folks that have a good grasp of this.
- Things like the written communication and oral presentation. It is not that we disagreed, but we had an issue of how to handle the fact that they are in so many classes. You seem to have two different types of standards. The one that is only

covered in one class and the one that is covered in 3 or more classes. How do you choose which one class should be related to the standard.

13. **Did the Visiting Team Chair contact you with questions about the evidence that learning outcomes were met beforehand? If yes, was that beneficial?**

Yes: 5 No: 2

14. **How fair/accurate was the visit assessment?**

Far above average	2
Above average	3
Average	0
Below average	2
Far below average	0

15. **All of the ACCE Visits in Spring 2021 were completed during the COVID Pandemic. Please describe the logistics of your visit - the precautions you had prepared for the physical visit, the planning and execution of the meetings with Institutional constituents, the timing of the visit, and other pertinent facts.**

- The logistics were more complex, requiring more coordination in the planning and execution of meetings. But overall, everything worked very well.
- I did not develop any logistical plan since Steve informed me about the visit mode and organized the kick-off meeting in January.
- There was a campus visit. The only precaution was the campus rules for masks and social distancing; otherwise, all went well.
- only the state requirements
- C19 created a disaster for those that within small programs. Please understand, those who are in small programs are strapped for resources. Therefore, the accumulation of data, organization of documentation, and planning of the actual visit falls on 1 individual who still has to manage a program AND teach a full boat of courses. With the standards changing, the reporting process which is all over the board on how to present information, and just the shear magnitude of the work involved to put this together is a lot of work. I know our industry volunteers go out of their way to review these programs on their own time which is greatly appreciated. It needs to be understood that faculty members are putting in a significant amount of overtime typically to make all of this work as well, much of this we do not get paid to do. There is still work that is needed on how to report information in Volume 2 and what is expected, this seems to be a major grey area and needs to be organized similar to what is expected with Vol. 1. And if teams are going to only focus on the QIP then the guidance committee needs to look at

this as well. Please understand C19 placed a major burden on faculty to make their classes run efficiently if there was a way to be efficient. Hope this helps.

- Our team was split into two groups. 2 were on campus and 2 zoomed in. Interview were both by zoom and in person. They had our conference room as their office
- The visit is fully online. The meetings with administrators, board members, faculty, and staff were conducted on Zoom. Only the meetings with the students were conducted on Teams. There were slight problems in managing these managing these meetings. However, the visit overall was very smooth.

16. What are some "Best Practices" that were learned from the experience of conducting the Team Visit during the COVID Pandemic?

- Effective and diligent communication with everyone involved makes all the difference in a successful ACCE accreditation visit.
- I really liked the use of OneDrive for sharing the self-study report and data with the visiting team. We could use Zoom on a complimentary basis in the future to set up a meeting with someone who cannot physically present.
- Utilized large interview (conference rooms) to maintain distance. The VT did not go to office to office but instead came to the large conference rooms to be interviewed.
- communication between visiting team and the program leader
- One of the best things that came out of the visiting team was the fact that even though we were remote, it was great to have one of the members on campus. Fortunately, we had one that was familiar with our program and what we do which really helped. In the past, one of the great aspects that I found to be truly beneficial was the fact at the ACCE annual meeting I actually sat down with the Chair and met him face to face. We engaged in a discussion on our program and what he was looking for with respect to the visit. This is crucial, because this happened during the summer while I was preparing the self-study, of course we were on the old system, but it definitely helped to understand who our visiting team was and meet them in person prior to the study which helped in the preparation process. So attendance at ACCE and physical contact meetings with the ACCE folks that are reviewing the program is a best practice.
- Zoom saves time on the interviewing of people around campus.
- 1. Current communication technology was adequate to conduct the visit online. 2. Few issues with the use Zoom (Host has to start all meetings)

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

17. **What are some "Difficult Lessons Learned" that were encountered from the experience of conducting the Team Visit during the COVID pandemic? What could have been done differently and how would you propose for it to be done in the future?**
    - Even though we have been through many ACCE training events, and a few site visits, we struggled with some terminology within our report. Possibly, a glossary of terms would be a useful addition to training materials.
    - I did not have a chance to conduct the chair training yet, but I wonder if there is any communication guide for team chairs. Email communication with the chair was extremely challenging. I could not get hold of my team chair until a few weeks before the visit. It would be great if academic unit leaders could prepare the visit with a milestone schedule. For example, the expected dates for comments on the self-study, a confirmed schedule, a travel plan, etc.
    - Technology, communication, etc. Again, ACCE needs to review the presentation of volumes 1 and 2 using one drive. Don't make it difficult, it needs to be simple and a usable process. If all we are to do is create an executive summary that will be reviewed for the final report then let it be at that, if there is more, then provide the necessary training and guidance to make this happen. We have transitioned to a new process without understanding what we need in the new transition. At some point in time a standard has to be identified for the presentation of information in volume 2 and work with programs to make this happen. It may help to start this process with programs well before the go up for accreditation so data can be collected in a consistent manner.
    - My concerns have less to do with Covid and more to do with how ACCE runs these visits and how the training does not match what goes on with a site visit.
18. **Please provide any additional general feedback you may feel would be helpful to the Visiting Team experience.**
    - We had very high quality members on our visiting team, especially the chair. The people made all the difference!
    - Thanks ACCE for continuous improvement on the accreditation process.
    - make yourself familiar with the documentation and follow the instruction
    - ACCE is a great organization. Visiting teams should be commended on their efforts to review programs. It would help a lot to formalize the volume 2 process and organize the QIP process if this is where the visiting teams are going to focus their energies during the visit outside looking at the physical aspects of the programs. Again, I would be happy to help in this process.
    - ACCE needs to provide better training for both visiting teams and those being visited. There needs to be a better understanding of policy and procedure moving forward. A preparation checklist would be helpful. The standards overall need to be addressed to

see if they are valid measures of a Construction Management Program. One drive should be abandon for something that consistently works.

4 Aggregate of Visiting Team Chairs Survey

1. **Identify any specific aspect of the pre-visit preparation that you may have encountered that assisted the evaluation process on this visit.**
   - 2-3 virtual meetings prior to the visit streamlined communication
   - Could look at all of the materials online
   - Early team meeting.
2. **Identify any specific aspect of the pre-visit preparation that you may have encountered that hindered the evaluation process on this visit.**
   - Late submittal of materials by program.
3. **During the visit, did you/your counterparts encounter any issues interacting with individual institution personnel (administration, faculty, or students)?**

   Yes: 1 No: 2
   - Yes - technical difficulties with zoom for one interview time slot; rescheduled for later in the day
4. **Were the students' work materials organized in a manner that facilitated efficient review by the Visiting Team in order to verify compliance with Section 3 of ACCE Document 103?**

   Yes: 2 No: 1
5. **Were the students' work materials organized in a manner that facilitated efficient review by the Visiting Team in order to verify compliance with Section 3 of ACCE Document 103?**

   Yes: 3 No: 0
6. **Was the Self-Evaluation Study organized in a manner that facilitated efficient verification of the Program's compliance with ACCE Document 103?**

   Yes: 3 No: 0
7. **Would additional materials in the Self-Evaluation Study help the Visiting Team in the assessment of the Program?**

   Yes: 1 No: 2

   If yes (please explain)
   - if any materials (e.g. salary data) are not provided in the SES, the program should indicate this list of future items in an appendix and provide these on arrival
8. **Were there areas of redundancy that you found in reviewing the Self-Evaluation Study?**

   Yes:0 No: 3

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

9. **Were there areas of redundancy that you found in writing the Visiting Team Report?**

   Yes: 1 No: 2

   If yes (please explain)

   - 3.1.6 and 9.1 sections. We mentioned lack of compliance on assessment instruments in both sections

10. **Were there specific areas that you found difficult to review prior to the visit?**

    Yes: 1 No: 2

    If yes (please explain)

    - Student work and evaluation of assessment results.

11. **Were there specific areas that you found difficult to review during the visit?**

    Yes: 1 No: 2

    If yes (please explain)

    - comparative administrative support

12. **Were the SLO folders in OneDrive complete and organized?**

    Yes: 2 No: 1 (Not Complete)

13. **Which section(s) of the Standard(s) did you find to be the most unclear, difficult to interpret, or difficult to assess? Please be as specific as possible.**

    - program's used different terminology for "degree program objectives."
    - Section 9. Program outcomes. Programs need to understand that they should have program outcomes in addition to SLOs.

14. **What areas of the Standards did you interpret differently than the program?**

    None

15. **Did you contact the Program Leader with questions about evidence that learning outcomes were met before the actual visit?**

    Yes: 2 No: 1

    Please explain

    - this gave the program a chance to meet the standard or to clear up any misunderstandings

16. **How fair/accurate was the visit assessment?**

    Two gave a score of 4 and one said Excellent.

17. **All of the ACCE Visits in Spring 2021 were completed during the COVID Pandemic. Please describe the logistics of your visit - number of members that went to the campus, meetings with Institutional constituents, the timing of the visit, other pertinent facts.**

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

- 2 trained members visited in advance; the rest of the visit was virtual on the scheduled dates
- All four team members went to campus. Most of the meetings were in person but a few were online. Two members did the on campus interviews in one office while the other two used another space for the online meetings.
- Virtual visit. One VT Member and one VT MIT physically reviewed facilities.

18. What are some "Best Practices" that were learned from the experience of conducting the Team Visit during the COVID Pandemic?

- electronic student survey to ensure comprehensive and anonymous student feedback in the review process
- cannot think of any
- Use of a checklist for all paragraphs of the Standards provided by the VT Chair helped track the VT progress.

19. What are some "Difficult Lessons Learned" that were encountered from the experience of conducting the Team Visit during the COVID Pandemic? What would you have done differently?

- Flight delays. Could not be helped. Possibly taking flights earlier in the day.
- The preparer of the self-study could have received better direction or training in using the OneDrive folders to their advantage.

20. Please provide any general feedback you feel would be helpful to the Visiting Team experience.

None.

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July 16-23

Associate Degree Caucus Meeting

TAB 12 - Procore Presentation

2021

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PARTNERSHIP FOR EXCELLENCE

Associate Degree Caucus
Agenda

Wednesday, July 21, 2021

3:00 PM – 5:00 PM CDT

Chair - Rod Stutt, Saskatchewan Polytech, Moose Jaw, Saskatchewan, Canada

Vice-Chair – Mike Safavi, Jefferson State Community College, Birmingham, AL

1. Call to order and welcome.
2. Self-Introductions by committee members.
3. Approve agenda and review minutes of last meeting.
4. Presentation on Professional Development Committee Certification.
5. Presentation from Construction Workforce Education Committee.
6. Annual Review of a Learning Outcome: Cost Estimating.
7. Visiting Team Feedback: Indirect Evidence.
8. Best Practices in Instruction: What do we keep from online delivery?
9. Questions or suggestions for other committees?
10. Other business.
11. Adjourn

NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.

Meeting Minutes
Associate Degree Caucus
February 16, 2021

I. Attendance:

- **Caucus Members**

  Rod Stutt, Steve Nellis, Karie Johnson, Richard Vanderweide, Tim Dykes, Geoff Lobley, Gery Frie, Kat Johnson

  Cheryl Goodall, Gregory Kelly, James Howard, Keith Thomas, Gordon Rogers

- **Visitors**

  Melanie Meyers

- **Caucus Members absent**

II. Chair Welcome

- **Opening Remarks**
- Historically the meeting has been informal affair. Normally the face-to-face attendance is small due to college budgets. In future planning is to make the Caucus a more formal function every year.

  Introducing presentation be Melanie Meyers with NAWIC Education Foundation

- **Self-Introductions**

  Self-introduction of attendees made during each of the discussions:

  Melanie Meyers - Presenter

  Eastern Michigan University – Instructor
  Oakland Community College – CM Program Coordinator
  Saint Joseph Mercy Health System – Project Manager
  NAWIC NEF Educational Coordinator

III. Minutes from July 2020 Annual Meeting

Meeting minutes of the July 2020 minutes can be reviewed on the ACCE website. The minute are not available at today's session.

IV. Caucus Agenda Items

a. NAWIC - NEF Presentation

- NEF founded by NAWIC in 1972.
- NEF is a nonprofit organization governed by a Board of Trustees; Tammy Crooks is the incoming national president for NEF.
- NEF is industry driven.
- Core purpose is to provide educational opportunities and programs to benefit and promote the construction industry.
- Provide five construction educational stackable certificate programs. Programs recognized by ACCE.
- Provide career exploration events; Block Kids, Design Drafting, Create/Design/Build for exposure to the industry.

Stackable Credential include:

- Construction Bookkeeping Technician (CBT)
- Construction Document Technician (CDT)
- Construction Industry Specialist (CIS)
- Construction Industry Technician (CIT)
- Estimating and Scheduling Practitioner (ESP)
- **Credit hour equivalencies and SLO are offered.**
- **Self-guided program that also work for the classroom**
- **Textbooks available in hardcopy and found on the E-Pub site**
- **Review of the featured book titles.**



- Technician designation is a definition-based learning (those without any training). Specialist designation is based on student have an introductory understanding of the industry**.**
- There is not a accreditation on the credentials once received, no CEU's are required to keep credentials.
- Credentials may possible be used as transfer credit into an associated degree program.
- E documents of the courses are available for schools to review to add into current curriculum.
- Design Drafting Competition modules are available for schools to use in their programs/course and compete in the program.
- Competition to all students.
- Pursuit of high school students interested in construction.

- See as a real opportunity for community colleges and technical schools to recruit students in high school before they have to make a decision about what to do.
- Program information if free from NEF.
- Gordon Rodger to reach out to Melanie about the program
- Questions



b. Focus on one specific learning outcomes of the thirteen SLO's for the Associated Programs and discuss what everyone does.

Discussion of the Ethics Learning outcome and how it is achieved at each college.

RV- State Fair Community – Covered in the safety course. Ethics has a lot to do with safety including welding certificates and other programs. Several locations in the text address safety is discussed in the course. The Hyatt Regency bridge collapse is used a good example of the need for ethics in the industry.

RS - Saskatchewan Polytechnic – Introduced a component of the business law course taught by the Construction school. Discusses negligence and liability and how it circles back to safety and due diligence. Taught in one or two classes. May want to introduce more applied examples.

GL - Southern Alberta Institute of Technology - Touch on ethics three to four different ways; Introduction with conversation on academic integrity also use the ethical publication Technologist Professional Association, an outside entity. Bring in someone from the professional organization talk about the total ethical structure in the contracts and regulations course. Bring in a guest speaker from the organization to talk about the site planning and duty to protect the public from a safety lens. Ethics is also discussed in the risk management course.

JH – Tarrant County College - Included in the safety course and in the codes and inspections course. Also use the Hyatt Regency pedestrian bridge failure as an example of professional ethics.

RS – Question, does anyone on the conference have a specific course in ethics or use an ethics textbook?

KJ – Dunwoody College of Technology – Student take an ethics class, but it is not through the construction technology department. It is taught through the arts and sciences program. It is discussed throughout the program and assessed in the capstone course.

TD – Baton Rouge Community College - Collect the learning outcomes through the construction law class and through the project management course. Discussion on which member of the design teams responsibilities are.

RS – Question, how does the colleges assess ethics; is it through examination or by case study?

TD – Baton Rouge Community College – Assessment by test with specific question on the exams by multiple choice.

JH- Tarrant County College - A synopsis of an idea is given. The student is asked to research the situation and write a paper on their assumptions and conclusions.

KJ – Dunwoody College of Technology – The college conducts an informative assessment of the students by use of case studies on ethics. Incorporates ethical thinking and group discussions of ethical scenarios.

c. **Through visiting feedback when looking at direct assessments, some have verbs that say understand and some SLO's say to apply. Should "apply" be assessed through a project as opposed to a multiple choice exam? What is the appropriate type of assessment tool we should expect when using the term apply?**

GF **-** Baton Rouge Community College – The best example that comes to mind- is SLO1 referencing oral and written communications. This SLO cannot be measured using exam questions. Writing an essay and making a presentation is the best way to demonstrate SLO 1.

RS - In SLO's 13 such as Mech Elec and Plumbing the student should understand and recognize the different components and systems and how they work.

RS- As visiting teams and instructors looking to looking to demonstrate SLO's it is important that we pay attention to making sure that the method of assessment is appropriate to the level of the verb in those applied cases.

d. **Topic of low stakes assessment. The idea that rather that evaluating a student pass or not pass the course but there be a formative assessment throughout the semester to where the student risk very little but received very high level of feedback. Is this method used often at colleges?**

GL – Discussion of High stakes High risk assessments. Although the industry deals often with high stakes high risk it does not feel right in a learning environment. Seeking feedback from the caucus members.

JH – Baton Rouge Community College – promotes multiple lower risk assessments.

General consensus is that many low risk assessments is more contusive to learning for the student.

High risk low stakes, High stake low risk allowing for feedback.

Thought of using project-based assessment and group assessment vs. exam-based assessment. Including roles withing a group to assess group work. Each student must present their specific portion of the group assignment for individual student assessment.

Question of "Who's doing the work" - by role playing, discussion of academic integrity and ethics. Use of both group and individual assessment.

Project Based Learning encourages collaboration but also provides individual assessment opportunity.

e. Unfinished Business

Selection of Associate Degree members to the Board of Trustee committee.

Nominees: Rod Stutt and Gregory Kelly

Cheryle Goodale – attendance of board meeting, voting input from the four year and two-year programs.

A voice vote to nominate Rod Stutt and Gregory Kelly was conducted and approved.

f. New Business

- Future planning for each caucus is to make the Associate Degree Program Caucus a formal function every year.
- Look into incorporating small break out groups and case studies involving studies when assessing ethics.
- Aim to set a high standard that the organization can be very confident that any program that covers a learning outcome is doing it at an appropriate level.
- Propose have Associate Degree Meetings via Zoom type meetings between the ACCE meeting in lieu of waiting every six months to meet. Look at having Steve send out invites to a biannual Associate Degree Meeting. Having period discussion would be good for the program to share ideas and issues would be valuable.

g. Adjourned at 1:30 pm on February 16, 2021.

Construction Workforce Education Committee

Report to the ACCE Board of Trustees

July 2021

1

Committee's Charge

Develop a program to accredit workforce education programs in the construction industry, such as apprenticeship programs, that are not currently eligible for accreditation by ACCE.

2

Committee Agenda

1. Develop New documents to outline the process of accreditation
2. Develop a protocol for Visiting Team training and team visits
3. Work with CHEA and/or Department of Education to allow for local state recognition of accredited programs
4. Identify stakeholders
5. Develop a marketing and outreach program for both internal and external audiences

3



Accreditation Documents

- New Documents 201, 202 and 203 are now completed and recommended for approval by the ACCE Executive Committee.
- The Documents were previously approved, then amended to accommodate DOE requirements that could lead to recognition by states.
- The Documents follow the same approach as Documents 101, 102 and 103, i.e., they are based on SLOs with other institutional requirements.
- Self-study guide is completed.

4

Colorado Pilot Program

Working with the Rocky Mountain Mechanical Contractor Association (RMMCA) to prepare for the visit:

- Accreditation visit scheduled for October 2021
- Protocols are being developed in preparation for the first pilot visit

5

Colorado Pilot Program

- Scheduled for October 10-13 in Denver
- Will be evaluating a multi-trade, multi-site apprenticeship training programs.
- Visiting Team is in place, chaired by Robert Ries
- Planning 2 ½ days for the visit
- The Team understands there are differences from the "usual" visits, e.g., the students all work; most faculty are not full-time; the facilities are different; there are no Industry Advisory Boards as we know them.
- Self-assessment is underway and will be completed by end of August 2021.

6

Identify Stakeholders and Prospects

- Natural allies are building trades unions, open shop apprenticeship programs and national construction industry trade associations.
- Steve Nellis was invited to attend a meeting with the National Association of Building Trades Unions.
- We have communicated with several national trade associations.
- The committee believes we need to have the first visit completed before we go further.

7

CHEA and DOE

- Because we are accrediting non-degreed programs, CHEA will only be an issue if we accredit more workforce education programs than degree programs. (CHEA requires no more than 50% of the total accredited programs be non-degree granting.)
- DOE recognition becomes important for validation at the state level; Documents 201, 202 and 203 were revised accordingly.

8

Next Steps

- Complete the pilot visit and have a recommendation for the ACCE Board by the end of the year.
- Possible revision of the accreditation documents
- Develop a recommendation for a fee structure for the program.
- Look to align our program with degree-granting bodies, e.g., community colleges and technical schools.
- Identify prospects for the next round of visits.
- Develop outreach, marketing and communication strategies
- Develop a program for Visiting Team training

9



And Finally. . .

- The committee has been terrific! Everyone is engaged and on board.
- ACCE leadership has been with us all the way.

Happy to answer any questions!

10

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Baccalaureate Degree Caucus Meeting

TAB 12 - JohnWyatt Presentation

2021

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ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Baccalaureate Degree Caucus
Agenda

Wednesday, July 21, 2021

3:00 PM – 5:00 PM CDT

Chair – Rob Ries, University of Florida

Vice-Chair – Bob Hamilton – Boise State University

1. Greetings and Welcome
2. Attendance
3. Presentation by ACCE Construction Workforce Education Committee
4. Old Business
5. New Business
6. Adjourn

NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.

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ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Thursday, July 22

TAB 04 - Board Actions Items

2021

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PARTNERSHIP FOR EXCELLENCE
July 16-23

Standards Committee Meeting

TAB 11 - Strategic Plan

2021

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PARTNERSHIP FOR EXCELLENCE

Standards Committee
Agenda

Thursday, July 22, 2021

10:00 AM – 11:30 AM CDT

Charge to Committee: The Standards Committee is responsible for the preparation of the criteria and standards upon which all programs in construction education seeking accreditation or reaccreditation by ACCE will be evaluated, in particular Document 103. All proposed changes in standards and criteria relating to construction education programs shall be sent to the administrators of ACCE accredited programs for comment by program faculty, students, or administrators (allowing an appropriate period of time for comment) prior to final adoption by the Board.

Per ACCE Document 100, Section 1.4.2.4.

1. Greetings and welcome, self-introductions
2. Review and approved minutes from the February 2021 mid-year meeting
3. Review results from the 2021 Self-Assessment Survey for the Standards Committee
4. Progress report from the Online Program Standards Taskforce – John Schmidt
5. Progress report SLO Reduction Taskforce – Randy Rapp
6. New Business
7. Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for two years 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least two Committee's Conference meetings 4. Has served as a Full Member of two Visiting Teams	



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Standards Committee	Yes	Individual	Educator	Dr. Charles Berryman	Chair	CBerryman@LSUmail.net	Louisiana State University - MD
Standards Committee		Institution	Educator	Dr. Souhail Elhouar	Vice Chair	SElhouar@Bradley.edu	Bradley University
Standards Committee		Individual	Educator	Professor Alan Bond	Member	ADBond@CSUChico.edu	California State University, Chico
Standards Committee		Individual	Educator	Dr. Tom Burns	Member	Thomas.Burns@CincinnatiState.edu	ACCE Individual Member
Standards Committee		Institution IAB	Practitioner	Ms. Marjorie Chang Fuller	Member	Marjorie-ChangFuller@HoffmanCorp.	Washington State University IAB
Standards Committee		Individual	Practitioner	Mr. Tom Cole	Member	TomC@Cornerstonegci.com	ACCE Individual Member
Standards Committee		Institution IAB	Practitioner	Dr. Gerrad Delatte	Member	GDelatte@Turner-Industries.com	Louisiana State University IAB
Standards Committee		Institution	Educator	Dr. Derrek Dunn	Member	DDunn@UMES.edu	University of Maryland, Eastern Shore
Standards Committee		Institution	Educator	Dr. Jerry Gao	Member	Jerry.Gao@NDSU.edu	North Dakota State University
Standards Committee		Institution	Educator	Dr. Robert Hamilton	Member	RHamilton@BoiseState.edu	Boise State University
Standards Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Standards Committee		Institution	Educator	Dr. Ben Ilozor	Member	BIlozor@EMich.edu	Eastern Michigan University
Standards Committee		Candidate	Educator	Dr. Francois Jacobs	Member	FJacobs@UWYO.edu	University of Wyoming - Candidate
Standards Committee	Yes	Institution	Educator	Dr. Anthony Lamanna	Member	DrTony@ASU.edu	Arizona State University
Standards Committee		Institution	Educator	Dr. Sarel Lavy	Member	SLavy@Arch.TAMU.edu	Texas A&M University
Standards Committee	Yes	Institution	Educator	Dr. Tamera McCuen	Member	TammyMccuen@OU.edu	University of Oklahoma
Standards Committee		Institution	Educator	Dr. Wallied Orabi	Member	WOrabi@FIU.edu	Florida International University
Standards Committee		Institution	Educator	Dr. Tan Qu	Member	QuT@SeminoleState.edu	Seminole Stete University
Standards Committee		Institution	Educator	Dr. Randy Rapp	Member	RRapp@Purdue.edu	Purdue University
Standards Committee		Institution	Educator	Dr. Saeed Rokooei	Member	SRokooei@caad.MSState.edu	Mississippi State University
Standards Committee	Yes	Individual	Educator	Dr. John Schmidt	Member	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Standards Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Standards Committee		Institution	Educator	Dr. Ben Obinero Uwakweh	Member	bouwakwe@ncat.edu	North Carolina A&T State University
Standards Committee		Institution	Educator	Dr. Eric Wetzel	Member	EMW0009@Auburn.edu	Auburn University
Standards Committee		Institution IAB	Practitioner	Mr. Drew Yantis	Member	acy0009@auburn.edu	Auburn University IAB

Standards Committee

Meeting Minutes

February 18, 2021 11:00 am-1:00 pm

I. Attendance:

- **Committee Members**
  Berryman (C), Elhouar (VC), Bond, Burns, Chang Fuller, Diab, Gao, Hunt, Lamanna, Matthews, McCuen, Orabi, Qu, Rapp, Schmidt, Todorov (from Zoom attendance record), Wetzel, Yantis (from Zoom attendance record)
- **Visitors**
  (See attached)
- **Committee Members absent**
  Delatte, Fosheim

II. Chair Welcome

- **Opening Remarks**
  Chuck Berryman asked the committee to introduce themselves.
- **Self Introductions**
  The following committee members introduced themselves: Berryman, Elhouar, Bond, Burns, Chang Fuller, Qu, Hunt, Gao, Lamana, Matthews, McCuen, Orabi, Rapp, Schmidt, Diab, Wetzel.

III. Minutes from July 2020 Annual Meeting
Minutes were approved unanimously.

IV. Special Committee Agenda Items

a. Berryman provided a review of Document 103 with an overview of the adoption timeline. It officially starts in the fall of 2021. Programs being visited in Spring 2022 will be using the new Standard. Programs being visited in the Fall of 2021 will be using the old Standard.

b. ACCE Strategic Plan: Berryman shared a snapshot of the Action Plans from the 2020 ACCE Strategic Plan. Only three items in the action plan relate to the Standards Committee. Two of the three are already completed. Modifications were made to the ACCE Standard to meet CHEA requirements. The Standards Committee approved nine new standards that aligned with the nine sections of Document 103. If a program does not meet one of them it is called a deficiency and the program cannot be reaccredited or accredited. Below that, weaknesses and concerns will be the same as they have always been. The other two in the action plan relate to SLO's.

One second item involves the clarification of problematic SLO requirements; specifically, SLO 9, which caused problems for a lot of programs. It was changed from "apply" to "understand". This is the only major change to Document 103 that starts fall 2021. Most of the Document 103 was merged together to put in the deficiencies but for the most part the only really change is the SLO 9 changing from "apply" to "understand". Everything else is the same. The last action plan item: Consolidate/reduce the number of SLOs will take some time to complete. The Standards Committee needs to review the SLOs to see if there is a need for possible reduction or changes. Berryman did a survey with industry (during the ACCE Industry Advisory Board event). Forty-seven people from the industry to answer the survey. Scores were provided on a 5-point scale. Results indicate that the "create" SLOs are all essential. Even the corresponding comments indicate these are essential parts of the skill.

Q1 CREATE - rate each SLO as it relates to the essential skills and knowledge for a student graduating earning an accredited construction degree.

Answered: 47 Skipped: 0

	NOT THAT IMPORTANT	HELPFUL BUT NOT NECESSARY	NO OPINION EITHER WAY	SOMEWHAT IMPORTANT	VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
1. Create written communications appropriate to the construction discipline.	0.00% 0	0.00% 0	2.13% 1	19.15% 9	78.72% 37	47	4.77
2. Create oral presentations appropriate to the construction discipline.	0.00% 0	2.13% 1	4.26% 2	27.66% 13	65.96% 31	47	4.57
3. Create a construction project safety plan.	0.00% 0	8.51% 4	2.13% 1	36.17% 17	53.19% 25	47	4.34
4. Create construction project cost estimates.	0.00% 0	0.00% 0	2.13% 1	23.40% 11	74.47% 35	47	4.72
5. Create construction project schedules.	0.00% 0	0.00% 0	0.00% 0	23.40% 11	76.60% 36	47	4.77

Berryman asked Richard Burt to comment on how the SLO's were obtained. Burt indicated that there were initially thirty-plus of them. They were sent with two groups: one went out to all the programs to circulate to their advisory boards, and one went out to the faculty. This Task Force evaluated the SLOs on a similar scale that got it down to 20 by dropping out or combining some outcomes. The ones that ranked the highest were the ones that had to be at a certain level.

i. There were 305 respondents between industry and faculty and SLO 19 was actually ranked 18.

ii. Berryman introduced the next set of SLO's (6, 7, 8) at the analyze level and indicated they still ranked high

Straw Poll - ACCE Student Learning Outcomes for essential skills and knowledge

	NOT THAT IMPORTANT	HELPFUL BUT NOT NECESSARY	NO OPINION ETHER WAY	IMPORTANT	VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
6. Analyze professional decisions based on ethical principles.	0.00% 0	0.00% 0	2.13% 1	31.91% 15	65.96% 31	47	4.64
7. Analyze construction documents for planning and management of construction processes.	0.00% 0	0.00% 0	0.00% 0	27.66% 13	72.34% 34	47	4.72
8. Analyze methods, materials, and equipment used to construct projects.	0.00% 0	6.38% 3	2.13% 1	36.17% 17	55.32% 26	47	4.40

#	COMMENT	DATE
1	Secondary skills. How do you measure ethics?	2/16/2021 4:09 PM
2	more important skill sets as a pm	2/16/2021 3:24 PM

iii. At the Apply level, SLO 11 was ranked the lowest of the bunch.

	NOT THAT IMPORTANT	HELPFUL BUT NOT NECESSARY	NO OPINION EITHER WAY	SOMEWHAT IMPORTANT	VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
10. Apply electronic-based technology to manage the construction process.	0.00% 0	0.00% 0	2.13% 1	27.66% 13	70.21% 33	47	4.68
11. Apply basic surveying techniques for construction layout and control.	4.26% 2	21.28% 10	6.38% 3	51.06% 24	17.02% 8	47	3.55

#	COMMENT	DATE
1	Surveying is good to know, but as managers I don't see the value. We hire surveyors to layout our jobs but we need to understand the planning and how to read their survey stakes	2/16/2021 4:09 PM
2	Survey & layout is now primarily handled by sub-consultants and at the superintendent/trade level.	2/16/2021 3:29 PM

General Committee comments: Layout is primarily handled by sub-consultants. A lot of programs going online and this is the most difficult one to try to meet; this may have to do with the level and if there would be more appreciation for it if it was at the understand level; we need to understand surveying and how to read plans and subdivisions but not how to setup equipment and shoot. All surveying is contracted out. Part of this learning outcome is lining grade control; a carpenter, a foreman, or a superintendent may need to set up a total station to layout anchor bolts after getting the original points from a surveyor; where would they learn how to do that? Graduates who are part of the field engineering crew are responsible for quality control and quality assurance; grade and level alignment are part of the field engineer's task; they need to have an understanding of that. Contractors may be liable and have to fix alignment issues that are not detected during layout. An alumni survey of 958 participants indicated a large proportion do not use the surveying much at all and among those who do they indicated they were able to perform their tasks with knowledge of surveying at the understand level. Smaller schools that may be going into residential or lower end commercial may have the need but they can always add that. Actual surveys must be done by licensed professionals; project layout is accomplished largely by layout carpenters, but the CM students should understand the basics.
Berryman: ***general consensus is to bring this down to the understand level. Will try to rewrite SLO 11 for the committee and send it out to everybody after the meeting. It seems that the general consensus is we want to keep it but may be drop it to the understand level.***

iv. Berryman introduced the remaining of the SLO's, which are at the understand level. The lowest one is the understanding of the principles of sustainable construction. .

	NOT IMPORTANT	HELPFUL BUT NOT NECESSARY	NO OPINION EITHER WAY	IMPORTANT	VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
12. Understand construction risk management.	0.00% 0	4.26% 2	4.26% 2	44.68% 21	46.81% 22	47	4.34
13. Understand construction accounting and cost control.	0.00% 0	6.38% 3	6.38% 3	42.55% 20	44.68% 21	47	4.26
14. Understand construction quality assurance and control.	0.00% 0	2.13% 1	2.13% 1	46.81% 22	48.94% 23	47	4.43
15. Understand construction project control processes.	0.00% 0	0.00% 0	4.26% 2	42.55% 20	53.19% 25	47	4.49
16. Understand the legal implications of contract, common, and regulatory law to manage a construction project.	0.00% 0	6.38% 3	2.13% 1	42.55% 20	48.94% 23	47	4.34
17. Understand the basic principles of sustainable construction.	0.00% 0	21.28% 10	8.51% 4	44.68% 21	25.53% 12	47	3.74
18. Understand the basic principles of structural behavior.	0.00% 0	10.64% 5	10.64% 5	46.81% 22	31.91% 15	47	4.00
19. Understand the basic principles of mechanical, electrical and piping systems.	0.00% 0	6.38% 3	6.38% 3	53.19% 25	34.04% 16	47	4.15
20(9). Understand the role of the construction manager as a member of different multi-disciplinary project teams.	2.13% 1	0.00% 0	0.00% 0	38.30% 18	59.57% 28	47	4.53

A discussion ensued about eliminating all the Understand Bloom's levels. Some members suggested combining SLO's with required topical coverage. Many indicated this will bring back the matrix and expressed their disagreement with that approach. ACCE spent a lot of time moving to outcome-based assessment for the construction courses and it seems that many do not want to go back to the matrix. If it is important for students to have a skill in an area, ACCE should keep the SLO; if it is not important it can be taken away. The SLO's are the minimum requirements for a program; programs can have ten more if they want to depending on how they want to specialize.

v. There was a suggestion to move to an all SLO model and drop the coverage requirements but there is no consensus on going to a fully outcome based standard.

vi. ***Berryman announced the creation of a taskforce to look at reducing SLO's and the prescribed content and asked attendees to let him know if they would like to volunteer to serve on the taskforce***.

c. Berryman opened the discussion with respect to how online programs would be accredited. Current standard addresses courses with alternative modes of delivery but not programs. The challenge is facilities and lab components. Many institutions have their own requirements with respect to online programs may need to look at a different accreditation approach for fully online programs.

Mark Shelbourn talked about the UK experience in accrediting online programs using the same accreditation document. Berryman noted this is something that the Standards Committee will have to look at sooner rather than later. Plans are to have the Doc 103 reviewed for online programs by the annual meeting in July.

i. ***Berryman announced the creation of a taskforce to look at Document 103 for Online Programs and asked attendees to let him know if they would like to volunteer to serve on the taskforce***.

d. Berryman invited Burt to make a presentation describing the work of the International Standards Task Force (Document 103I).
Taskforce members: Burt, Shelbourn, Stutt, Qu, and Bond
taskforce looked at a number of standards and their requirements
The taskforce identified three issues: 1) Minimum number of credit hours-units of measure and duration; 2) General education requirements – Communications, mathematics, Sciences; and 3) Business and management Requirements.
Possible solutions include removing the minimum 120 credit hour requirements, adding a requirement for program to be accredited by the host country construction management agency, adding additional learning outcomes for General Education requirements, adding additional learning outcomes for Business and Management requirements.
Berryman asked to get this taskforce along with the SLO Reduction Taskforce to see what can be done to kind of merge the contents. The Taskforce is to provide a progress report for the July 2021 annual meeting.
Berryman thanked the International Standards Taskforce for their effort.

e. Council of Chairs recommendations for the Standards Committee: 1) Continue to revise to establish greater clarity in standards, particularly related to QIP and assessment and 2) Further define "like units" for use in comparison requirements. Item 1 was completed with the revisions to Section 9. Item 2 was addressed by introducing the statement "of similar size and function within the educational unit with regard to finance." The Standards Committee will wait until there is a cycle using the new Doc 103 to see if any of these items are still problematic.

V. Unfinished Business

None

VI. New Business

None

VII. Adjourned at 12:50 pm

Respectfully Submitted: Souhail Elhouar (VC)

Midyear Meeting 2021

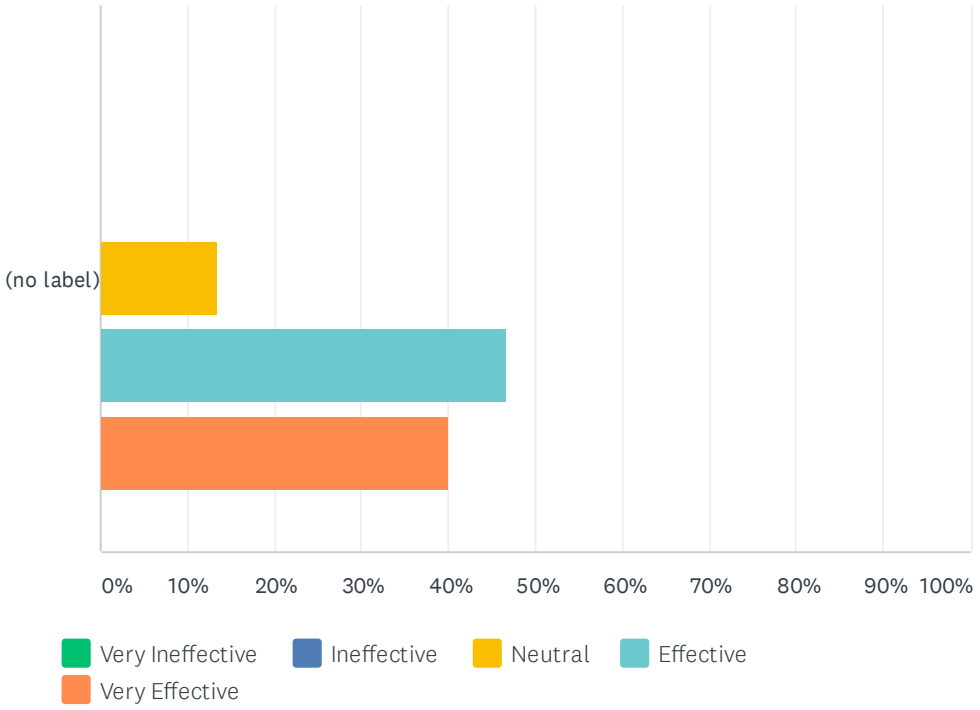
Virtual

List of Attendees

Alan Bond
Alejandro Rodriguez
Andrew Yantis
Anthony Lamanna
Anwar Alroomi
apayne76
Benedict Ilozor
Calvin Chen
Catherine Shi
Chao Wang
Cheryl Knodel
Chris Gordon
Daniel Enz
David Batie
david martin
Degenhart# Shannon H
Derrek Dunn
Dimitar Todorov
ditodoro
Drew Yantis - Holder
Eric Wetzel
Fernandez-Solis Jose L
Francois Jacobs
George Ford
Gery Frie
Gregory Kelly
hussein f abaza
Jerry Gao
Jodi Farrington
Joey Shorter
John Gaver
John Murphy
John Schaufelberger
John Schmidt
John Tingerthal
Katie Loughmiller
kbedette
Kristen Ortiz
Kristin Haller
lahiru
Lahiru Silva
Lavy Sarel
Lewis Waller
Lynn Artman - Michigan Tech
Mag Malek
majed
Marjorie Chang Fuller
Mark Shelbourn
Michael Emmer
MI-DMPCRGQ4LM93
Minkyum Kim
Moayed
Mohamed Diab
Mona Afifi
Musibau Shofoluwe
Orlando Bagcal
Patrick Kolanda
Pramen Shrestha
Rachel Axness
Randy Rapp
Renee Ryan
Richard Burt
Rob Ries
Robert Hamilton
Rogers Hunt III
Russell Butler
Saeed Rokooei
Sean Foley
Sherif's iPhone
Sinem Mollaoglu
Souhail Elhouar
Stephanie Heumann
Steve Nellis
Suat Gunhan
Suleiman Ashur
Svetlana Olbina
Tamera McCuen
Tan Qu
Tanya Matthews
Tom Burns
Tom Cole
Tulio Sulbaran
Wallied Orabi
Walter
Warren Plugge
Xudong Jia
Z. Torbica

Q1 Please rate the effectiveness of the Standards Committee in its responsibility to review the standards and, where appropriate, recommend to the Board changes as may be needed to improve upon the quality of the construction education.

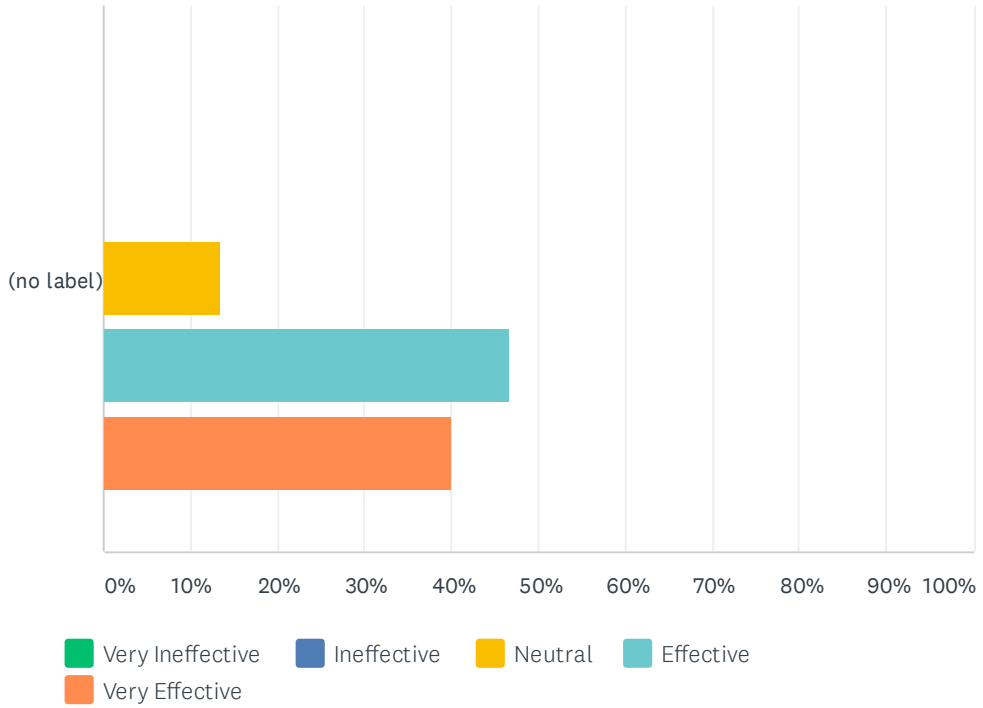
Answered: 15 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	13.33% 2	46.67% 7	40.00% 6	15	4.27

Q3 Please rate the effectiveness of the Standards Committee in reviewing the standards in a timely fashion.

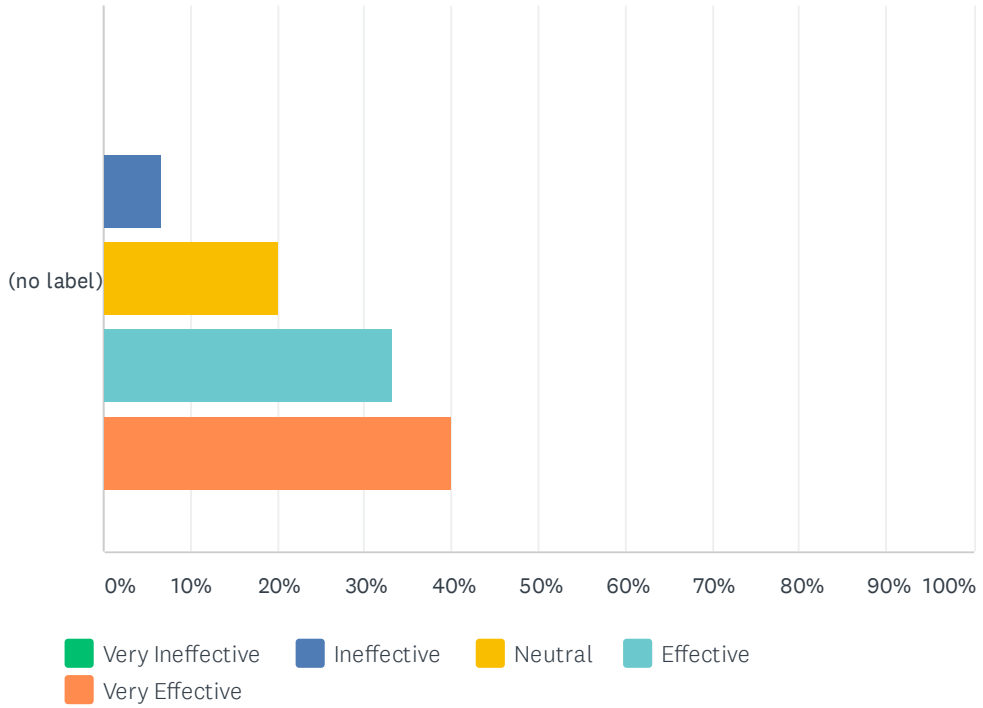
Answered: 15 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	13.33% 2	46.67% 7	40.00% 6	15	4.27

Q5 Please rate the effectiveness of the Standards Committee members in working well together and responding timely to tasks assigned to them.

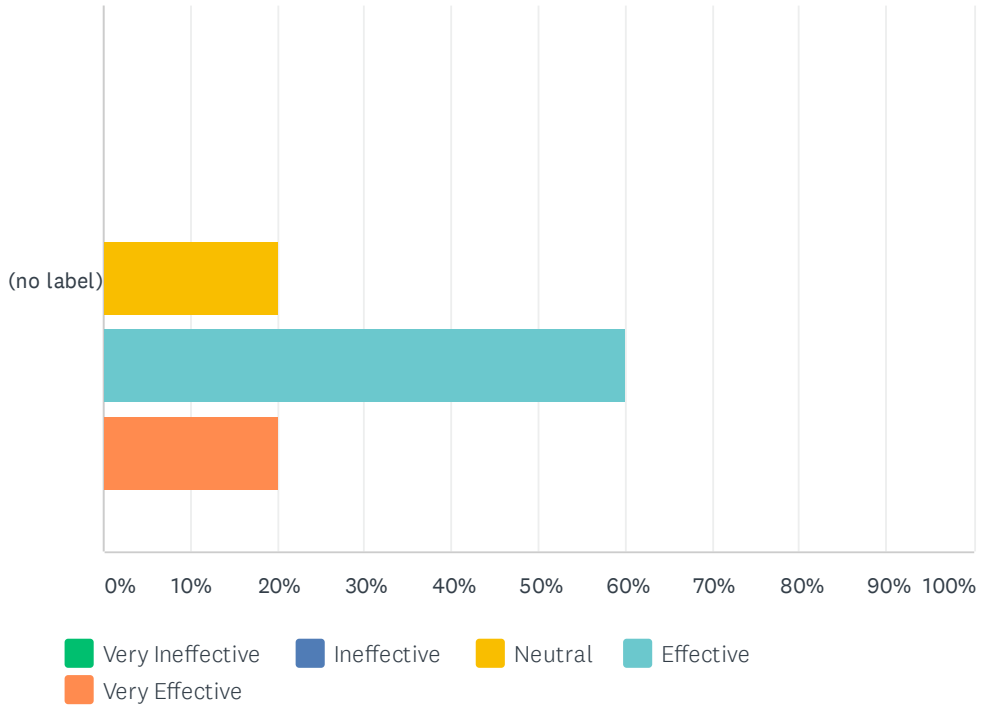
Answered: 15 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	6.67% 1	20.00% 3	33.33% 5	40.00% 6	15	4.07

Q7 Please rate the effectiveness of the Standards Committee in communications with other ACCE committees and the Board.

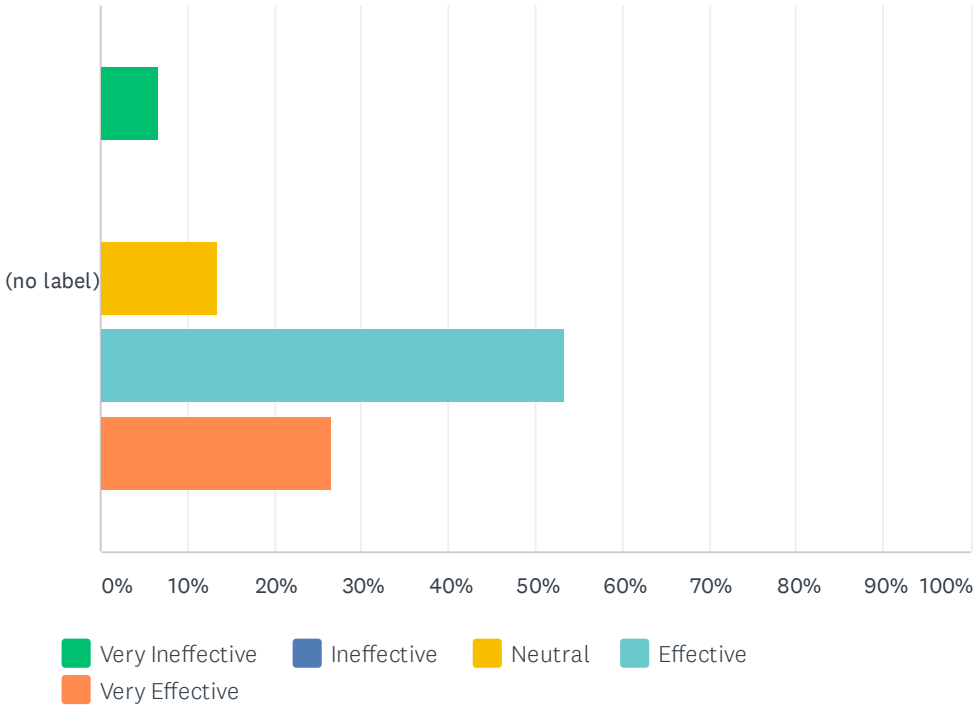
Answered: 15 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	20.00% 3	60.00% 9	20.00% 3	15	4.00

Q9 Please rate the effectiveness of the Standards Committee in providing adequate time and opportunities for input from the stakeholders before any change in the Standards.

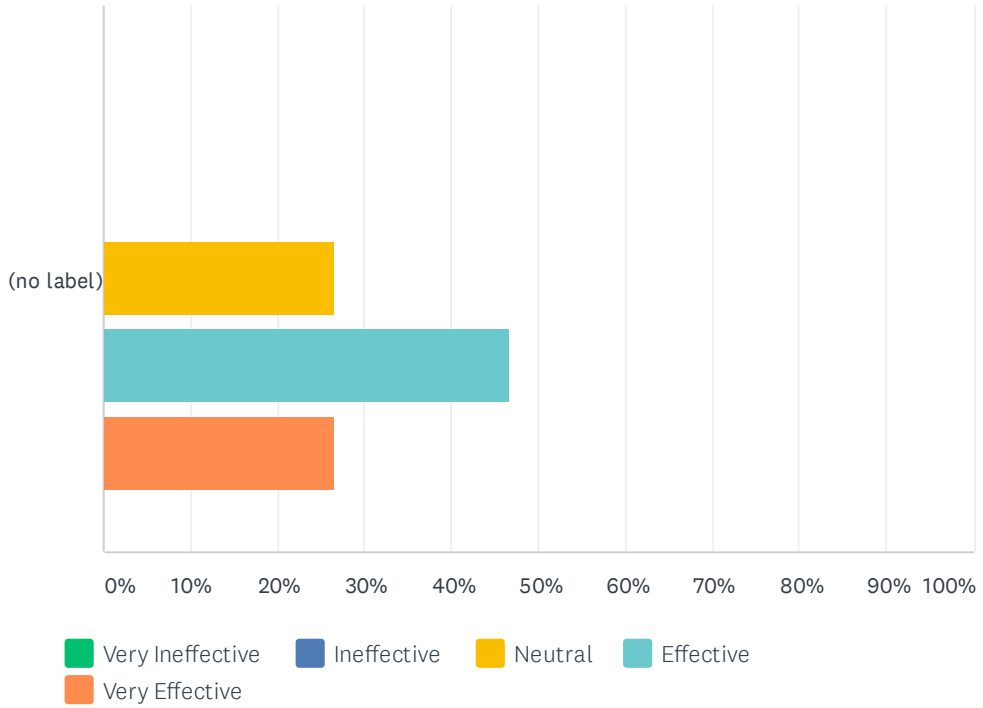
Answered: 15 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	6.67% 1	0.00% 0	13.33% 2	53.33% 8	26.67% 4	15	3.93

Q11 Please rate the effectiveness of the Standards Committee in addressing questions raised regarding Standards in a timely manner.

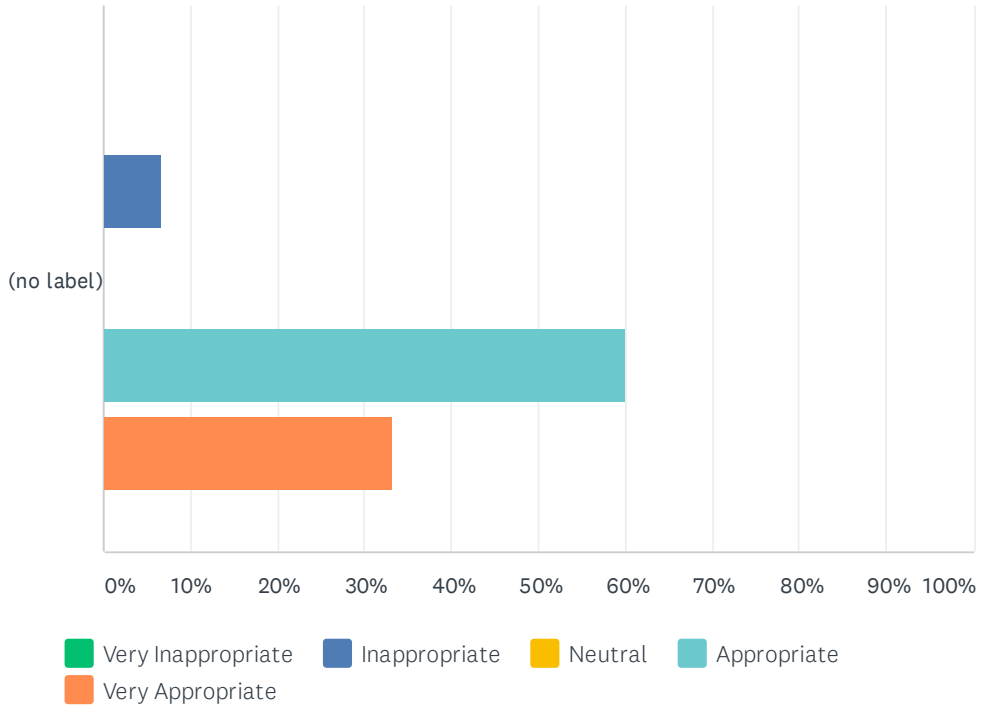
Answered: 15 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	26.67% 4	46.67% 7	26.67% 4	15	4.00

Q13 Please indicate your opinion on the appropriateness of the Standards Committee procedures in review and change of the Standards.

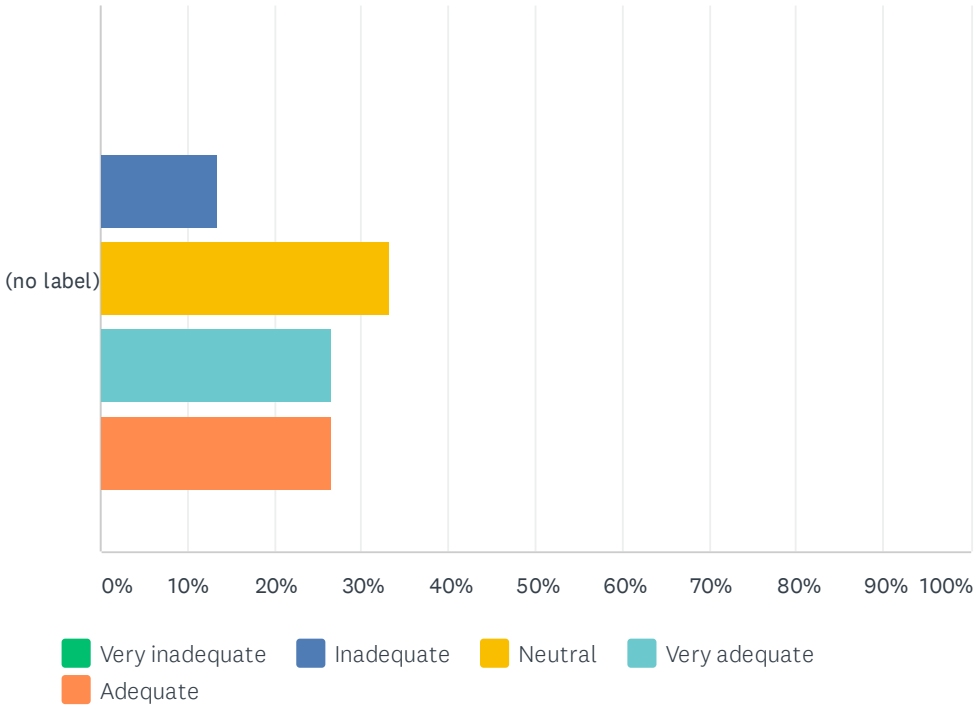
Answered: 15 Skipped: 0



	VERY INAPPROPRIATE	INAPPROPRIATE	NEUTRAL	APPROPRIATE	VERY APPROPRIATE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	6.67% 1	0.00% 0	60.00% 9	33.33% 5	15	4.20

Q15 Please indicate your opinion as to whether the Standards Committee membership adequately reflects the general membership with respect to diversity of industry segments and educational programs.

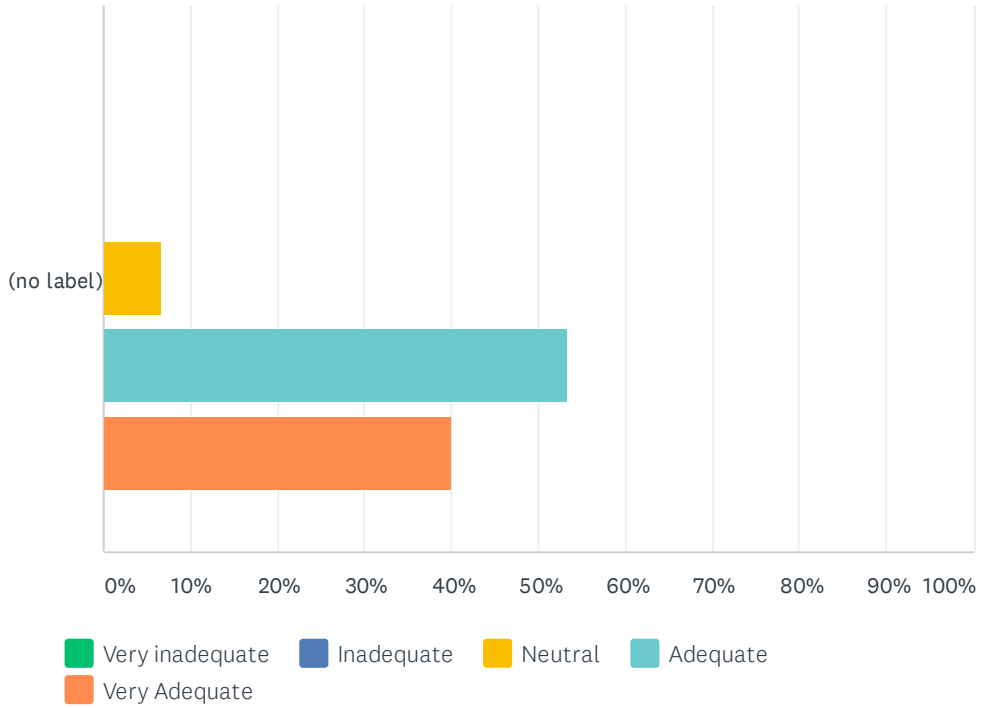
Answered: 15 Skipped: 0



	VERY INADEQUATE	INADEQUATE	NEUTRAL	VERY ADEQUATE	ADEQUATE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	13.33% 2	33.33% 5	26.67% 4	26.67% 4	15	3.67

Q17 Please indicate your opinion as to whether the Standards Committee meetings have adequate attendance to review standards as charged.

Answered: 15 Skipped: 0



	VERY INADEQUATE	INADEQUATE	NEUTRAL	ADEQUATE	VERY ADEQUATE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	6.67% 1	53.33% 8	40.00% 6	15	4.33

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Marketing and Communications Committee Meeting

TAB 10 - Applicant / Candidate / Mentor Roster

2021

www.ACCE-HQ.org

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Marketing and Communications Committee Agenda

Thursday, July 22, 2021

11:30 AM – 1:00 PM CDT

Charge to Committee: The Marketing and Communications Committee is responsible for developing and maintaining a marketing plan with strategies and guidelines and overseeing consistent, effective communications aligned with the ACCE mission and branding. This includes communications to the membership, committees, and external audiences. The Committee provides all ACCE committees with assistance and oversight where needed in creating marketing and communications materials, print, electronic, signage, and merchandise. The Committee manages ACCE social media engagement and works with members, program leaders, and committee chairs in creating social media content. The Committee reviews and updates the marketing plan every three years and reviews updates and revisions to the ACCE website. The Committee coordinates with the President regarding usage of the resources in the annual ACCE operating budget approved by the Board of Trustees.

Per ACCE Document 100, Section 1.4.2.3.

1. Call to Order, welcome and self-introductions
2. Proposed agenda; additions or changes
3. Approval of Midyear meeting minutes
4. Overview of committee charge
5. Committee volunteer needs; introduction of new members
6. Review and addition of Strategic Initiatives
7. Overview of ACCE Web and Social media use and reporting.
    A. Advantages to industry partners and academic programs
8. How ACCE can promote your program
9. How ACCE can promote your business
10. Questions and answers; open discussion

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least two of the last four ACCE Conferences 3. Has attended at least one of the Committee's Conference meetings 4. Has been a Member-in-Training on a Visiting Team 5. Has professional marketing experience in industry, academia, or other volunteer associations	

Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Marketing & Communications Committee	Yes	Individual	Practitioner	Ms. Joy Svoboda	Chair	ViewsValuesVisions@gmail.com	Individual Member
Marketing & Communications Committee		Institution	Educator	Professor Erin Vitale	Vice Chair	VitaleEm@AlfredState.edu	Alfred State College
Marketing & Communications Committee	Yes	Association	Practitioner	Mr. Dan Belcher	Member	DBelcher@NCCER.org	National Center for Construction Education and Research
Marketing & Communications Committee		Institution	Educator	Dr. Jay Cournia	Member	jay.cournia@mnstate.edu	Minnesota State University, Moorhead
Marketing & Communications Committee	Yes	Individual	Practitioner	Ms. Susan Labas	Member	SLabas@vanZelm.com	ACCE Individual Member
Marketing & Communications Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Marketing & Communications Committee		Institution	Educator	Dr. Warren Plugge	Member	wplugge@cwu.edu	Central Washington University
Marketing & Communications Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Member	JESbcon@UW.edu	University of Washington
Marketing & Communications Committee		Association	Practitioner	Ms. Cindy Sheridan	Member	Sheridan@NAPHCC.org	Plumbing-Heating-Cooling Contractors Association
Marketing & Communications Committee	Yes	Association	Practitioner	Ms. Karima Simmons	Member	KSimmons@NAHB.org	National Association of Home Builders
Marketing & Communications Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Marketing & Communications Committee		Institution IAB	Practitioner	Mr. Drew Yantis	Member	acy0009@auburn.edu	Auburn University IAB

Midyear Meeting 2020 Minutes

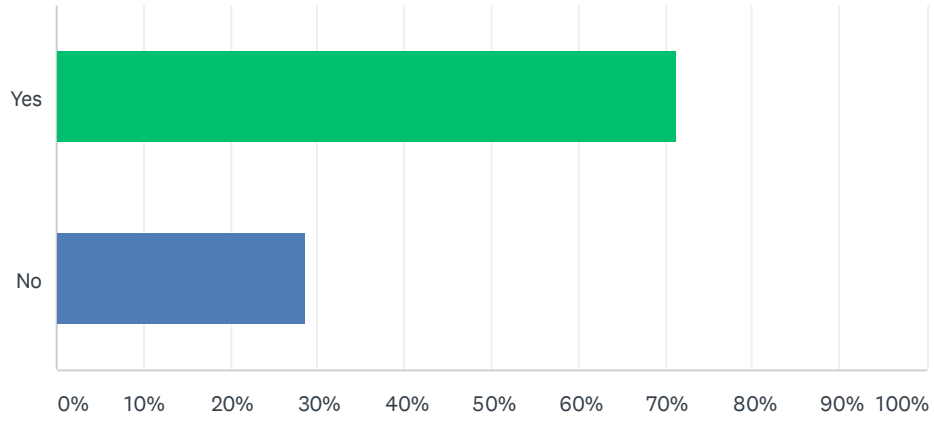
Marketing & Communications Committee
Thursday, February 18, 2021
1:00 – 3:00 PM

1. Attendance:
    a. Committee Members: Joy Svoboda - Chair, Karima Simmons, Susan Labas, Charlie Roesset, Erin Vitale, Tulio Sulburan, Robert Reis, Karima Simmons, Drew Yantis, James Hogan

    b. ACCE Leadership Guests: Steve Nellis, Chuck Berryman, John Schaufelberger, Chip Mansfield
2. Called to order, welcome, made self introductions
3. Reviewed and approved meeting agenda
4. Had an overview of the committee charge for those who were quests of the meeting.
5. Brief discussion which was tabled for the July 2021 Annual Meeting regarding committee volunteer needs and roles.
6. Reviewed progress on strategic objectives that were defined during November 2019 Strategic Planning meeting. Discussed open items and will refresh the tactics/measurements as needed for 2021.
7. Brief overview of 2021 committee objectives based on February 9th discussion.
8. Recap and confirmation of Recognition Committee meeting. Committee had already received approval for the name change to Professional Development Committee. The committee also reviewed the criteria and narrowed them from 17 to 15. The Marketing Communications Committee can assist in the repositioning of the purpose of the committee as well as developing target audience tactics. The commitment is to accomplish this by the Annual Meeting being held in July.
9. Introduction to the Dupree Scholarship Committee name change occurred. The committee is now referred to as the Awards and Scholarships Committee. The intent of the change is to expand appeal and approach as well as add service award and Hall of Fame categories.
10. The committee acknowledges there is also work to be done with the Construction Workforce Education Committee. This opportunity will be more fully developed later in 2021 leading into 2022.
11. A significant portion of the meeting was spent culling down the Newsletter suggested changes and narrowing the total to 3. It was determined that the committee would continue to narrow the focus and suggest the name in the future and that a masthead for the newsletter will be developed and introduced at the July Annual Meeting.
12. Finally, there was a brief discussion about how ACCE can help businesses and programs promote themselves (and vice versa).

Q1 Has the OVERALL MARKETING VISION been achieved in the last year:

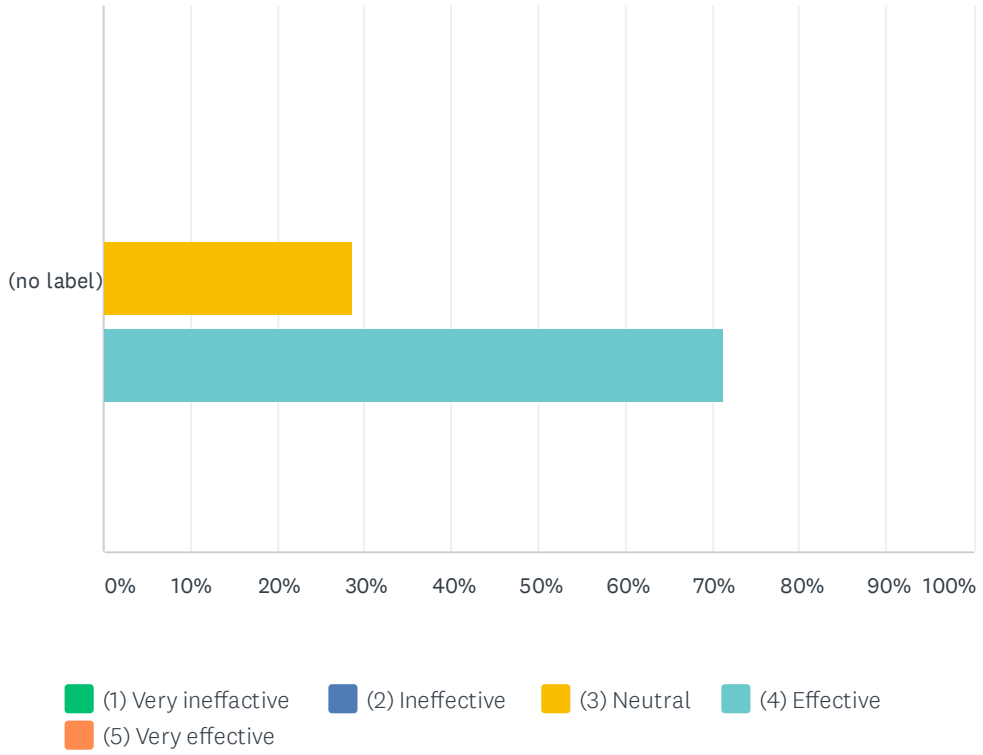
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	71.43%	5
No	28.57%	2
TOTAL		7

Q2 Please rate the effectiveness of this committee in fulfilling its MARKETING ACTION PLAN.

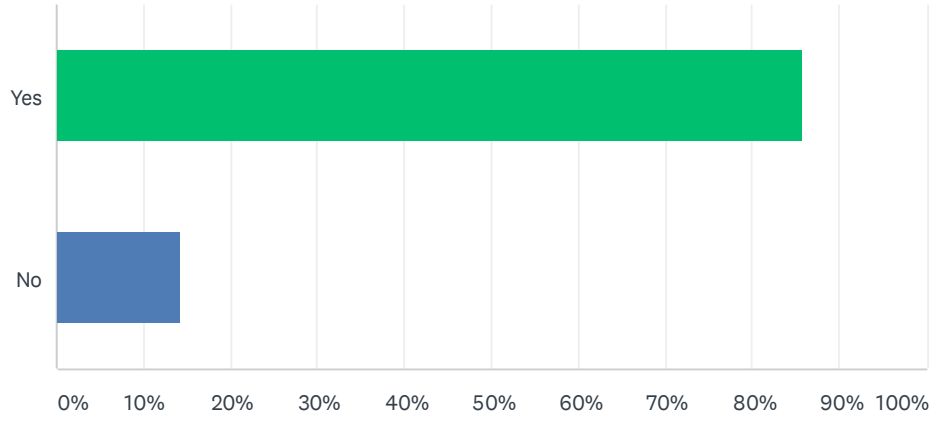
Answered: 7 Skipped: 0



	(1) VERY INEFFACTIVE	(2) INEFFECTIVE	(3) NEUTRAL	(4) EFFECTIVE	(5) VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	28.57% 2	71.43% 5	0.00% 0	7	3.71

Q4 Have actions been taken to increase ACCE MEMBERSHIP?

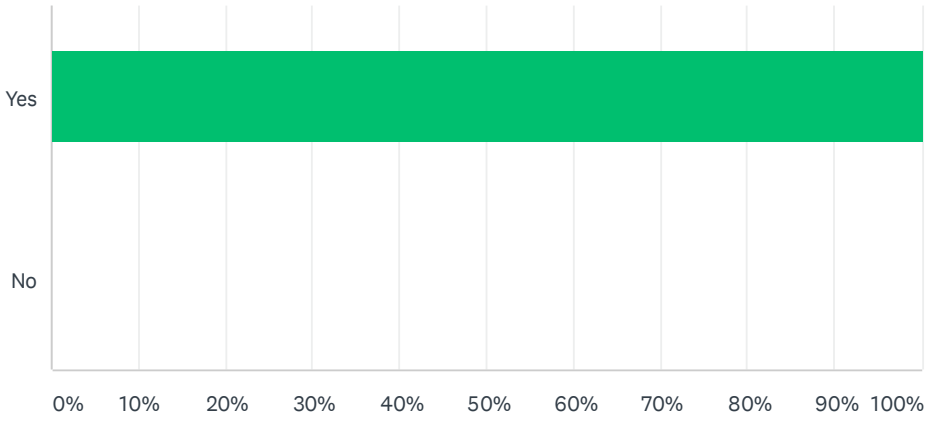
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	85.71%	6
No	14.29%	1
TOTAL		7

Q5 Have actions been taken to increase MEMBERS' AWARENESS & PARTICIPATION?

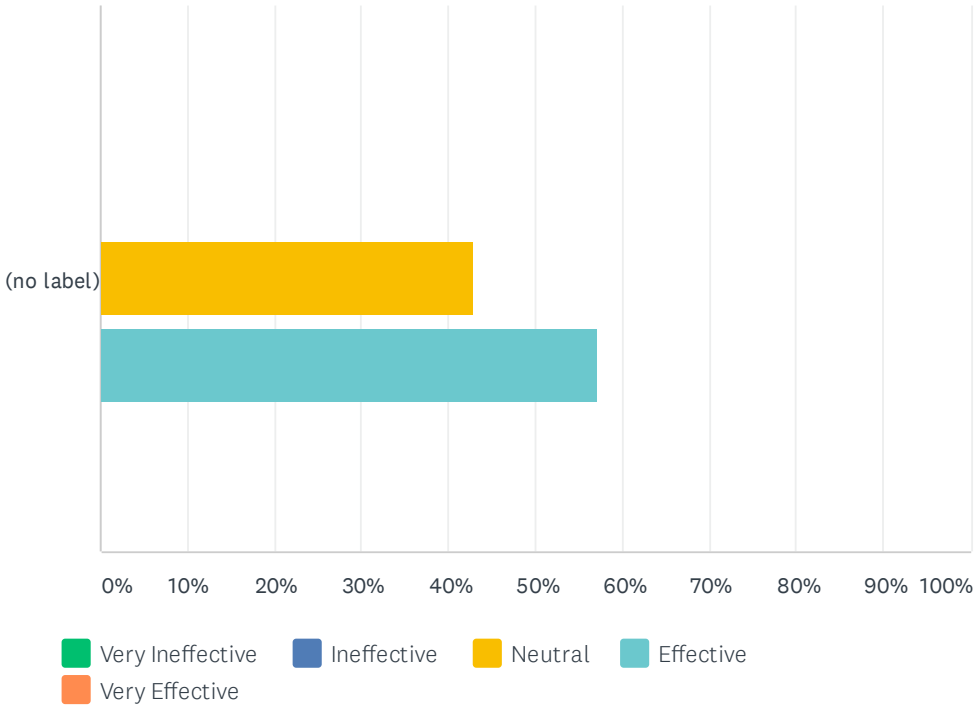
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	7
No	0.00%	0
TOTAL		7

Q6 Please rate the effectiveness of this committee in fulfilling its role to improve AWARENESS OF ACCE within the construction industry in the last year?

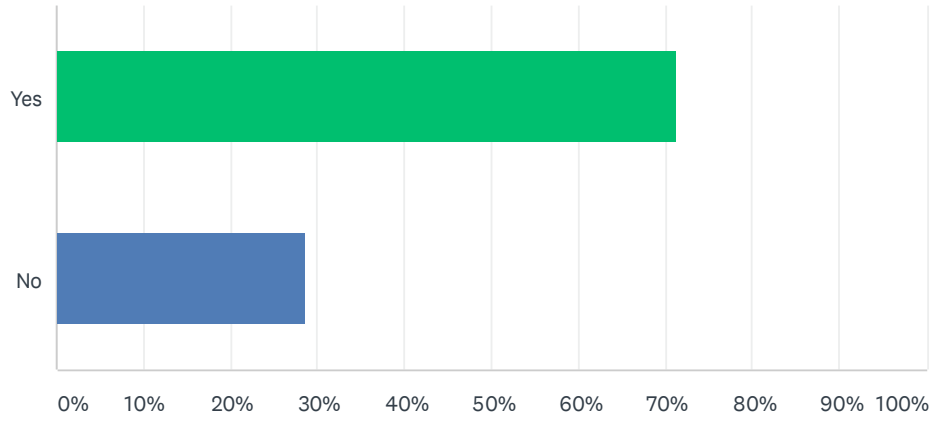
Answered: 7 Skipped: 0



	VERY INEFFECTIVE	INEFFECTIVE	NEUTRAL	EFFECTIVE	VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	42.86% 3	57.14% 4	0.00% 0	7	3.57

Q8 Have actions been taken to create a greater AWARENESS OF ACCE AMONG ACADEMIC CONSTRUCTION MANAGEMENT PROGRAMS?

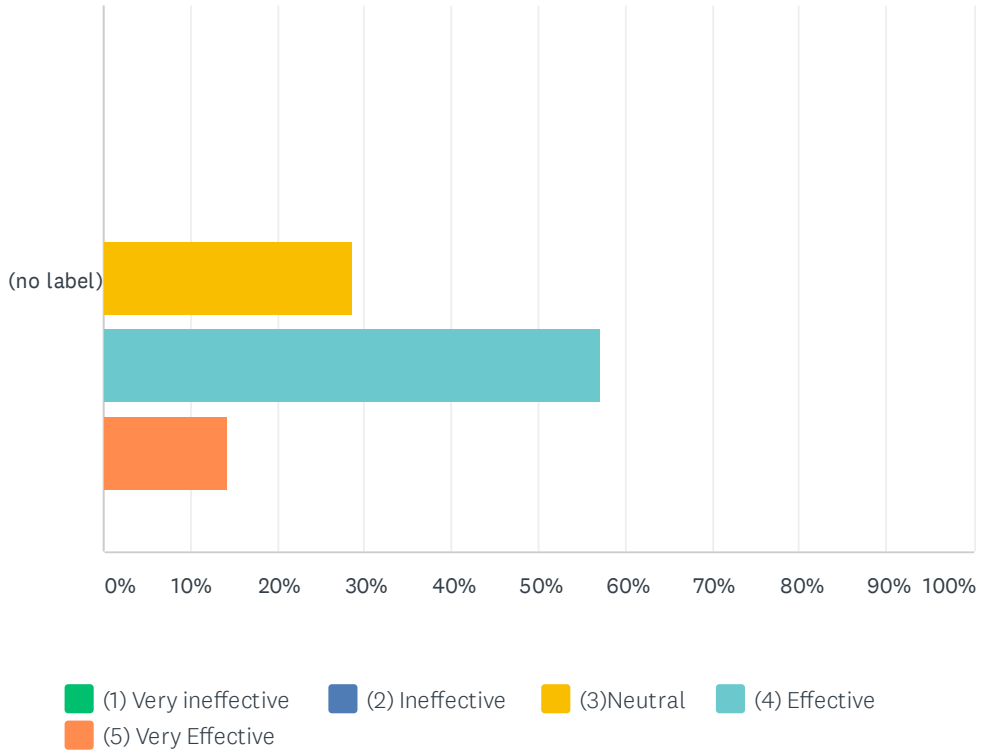
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	71.43%	5
No	28.57%	2
TOTAL		7

Q9 Please rate the effectiveness of this committee in fulfilling its AWARENESS responsibilities in the last year?

Answered: 7 Skipped: 0



	(1) VERY INEFFECTIVE	(2) INEFFECTIVE	(3)NEUTRAL	(4) EFFECTIVE	(5) VERY EFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	28.57% 2	57.14% 4	14.29% 1	7	3.86

ACCE Marketing & Communications Committee

Annual Conference Meeting

ACCE PARTNERSHIP FOR EXCELLENCE

1

1

Agenda

ACCE PARTNERSHIP FOR EXCELLENCE

- Social Media & Communications
- Marketing & Communications Strategic Plan
- Introduction of New Members
- Tracking Goals

2

2

ACCE Web, Social Media & Communications

A Guide to Engaging with ACCE Members and Supporters

Chip Mansfield

ACCE PARTNERSHIP FOR EXCELLENCE

3

3

> “Technology is a compulsive and addictive way to live. Verbal communication cannot be lost because of a lack of skill. The ability to listen and learn is key to mastering the art of communication. If you don’t use your verbal skills and networking, it will disappear rapidly. Use technology wisely. - Rick Pitino”

ACCE PARTNERSHIP FOR EXCELLENCE

4

4

ACCE Web, Social Media & Communications

ACCE has multiple forms of electronic communication & methods of engaging ACCE Members, Supporters, and Followers. The following tutorial briefly explains how these are utilized and the opportunity for you to join in the fun.

1. The ACCE Web Site
2. Social Media (including Facebook & LinkedIn)
3. Email Campaigns to Subscribers

5

5

ACCE Web Site

www.ACCE-HQ.org

The ACCE web site was rebuilt in February 2019. Built on the WIX Platform owned and managed by ACCE.

Just a few of the resources available on the ACCE site:

- Lists of Accredited Programs
- Board of Trustees
- Individual Committee Pages & Rosters
- Updated Forms & Documents for download
- Annual Reports
- Training Videos
- Career Opportunities
- …and more to come including a Best Practices page.



6

6

Social Media

Facebook (@accehq)

https://www.facebook.com/accehq.org
https://www.facebook.com/groups/1844309822367848



ACCE has two (2) opportunities to connect on Facebook. There is a "Company Page" as well as a "Group" page. What is the difference?

- Company Page – The page can be "followed" so that you see POSTS from ACCE on your news feed. You can then interact by Liking, Commenting, and Sharing those posts to your page or groups. The ACCE page also allows for followers to POST to the page as well. Currently 195 FOLLOWERS. PLEASE FOLLOW @accehq !!
- Group Page – Groups are a managed page and can be OPEN or CLOSED. It allows for healthy discussion on specific topics with rules of engagement applied. Currently 55 Members. Please join the ACCE group!

***** PLEASE FOLLOW THE PAGE & JOIN THE GROUP *****

Page



Group



7

7

Social Media

How to Engage on Facebook (@accehq)

https://www.facebook.com/accehq.org
https://www.facebook.com/groups/1844309822367848

There are several forms of engagement on social media, POST Liking, POST Sharing, POST Commenting, the @, and the # (hashtag).

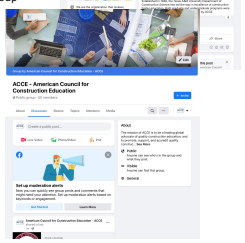
Relating to ACCE:
@accehq – directly references ACCE in a POST. ACCE will receive a notification they were "mentioned" in your POST, then SHARE your post.

#constructioneducation
#constructionindustry
#constructionmanagement
#constructionworkforce

Page



Group



8

8

Social Media

LinkedIn (@american-council....

As with Facebook, ACCE has two (2) opportunities to connect on LinkedIN. There is a “Company Page” as well as a “Group” page. They work similar to Facebook.

***** PLEASE FOLLOW THE PAGE & JOIN THE GROUP *****

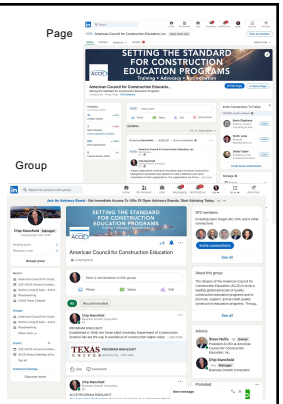
There are several forms of engagement on social media, POST Liking, POST Sharing, POST Commenting, the @, and the # (hashtag).

@ will directly notify the user that they have been mentioned in a post

reference a topic, subject, keyword, etc. Adding hashtags to your POSTs allow others to search and see those easier.

Page

Group



9

9

Social Media

How to Engage on LinkedIn (@accehq)

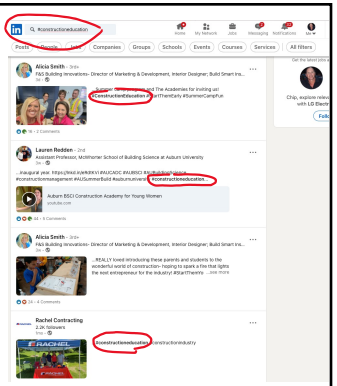
https://www.linkedin.com/company/american-council-for-construction-education-inc/

Relating to ACCE:
@American-council – will directly reference ACCE in a POST. ACCE will receive a notification they were ”mentioned” in your POST, then SHARE your post. @ directly notifies a user that they have been mentioned in a post.

reference a topic, subject, keyword, etc. Adding hashtags to your POSTs allow others to search and see those easier.

For ACCE, if you use one of these #s in your POST, it allows ACCE to search and cultivate those for Liking, Sharing, etc.

#constructioneducation. #constructionindustry
#constructionmanagement. #constructionworkforce



10

10

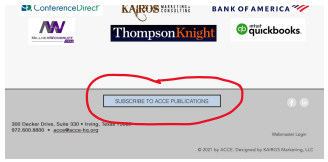
Email Campaigns

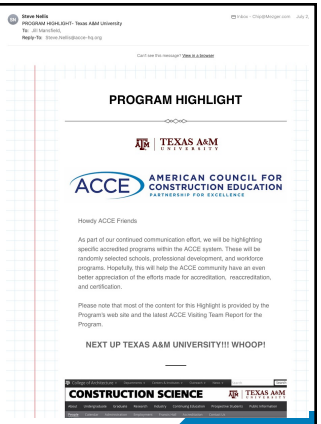
Be sure you are on the ACCE eMailing List

In the footer of each page on the ACCE web site there is an opportunity to easily join the ACCE eMail list.

***** SUBSCRIBE TODAY *****

ACCE periodically distributes eMail communication to its members and supporters. These updates include a range of topics including highlights from meetings along with Program Profiles. These are a great way to stay connected to ACCE.





11

11

ACCE Web, Social Media & Communications

Analytics

ACCE
PARTNERSHIP FOR EXCELLENCE

12

12

Web Traffic

There are many parameters measured on web site interaction. A few of these are:

- Traffic over time, by device, location, first page visited and more..
- Source of traffic
- Most Popular Pages
- … and more.

Important values to help determine our strategy effectiveness are Unique Visitors and Top Traffic Sources.



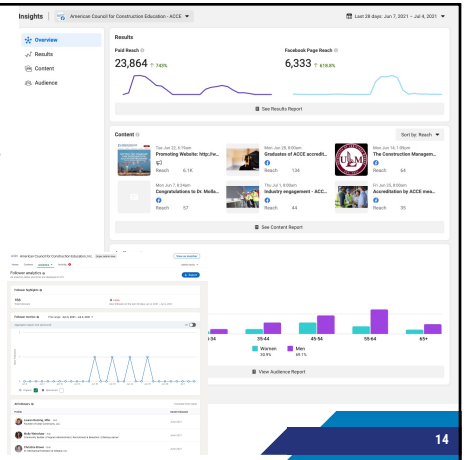
13

13

Social Media Insights

Social Media insights include the number of Followers (Facebook), Connections (LinkedIn) and Group Members (FB & LI). Then there are Facebook Ads/Boosts and the statistics for those efforts.

However, the best way to track effectiveness is Comments and Shares. These are the ticket to "going viral" and spreading the message of ACCE.



14

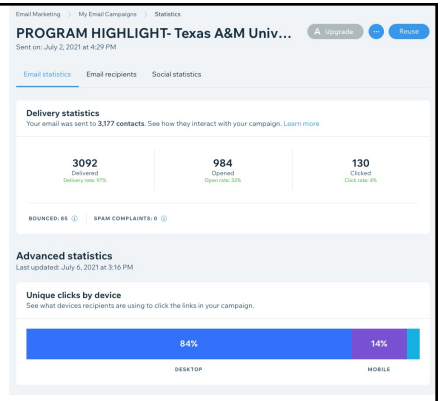
14

Social Media Insights

How can we measure the success of ACCE communications efforts?

It can be challenging to quantify the success (or ROI) of any marketing effort especially when the majority of social media is working to build "brand" awareness and grow viewership. However, email marketing can be a good indicator of communication effectiveness. Specifically, Open Rate.

An example is this graphic of a recent blast email which received a 32% Open Rate. That is outstanding considering most industry rates are less than 15%.



15

15

Marketing & Communications

Committee Goals & New Members

Joy Svoboda

ACCE
PARTNERSHIP FOR EXCELLENCE

16

16

Joy's Slides Here

17

17

Marketing & Communications

Tracking Our Goals

Erin Vitale

18

18

Meeting Minutes

- Sent out for corrections within 24-48 hours
- Final Version sent prior to following meeting
- Ongoing Section

Goal Tracking

- Spread Sheet listing goals, assignments & completions.

19

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ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Construction Workforce Education Committee

TAB 08 - Qualified VT Member Roster

2021

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ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Construction Workforce Education Committee

Agenda

Thursday, July 22, 2021

1:00 PM – 3:00 PM CDT

Charge to Committee: The Construction Workforce Education Committee is responsible for developing and implementing a process for accreditation of single-purpose construction workforce Educational Institutions and for accreditation of construction workforce education programs conducted by trade unions, colleges and universities, industry associations, and private industry organizations. This involves the preparation and maintenance of the following documents:

- An accreditation manual for accreditation of construction workforce education single-purpose Educational Institutions and programs,
- Standards and criteria for accreditation of construction workforce single-purpose Educational Institutions and programs, and
- A template for the preparation of a construction workforce education Self-Evaluation Study.

The Committee is responsible for developing a training program and training prospective Visiting Team members and for providing advisory mentoring services to prospective single-purpose Educational Institutions and programs. The Committee is responsible for conducting site visits and making accreditation recommendations to the Board of Trustees for its approval. In addition, the Committee is also responsible for outreach to prospective single-purpose Educational Institutions and providers of construction workforce education programs.

Per ACCE Document 100, Section 1.4.2.7.

1. Greetings and Welcome
2. Task Force Reports
   A. Documents – Mostafa Khattab
   B. Visiting Team – Robert Ries
   C. Promoting Awareness – Stephanie Heumann
   D. Identifying Stakeholders and Prospects – Cindy Sheridan
3. Plans for Pilot Visit – Robert Ries
4. Next Steps – Bill Good
5. New Business - All
6. Adjournment
7.

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Has been an active member of ACCE for one year 2. Has attended at least one of the last two ACCE Conferences 3. Has attended at least one of the Committee's Conference meetings	



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Bill Good	Chair	BGood1414@gmail.com	Roofing Alliance
Construction Workforce Education Committee	Yes	Association	Educator	Dr. Mostafa Khattab	Vice Chair	Mostafa@RMMCA.org	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee		Association	Practitioner	Mr. Gary Arnold	Member	Gary@pipe208.com	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Dan Belcher	Member	DBelcher@NCCER.org	National Center for Construction Education and Research
Construction Workforce Education Committee		Individual	Practitioner	Mr. Darryl Briley	Member	darrylbriley@gmail.com	ACCE Individual Member
Construction Workforce Education Committee	Yes	Individual	Practitioner	Mr. Ken Coggins	Member	Coggins.K@gmail.com	ACCE Individual Member
Construction Workforce Education Committee		Individual	Practitioner	Mr. Tom Cole	Member	TomC@Cornerstonegci.com	ACCE Individual Member
Construction Workforce Education Committee		Individual	Practitioner	Mr. Dennis Conway	Member	DConway@CommRoof.com	ACCE Individual Member
Construction Workforce Education Committee	Yes	Institution IAB	Practitioner	Mr. Scott Couper	Member	scouper@palagroup.com	Louisiana State University IAB
Construction Workforce Education Committee		Association	Practitioner	Mr. Dave Davia	Member	Dave@RMMCA.org	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee		Individual	Practitioner	Mr. David Dorsch	Member	dfixone@yahoo.com	ACCE Individual Member
Construction Workforce Education Committee		Institution	Educator	Dr. Jodi Farrington	Member	farringtonj@ecu.edu	East Carolina University
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Marty Garza	Member	MGarza@BartlettCocke.com	AGC Education Fund
Construction Workforce Education Committee		Corporate	Practitioner	Mr. John Gaver	Member	JGaver8@gmail.com	Wehr Constructors, Inc.
Construction Workforce Education Committee		Institution	Educator	Dr. Angela Guggemos	Member	Angela.Guggemos@gmail.com	Colorado State University
Construction Workforce Education Committee		Institution	Educator	Ms. Stephanie Heumann	Member	SHeumann@LSU.edu	Louisiana State University - BS
Construction Workforce Education Committee		Institution	Educator	Dr. Dan Koo	Member	dankoo@iupui.edu	Indiana University Purdue University Indianapolis
Construction Workforce Education Committee		Institution	Educator	Dr. Geoff Lobley	Member	geoff.lobley@sait.ca	Southern Alberta Institute of Technology
Construction Workforce Education Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Construction Workforce Education Committee		Institution	Educator	Professor Steve McKeegan	Member	MckeegSs@Delhi.edu	State University of New York, Delhi
Construction Workforce Education Committee	Yes	Institution	Educator	Dr. Robert Ries	Member	RRies@UFL.edu	University of Florida
Construction Workforce Education Committee		Institution	Educator	Dr. Saeed Rokooei	Member	SRokooei@caad.MSState.edu	Mississippi State University
Construction Workforce Education Committee		Association	Practitioner	Ms. Cindy Sheridan	Member	Sheridan@NAPHCC.org	Plumbing-Heating-Cooling Contractors Association
Construction Workforce Education Committee		Association	Practitioner	Ms. Heather Sherwood	Member	heather@rmmca.org	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Construction Workforce Education Committee		Institution	Educator	Mr. Keith Thomas	Member	kvthomas@aol.com	Tarrant County College
Construction Workforce Education Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Dave Woods	Member	Dave.Woods@TheBeavers.org	The Beavers - Heavy Engineering Association
Construction Workforce Education Committee		Corporate	Practitioner	Mr. Ray Zanon	Member	ray.zanon@hcss.com	HCSS
Construction Workforce Education Committee		Individual	Practitioner	Mr. Greg Zick	Member	GZick@NAHB.org	ACCE Individual Member

Midyear Meeting 2020 Minutes

Construction Workforce Education Committee
February 18, 2021

Attendance

1. Committee members

Bill Good, Chair	Dave Davia	Cindy Sheridan
Mostafa Khattab, Vice Chair	Angela Guggemos	Joey Shorter
Dan Belcher	Stephanie Heumann	Dave Woods
Ken Coggins	Robert Ries	Greg Zick

2. Visitors and Guests

Chuck Berryman	Vahid Faghihi	Kathleen Short
James Burch	Sean Foley	Khalid Siddiqi
Russell Butler	Matthew Fuchs	Lahiru Silva
Soowon Chang	Eric Ghahate	Karima Simmons
Lloyd Crask	Cheryel Goodale	Tulio Sulbaran
Brian Curreen	Greg Kelly	Chao Wang
Kishani De Silva	Geoff Lobley	Wei Wu
John Elliott	Paul Mattingly	Ray Zanon
Mike Emmer	Mark Shelbourn	
Daniel Enz	Heather Sherwood	

3. Committee members absent

Gary Arnold
Dennis Conway

Chair Welcome

Mr. Good called the meeting to order at 3:00 p.m. He welcomed committee members and visitors and provided a review of the committee's activities to date.

He said it is a new committee, and has been meeting monthly, with the objective of developing an accreditation program for construction workforce education programs that do not necessarily lead to a degree. He said the committee has developed a number of documents for that purpose, including new Documents 201, 202 and 203, and is working to develop protocols for Visiting Teams, which the committee understands will be different from visits conducted currently. In addition, the committee is working to better understand Department of Education requirements for state-level program recognition and is attempting to identify potential stakeholders and others who may be interested in such a program.

In addition, he said the committee intends to conduct at least two pilot programs in the coming months and incorporate their findings from those visits into the new documents. They hope to have at least one program ready for accreditation by the end of the summer.

He also reported that visitors Heather Sherwood and Mike Emmer have asked to serve on the committee, and will be recommended for the committee in the next fiscal year.

Committee Updates

Mr. Davia, with the Mechanical Contractors Association in Denver, reported that his local worker training program has been identified by the committee as one of its initial pilot programs. He thanked the committee, and ACCE, for his involvement and said he looks forward to participating further.

Dr. Ries reported briefly on the task force he chairs, charged with looking at the protocols for Visiting Teams. He said the task force recognizes many of the programs seeking accreditation will not fit the current ACCE model, and they look forward to learning from the pilot visits.

Ms. Heumann, who chairs a task force on outreach, said they are at work identifying organizations that should be made aware of the effort.

Ms. Sheridan, who chairs a task force on identifying stakeholders, said they are at work identifying and prioritizing key stakeholders for the program.

Mr. Shorter invited committee members to visit the National Electrical Contractors Association's training facility in Atlanta, and was assured that such a visit would occur.

Adjournment

The meeting was adjourned at 3:45 p.m.

Q1 Tell us your name

Answered: 11 Skipped: 0

Q2 Tell us your email address.

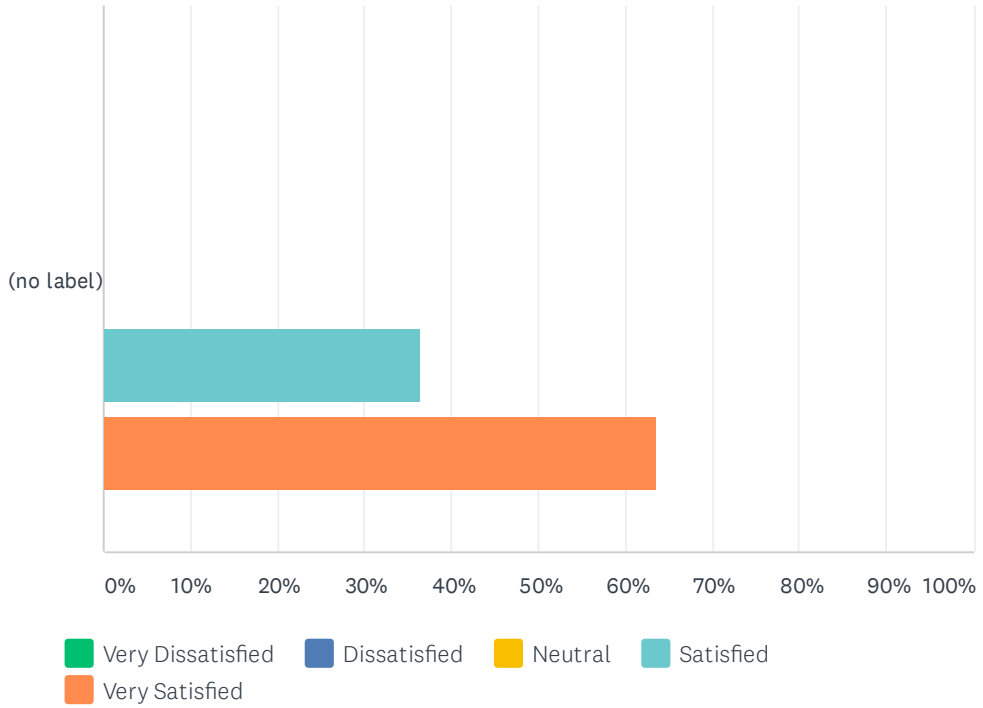
Answered: 11 Skipped: 0

Q3 Tell us the name of the organization that you represent with ACCE.

Answered: 11 Skipped: 0

Q4 Please rate your satisfaction with the functionality of the new CWE Documents.

Answered: 11 Skipped: 0



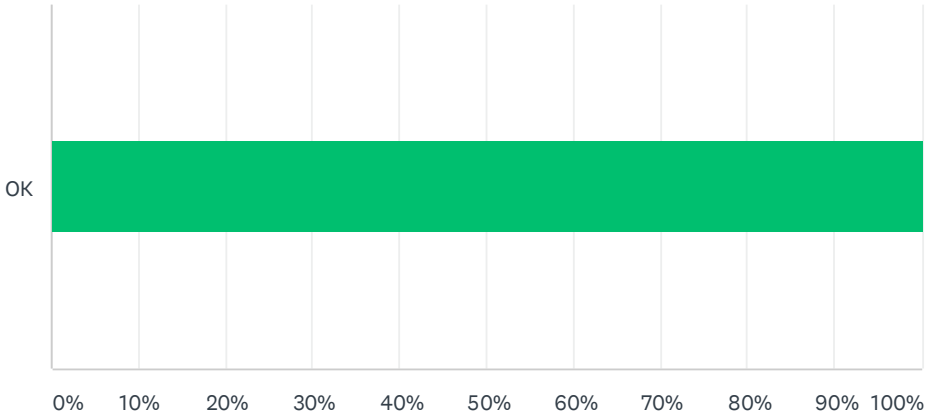
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(no label)	0.00% 0	0.00% 0	0.00% 0	36.36% 4	63.64% 7	11	4.64

Q5 Please provide feedback based on your response of Very Satisfied.

Answered: 4 Skipped: 7

Q6 Click "OK" when finished.

Answered: 7 Skipped: 4



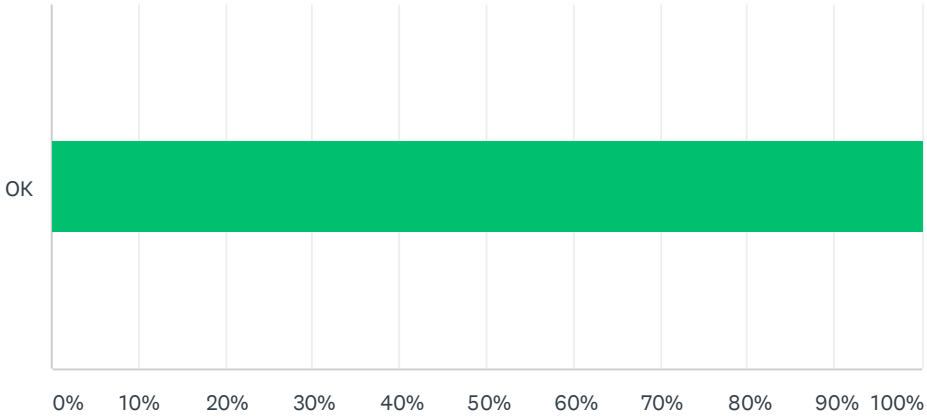
ANSWER CHOICES	RESPONSES	
OK	100.00%	7
TOTAL		7

Q7 Please provide feedback based on your response of Satisfied.

Answered: 3 Skipped: 8

Q8 Click "OK" when finished.

Answered: 4 Skipped: 7



ANSWER CHOICES	RESPONSES	
OK	100.00%	4
TOTAL		4

Q9 Please provide feedback based on your response of Neutral.

Answered: 0 Skipped: 11

Q10 Click "OK" when finished.

Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q11 Please provide feedback based on your response of Dissatisfied.

Answered: 0 Skipped: 11

Q12 Click "OK" when finished.

Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q13 Please provide feedback based on your response of Very Dissatisfied.

Answered: 1 Skipped: 10

Q14 Click "OK" when finished.

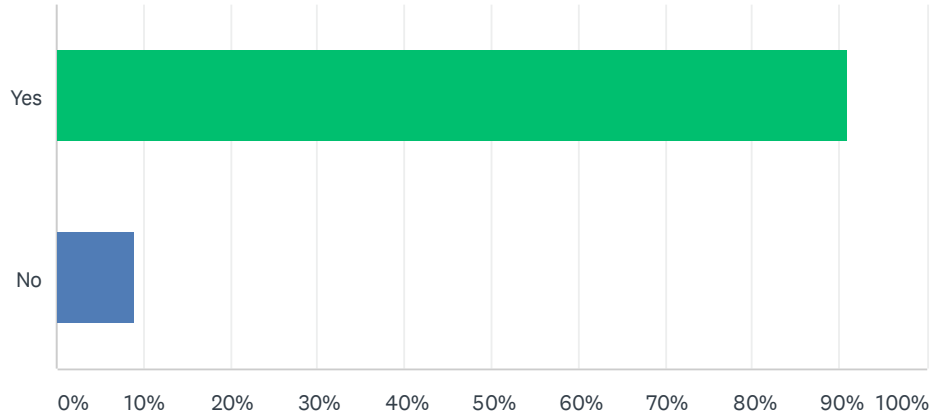
Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q15 Please indicate if you are currently on a CWE Task Force.

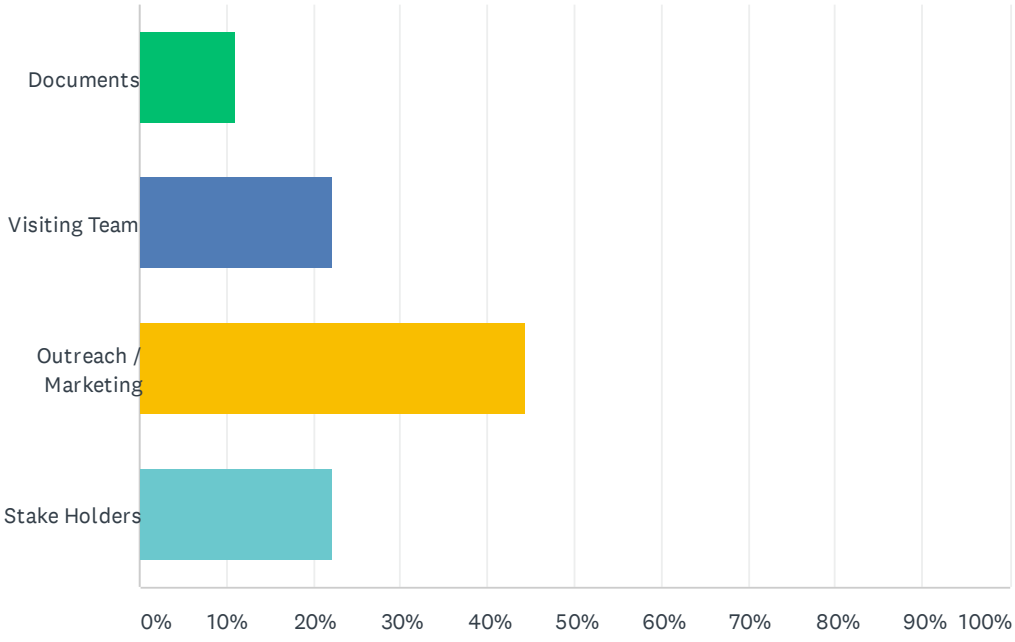
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	90.91%	10
No	9.09%	1
TOTAL		11

Q16 Please indicate the CWE Task Force(s) you are working with

Answered: 9 Skipped: 2



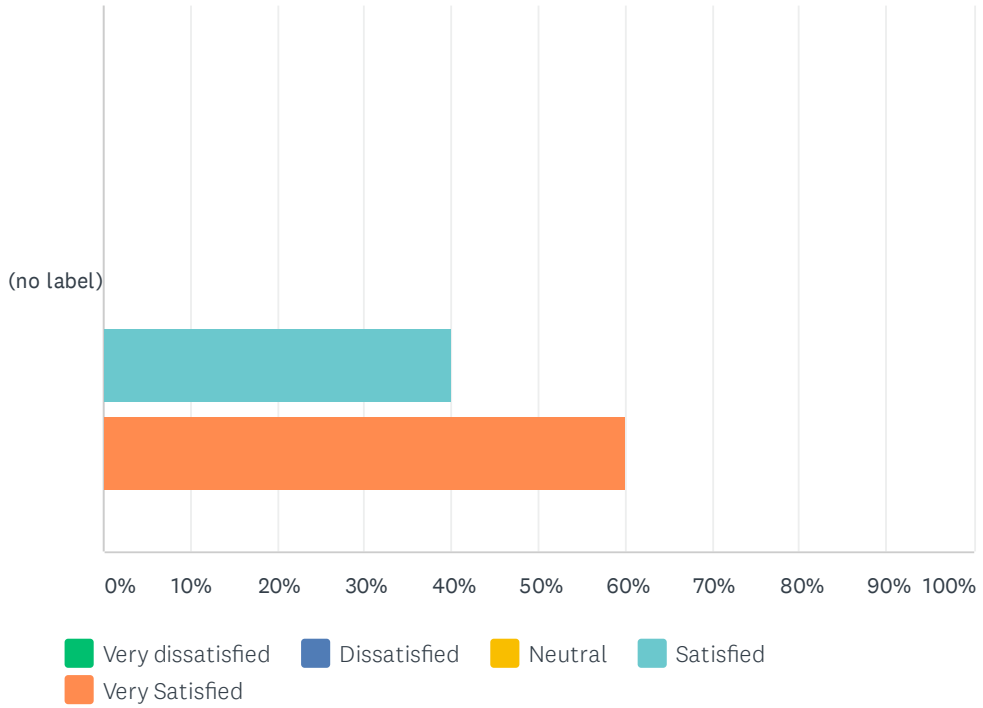
ANSWER CHOICES	RESPONSES	
Documents	11.11%	1
Visiting Team	22.22%	2
Outreach / Marketing	44.44%	4
Stake Holders	22.22%	2
TOTAL		9

Q17 Here are my suggestions for the CWE Task Force(s)

Answered: 1 Skipped: 10

Q18 Please rate your satisfaction with the Construction Workforce Education Committee meetings and the agenda items.

Answered: 10 Skipped: 1



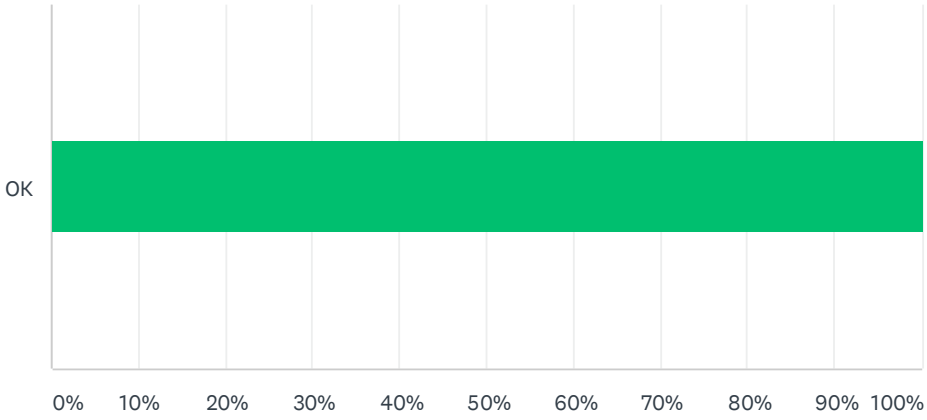
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(no label)	0.00% 0	0.00% 0	0.00% 0	40.00% 4	60.00% 6	10	4.60

Q19 Please provide feedback based on your response of Very Satisfied.

Answered: 2 Skipped: 9

Q20 Click "OK" when finished.

Answered: 6 Skipped: 5



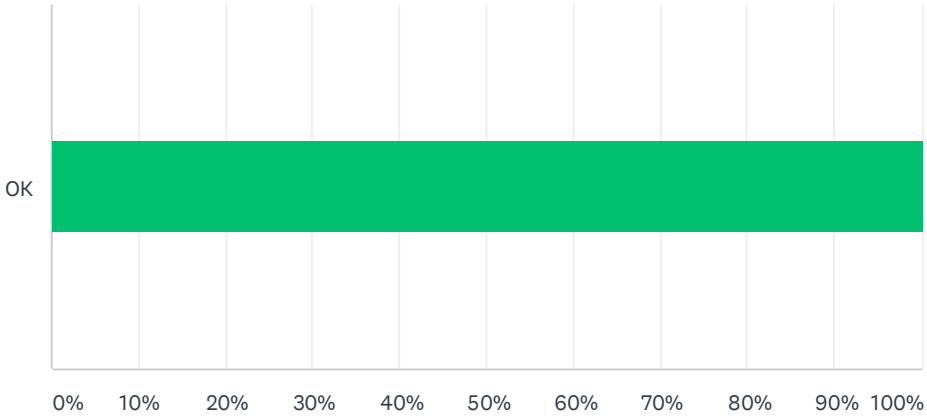
ANSWER CHOICES	RESPONSES	
OK	100.00%	6
TOTAL		6

Q21 Please provide feedback based on your response of Satisfied.

Answered: 1 Skipped: 10

Q22 Click "OK" when finished.

Answered: 3 Skipped: 8



ANSWER CHOICES	RESPONSES	
OK	100.00%	3
TOTAL		3

Q23 Please provide feedback based on your response of Neutral.

Answered: 0 Skipped: 11

Q24 Click "OK" when finished.

Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q25 Please provide feedback based on your response of Dissatisfied.

Answered: 0 Skipped: 11

Q26 Click "OK" when finished.

Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q27 Please provide feedback based on your response of Very Dissatisfied.

Answered: 0 Skipped: 11

Q28 Click "OK" when finished.

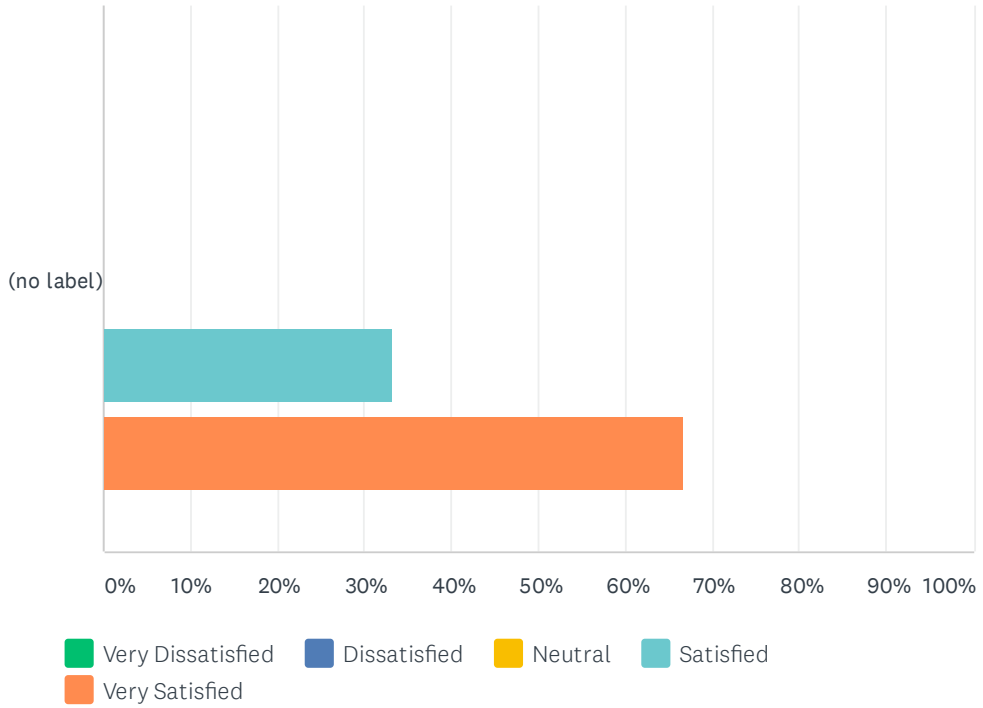
Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q29 Please rate your satisfaction with the effectiveness of the Construction Workforce Education Committee as a whole.

Answered: 9 Skipped: 2



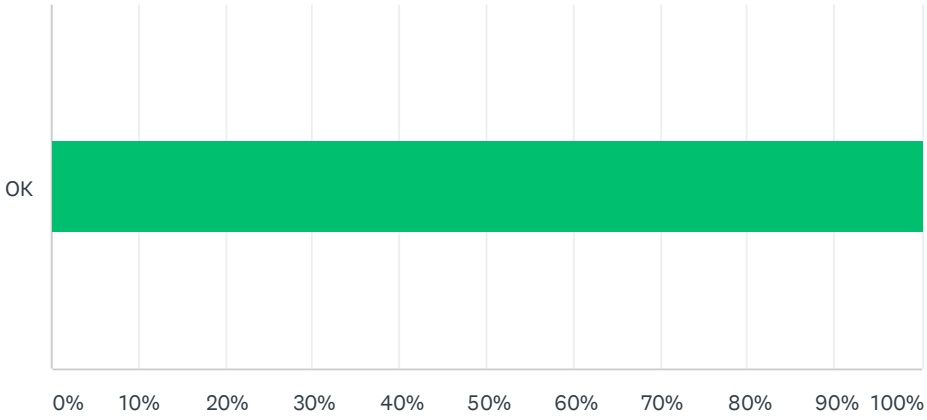
	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	33.33% 3	66.67% 6	9	4.67

Q30 Please provide feedback based on your response of Very Satisfied.

Answered: 3 Skipped: 8

Q31 Click "OK" when finished.

Answered: 6 Skipped: 5



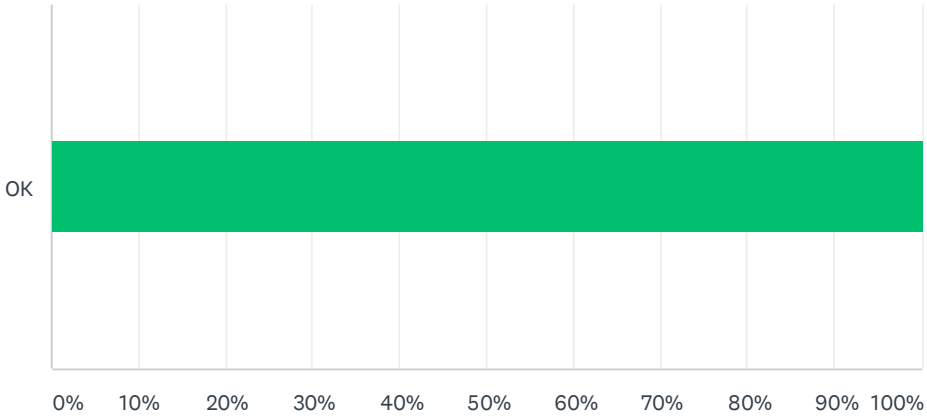
ANSWER CHOICES	RESPONSES	
OK	100.00%	6
TOTAL		6

Q32 Please provide feedback based on your response of Satisfied.

Answered: 1 Skipped: 10

Q33 Click "OK" when finished.

Answered: 3 Skipped: 8



ANSWER CHOICES	RESPONSES	
OK	100.00%	3
TOTAL		3

Q34 Please provide feedback based on your response of Neutral.

Answered: 0 Skipped: 11

Q35 Click "OK" when finished.

Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q36 Please provide feedback based on your response of Dissatisfied.

Answered: 0 Skipped: 11

Q37 Click "OK" when finished.

Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q38 Please provide feedback based on your response of Very Dissatisfied.

Answered: 0 Skipped: 11

Q39 Click "OK" when finished.

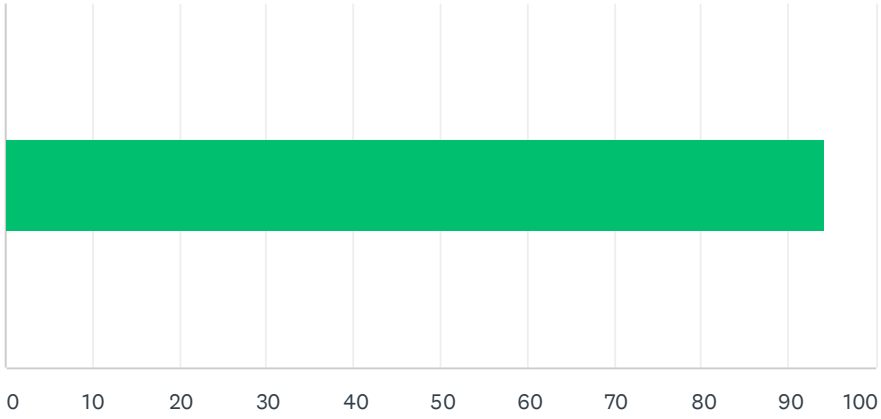
Answered: 0 Skipped: 11

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
OK	0.00%	0
TOTAL		0

Q40 Are you satisfied with the overall direction the CWE Committee is taking?

Answered: 9 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	94	848	9
Total Respondents: 9			

Q41 Please provide comments to support your ranking.

Answered: 3 Skipped: 8

Q42 Please provide any additional feedback below.

Answered: 1 Skipped: 10

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Industry Caucus Meeting

TAB 09 - Leadership Qualifications

2021

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PARTNERSHIP FOR EXCELLENCE

Industry Caucus
Agenda

Thursday, July 22, 2021

3:00 PM – 5:00 PM CDT

Charge to Committee: The Industry Liaison Committee serves as a liaison between the construction industry and ACCE to provide a stronger relationship and solicit input from this important constituency. A major responsibility of the committee is the organization of an Annual Industry Advisory Board Event conducted as part of each Midyear Conference.

Per ACCE Document 100, Section 1.4.3.1.

1. Greetings and Welcome
2. Call to order
3. Introductions
4. Zoom meeting participant guidelines
5. Presentation of Board of Trustees candidates
6. Election of Board of Trustees Industry member(s)
7. Updates from Industry Associations
8. Update from Professional Development Committee – Professional Certifications
9. Update from Construction Workforce Education Committee – Apprenticeship Accreditation
10. Update from Awards and Scholarships Committee – scholarships available
11. IAB structure, performance, initiatives discussion

NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Industry Liaison Committee		Institution	Educator	Dr. Charles McIntyre	Chair	ChMcinty@IUPUI.edu	Indiana University Purdue University - Indianapolis
Industry Liaison Committee	Yes	Individual	Practitioner	Ms. Susan Labas	Vice Chair	SLabas@vanZelm.com	ACCE Individual Member
Industry Liaison Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Industry Liaison Committee	Yes	Association	Practitioner	Mr. Dan Belcher	Member	DBelcher@NCCER.org	National Center for Construction Education and Research
Industry Liaison Committee	Yes	Individual	Educator	Dr. Charles Berryman	Member	CBerryman@LSUmail.net	Louisiana State University - MD
Industry Liaison Committee	Yes	Institution IAB	Practitioner	Mr. Scott Couper	Member	scouper@palagroup.com	Louisiana State University IAB
Industry Liaison Committee		Institution	Educator	Dr. Robert Cox	Member	robcox@ufl.edu	University of Florida
Industry Liaison Committee		Institution IAB	Practitioner	Dr. Gerrad Delatte	Member	GDelatte@Turner-Industries.com	Louisiana State University IAB
Industry Liaison Committee		Individual	Practitioner	Mr. David Dorsch	Member	dfixone@yahoo.com	ACCE Individual Member
Industry Liaison Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Industry Liaison Committee		Institution	Educator	Dr. Geoff Lobley	Member	geoff.lobley@sait.ca	Southern Alberta Institute of Technology
Industry Liaison Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Industry Liaison Committee		Institution	Educator	Dr. David Martin	Member	davidwesleymartin@gmail.com	Central Washington University
Industry Liaison Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors
Industry Liaison Committee		Institution	Educator	Professor Steve McKeegan	Member	MckeegSs@Delhi.edu	State University of New York, Delhi
Industry Liaison Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Industry Liaison Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Industry Liaison Committee		Individual	Practitioner	Ms. Joy Svoboda	Member	ViewsValuesVisions@gmail.com	Individual Member
Industry Liaison Committee		Institution	Educator	Mr. Keith Thomas	Member	kvthomas@aol.com	Tarrant County College
Industry Liaison Committee		Institution IAB	Practitioner	Mr. Drew Yantis	Member	acy0009@auburn.edu	Auburn University IAB

Construction Workforce Education Committee

Report to the ACCE Board of Trustees

July 2021

1

Committee's Charge

Develop a program to accredit workforce education programs in the construction industry, such as apprenticeship programs, that are not currently eligible for accreditation by ACCE.

2

Committee Agenda

1. Develop New documents to outline the process of accreditation
2. Develop a protocol for Visiting Team training and team visits
3. Work with CHEA and/or Department of Education to allow for local state recognition of accredited programs
4. Identify stakeholders
5. Develop a marketing and outreach program for both internal and external audiences

3



Accreditation Documents

- New Documents 201, 202 and 203 are now completed and recommended for approval by the ACCE Executive Committee.
- The Documents were previously approved, then amended to accommodate DOE requirements that could lead to recognition by states.
- The Documents follow the same approach as Documents 101, 102 and 103, i.e., they are based on SLOs with other institutional requirements.
- Self-study guide is completed.

4

Colorado Pilot Program

Working with the Rocky Mountain Mechanical Contractor Association (RMMCA) to prepare for the visit:

- Accreditation visit scheduled for October 2021
- Protocols are being developed in preparation for the first pilot visit

5

Colorado Pilot Program

- Scheduled for October 10-13 in Denver
- Will be evaluating a multi-trade, multi-site apprenticeship training programs.
- Visiting Team is in place, chaired by Robert Ries
- Planning 2 ½ days for the visit
- The Team understands there are differences from the "usual" visits, e.g., the students all work; most faculty are not full-time; the facilities are different; there are no Industry Advisory Boards as we know them.
- Self-assessment is underway and will be completed by end of August 2021.

6

Identify Stakeholders and Prospects

- Natural allies are building trades unions, open shop apprenticeship programs and national construction industry trade associations.
- Steve Nellis was invited to attend a meeting with the National Association of Building Trades Unions.
- We have communicated with several national trade associations.
- The committee believes we need to have the first visit completed before we go further.

7

CHEA and DOE

- Because we are accrediting non-degreed programs, CHEA will only be an issue if we accredit more workforce education programs than degree programs. (CHEA requires no more than 50% of the total accredited programs be non-degree granting.)
- DOE recognition becomes important for validation at the state level; Documents 201, 202 and 203 were revised accordingly.

8

Next Steps

- Complete the pilot visit and have a recommendation for the ACCE Board by the end of the year.
- Possible revision of the accreditation documents
- Develop a recommendation for a fee structure for the program.
- Look to align our program with degree-granting bodies, e.g., community colleges and technical schools.
- Identify prospects for the next round of visits.
- Develop outreach, marketing and communication strategies
- Develop a program for Visiting Team training

9



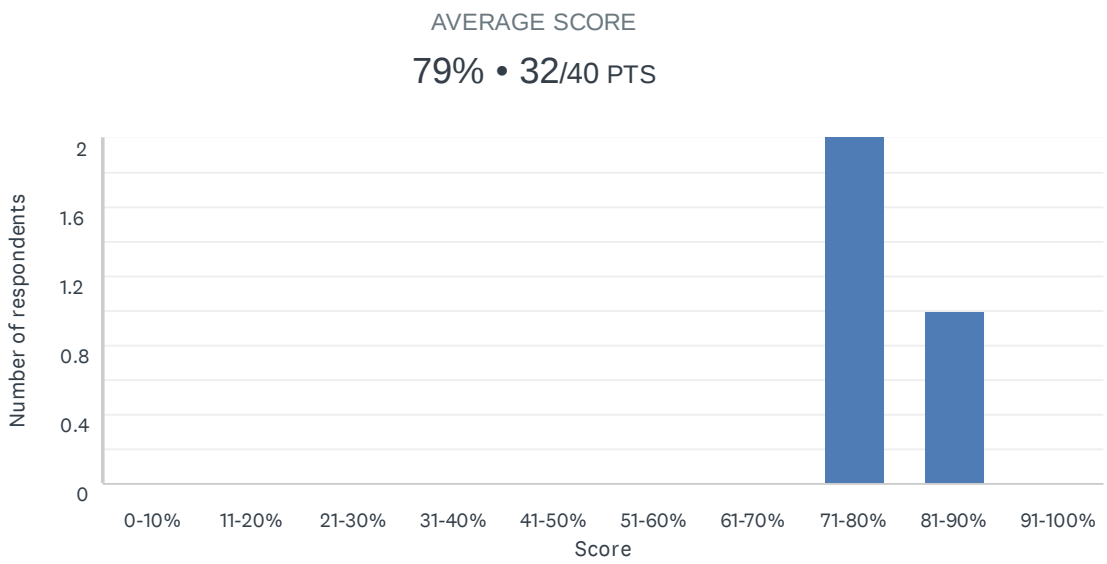
And Finally. . .

- The committee has been terrific! Everyone is engaged and on board.
- ACCE leadership has been with us all the way.

Happy to answer any questions!

10

Quiz Summary



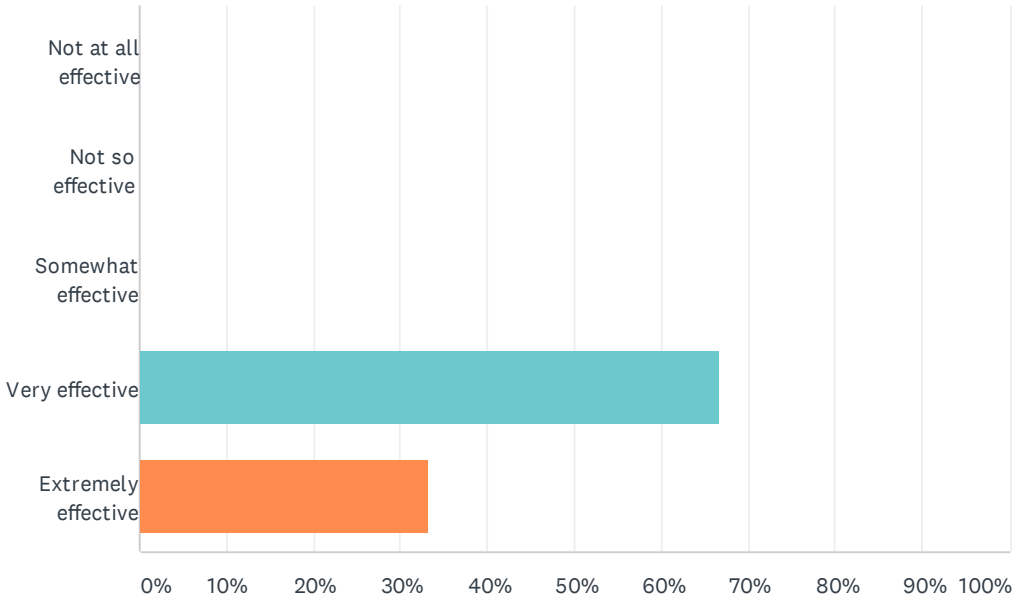
STATISTICS		
Lowest Score	Median	Highest Score
73%	78%	88%
Mean: 79%		
Standard Deviation: 8%		

Question Ranking

QUESTIONS (8)	DIFFICULTY	AVERAGE SCORE
Q6 Please rate the effectiveness of posting relevant industry material on the ACCE website	1	73%
Q8 Please rate the effectiveness of developing industry outreach programs (presentations and workshops) that are offered at various venues (conferences, professional meetings, local IAB meetings, etc).	1	73%
Q3 Please rate the effectiveness of delivering the IAB event that was held virtually this past February,	3	80%
Q5 Rate the effectiveness of developing relevant industry materials.	3	80%
Q1 1. Please rate the overall effectiveness of the Committee in encouraging the participation of industry representatives in ACCE activities.	5	87%
Q4 Please rate the effectiveness of assessing, evaluating, and documenting the annual IAB Event.	5	87%
Q7 Please rate the effectiveness of the Committee in identifying and recognizing	7	90%
Q2 Please rate the effectiveness of planning the virtual IAB Event that was held in February 2021.	8	93%

Q1 1. Please rate the overall effectiveness of the Committee in encouraging the participation of industry representatives in ACCE activities.

Answered: 3 Skipped: 0

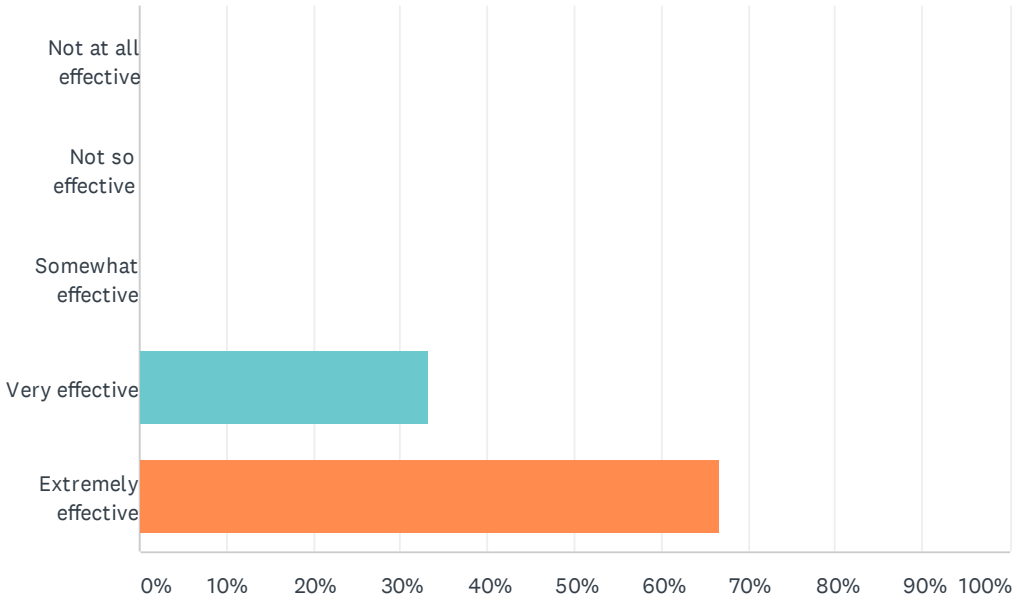


QUIZ STATISTICS			
Percent Correct 33%	Average Score 4.3/5.0 (87%)	Standard Deviation 0.58	Difficulty 5/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	0.00%	0
Very effective	4/5	66.67%	2
✓ Extremely effective	5/5	33.33%	1
TOTAL			**3**

Q2 Please rate the effectiveness of planning the virtual IAB Event that was held in February 2021.

Answered: 3 Skipped: 0

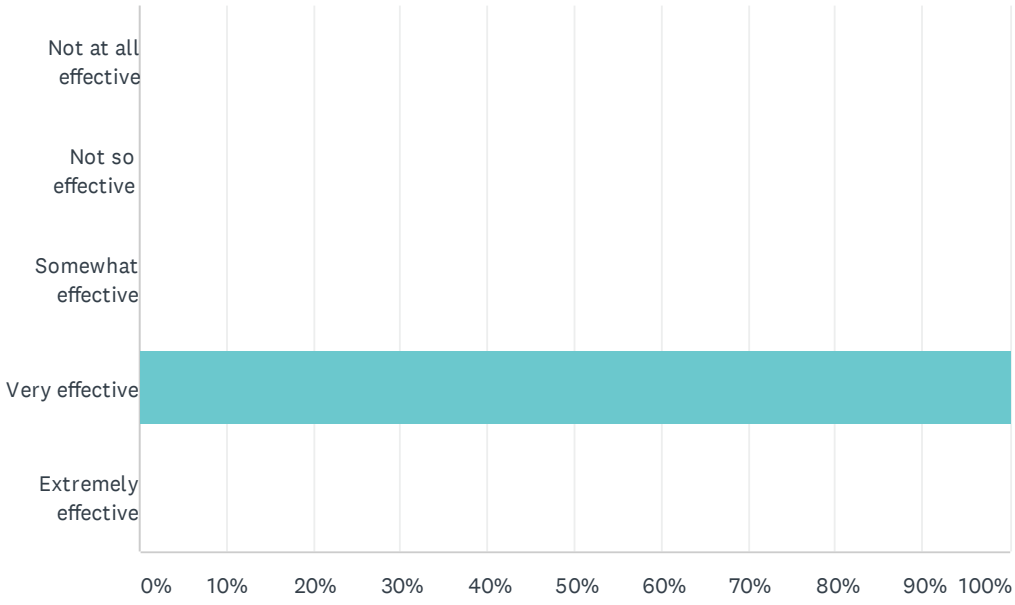


QUIZ STATISTICS			
Percent Correct 67%	Average Score 4.7/5.0 (93%)	Standard Deviation 0.58	Difficulty 8/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	0.00%	0
Very effective	4/5	33.33%	1
✓ Extremely effective	5/5	66.67%	2
TOTAL			**3**

Q3 Please rate the effectiveness of delivering the IAB event that was held virtually this past February,

Answered: 3 Skipped: 0

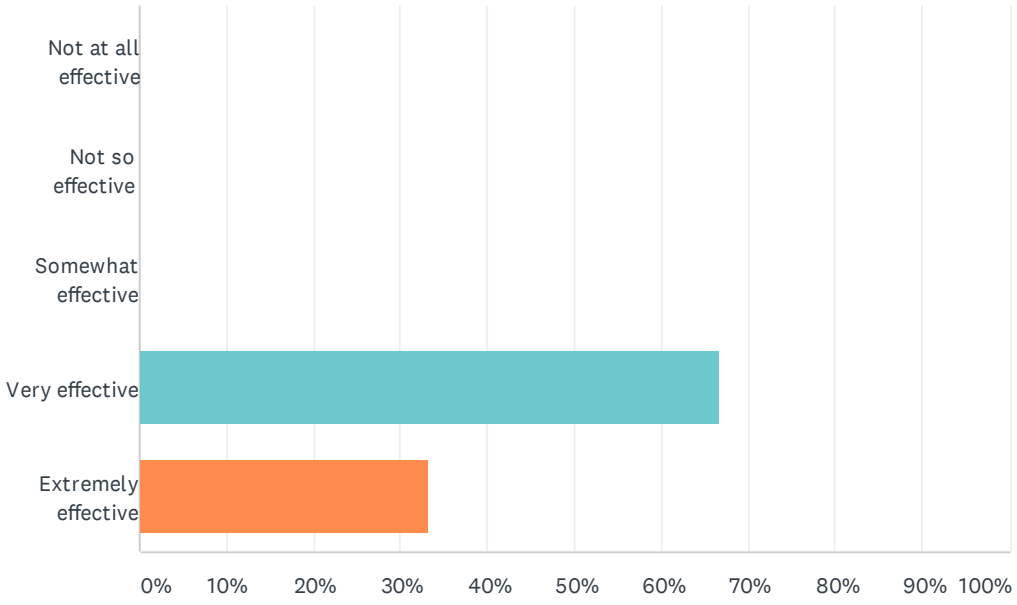


QUIZ STATISTICS			
Percent Correct 0%	Average Score 4.0/5.0 (80%)	Standard Deviation 0.00	Difficulty 3/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	0.00%	0
Very effective	4/5	100.00%	3
✓ Extremely effective	5/5	0.00%	0
TOTAL			**3**

Q4 Please rate the effectiveness of assessing, evaluating, and documenting the annual IAB Event.

Answered: 3 Skipped: 0

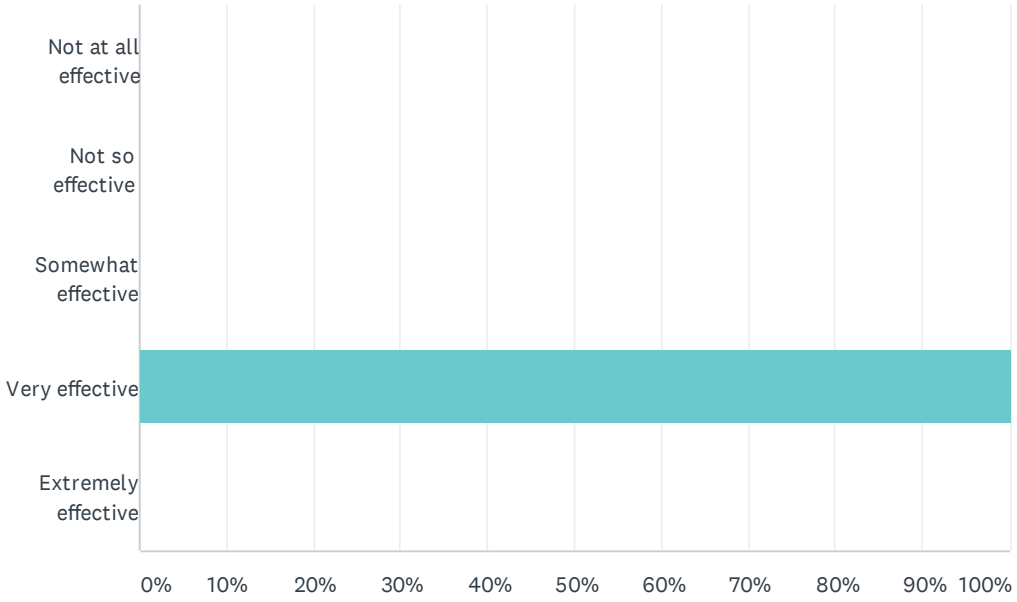


QUIZ STATISTICS			
Percent Correct 33%	Average Score 4.3/5.0 (87%)	Standard Deviation 0.58	Difficulty 5/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	0.00%	0
Very effective	4/5	66.67%	2
✓ Extremely effective	5/5	33.33%	1
TOTAL			**3**

Q5 Rate the effectiveness of developing relevant industry materials.

Answered: 3 Skipped: 0

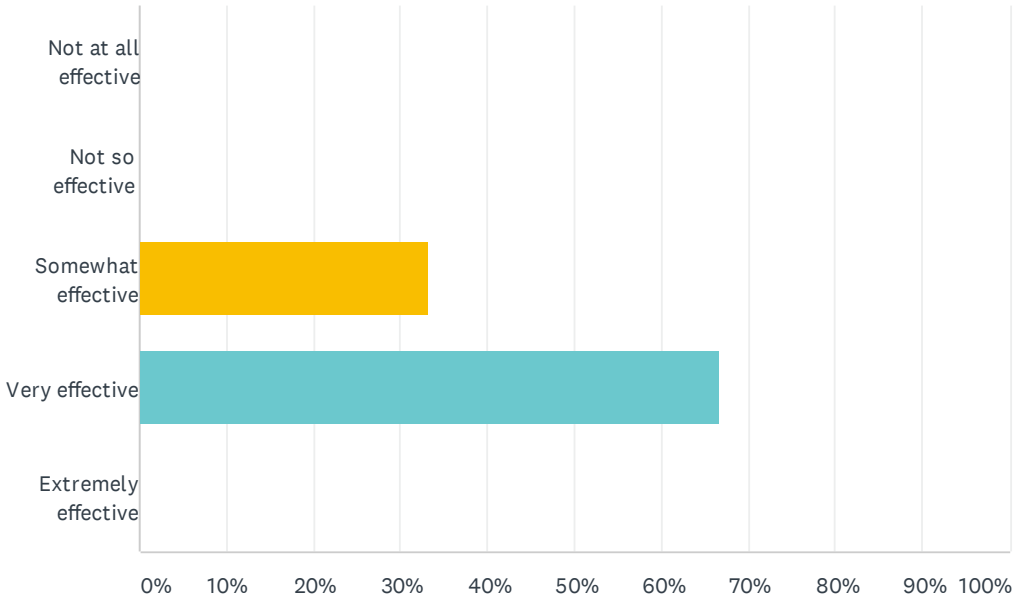


QUIZ STATISTICS			
Percent Correct 0%	Average Score 4.0/5.0 (80%)	Standard Deviation 0.00	Difficulty 3/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	0.00%	0
Very effective	4/5	100.00%	3
✓ Extremely effective	5/5	0.00%	0
TOTAL			**3**

Q6 Please rate the effectiveness of posting relevant industry material on the ACCE website

Answered: 3 Skipped: 0

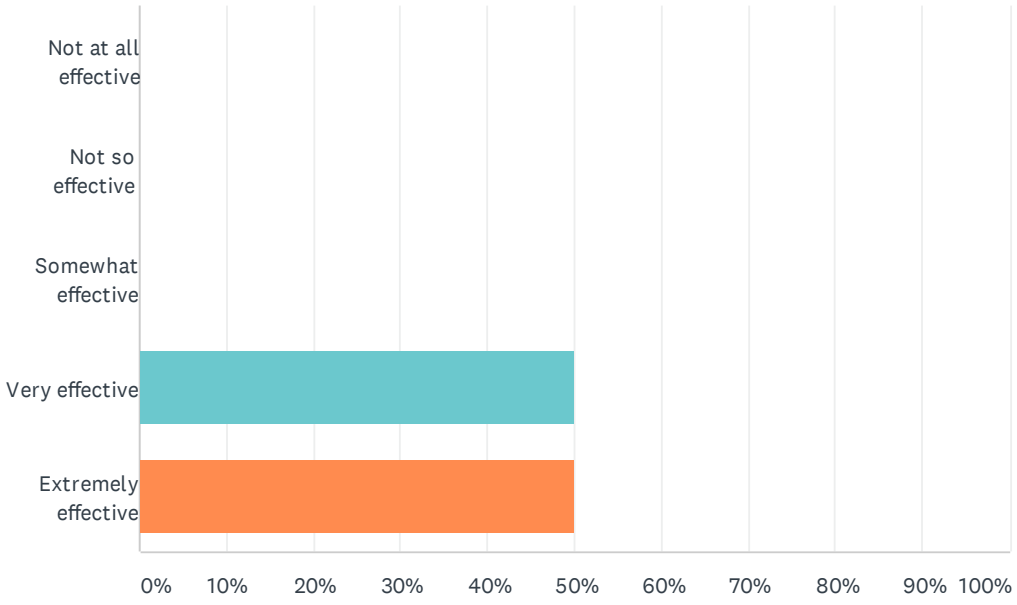


QUIZ STATISTICS			
Percent Correct 0%	Average Score 3.7/5.0 (73%)	Standard Deviation 0.58	Difficulty 1/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	33.33%	1
Very effective	4/5	66.67%	2
✓ Extremely effective	5/5	0.00%	0
TOTAL			**3**

Q7 Please rate the effectiveness of the Committee in identifying and recognizing

Answered: 2 Skipped: 1

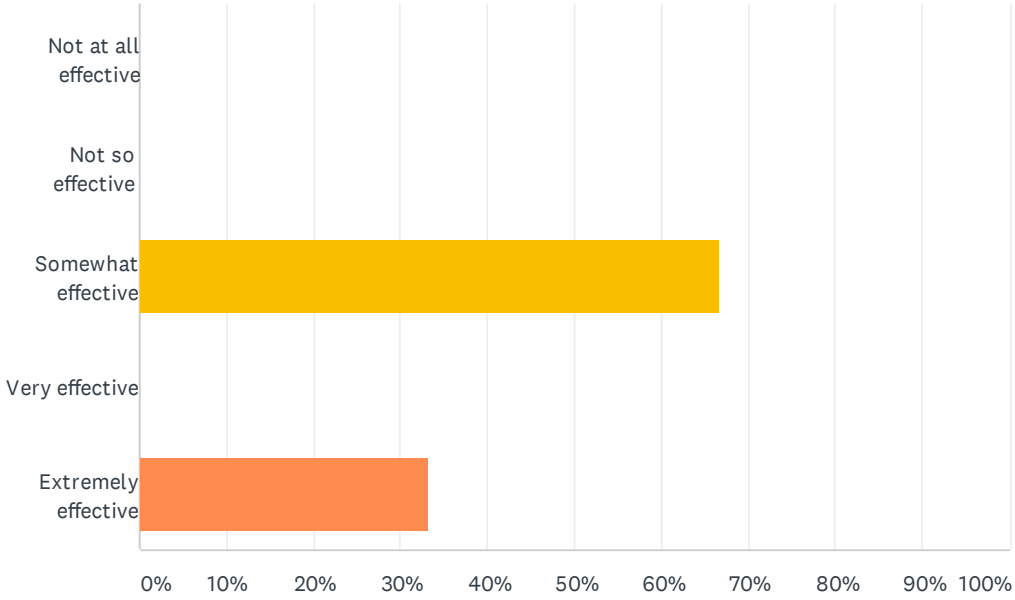


QUIZ STATISTICS			
Percent Correct 33%	Average Score 4.5/5.0 (90%)	Standard Deviation 0.71	Difficulty 7/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	0.00%	0
Very effective	4/5	50.00%	1
✓ Extremely effective	5/5	50.00%	1
TOTAL			**2**

Q8 Please rate the effectiveness of developing industry outreach programs (presentations and workshops) that are offered at various venues (conferences, professional meetings, local IAB meetings, etc).

Answered: 3 Skipped: 0



QUIZ STATISTICS			
Percent Correct 33%	Average Score 3.7/5.0 (73%)	Standard Deviation 1.15	Difficulty 1/8

ANSWER CHOICES	SCORE	RESPONSES	
Not at all effective	1/5	0.00%	0
Not so effective	2/5	0.00%	0
Somewhat effective	3/5	66.67%	2
Very effective	4/5	0.00%	0
✓ Extremely effective	5/5	33.33%	1
TOTAL			**3**

Q9 During the past 12 months, ACCE has gone through many changes, has faced new challenges, and has new opportunities to grow the organization. How can the Industry Liaison Committee assist ACCE with all of these Activities?

Answered: 1 Skipped: 2

Q10 Do you have any additional feedback that could provide guidance for ACCE?

Answered: 2 Skipped: 1

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PARTNERSHIP FOR EXCELLENCE
July 16-23

Friday, July 23

TAB 05 - Council of Chairs Report

2021

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July 16-23

Executive Committee Meeting

TAB 07 - Accredited and Candidate Programs

2021

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ACCE
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PARTNERSHIP FOR EXCELLENCE

Executive Committee
Agenda

Friday, July 23, 2021

10:00 AM – 11:30 AM CDT

Charge to Committee: The Executive Committee is responsible for conducting routine business on behalf of the Board during the period of time between the meetings of the Board and any other matters the Board may delegate to the Executive Committee during any regular or special meetings of the Board. This includes receipt of all nominations for ACCE individual recognition awards and making recommendations to the Board for its approval. This Committee specifically oversees the roles and actions of all Special Committees and is not required to bring any actions from those Committees to the Board for approval other than for changes in the budget, policies, or accreditation standards.

For further details, please refer to ACCE Document 100, Section 1.4.2.8.

1. Greetings and Welcome — Dr. John Schaufelberger
2. Approval of Minutes from February 19, 2021 Meeting — Dr. John Schaufelberger
3. Brief Committee Reports of Significant Issues
   a. Accreditation Committee Report – Progress Reports — Dr. Khalid Siddiqi
   b. Guidance Committee — Dr. John Schmidt
   c. Training Committee — Dr. Albert Bleakley
   d. Awards and Scholarships Committee — Mr. Rogers Hunt
   e. Professional Development Committee — Ms. Tammy Crooks
   f. Industry Liaison Committee — Dr. Charlie McIntyre
4. Other Old Business — Dr. John Schaufelberger
5. New Business — Dr. John Schaufelberger
6. Future Meetings — Dr. John Schaufelberger
   g. 2022 Midyear Conference / IAB Event – February 24-26, 2022, Irving, TX
   h. 2022 Annual Conference – July 13-15, 2022, Minneapolis, MN
   i. 2023 Midyear Conference / IAB Event – February 15-17, 2023, Irving, TX
   j. 2023 Annual Conference – Dates and location TBD
   k. 2024 Midyear Conference / IAB Event – February 14-16, 2024, Irving, TX
7. Adjourn

Basic requirements for membership of this committee:	**NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.**
1. Is currently a Chairperson of one of the ACCE Board or Special Committee. 2. Is current in all training.	

Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Executive Committee - Accreditation Committee	Yes	Institution	Educator	Dr. Chris Gordon	Chair	CGordon@SIUE.edu	Southern Illinois University, Edwardsville
Executive Committee - Awards and Scholarships	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Chair	RHunt3tu@gmail.com	Tuskegee University IAB
Executive Committee - Board Chair	Yes	Corporate	Practitioner	Mr. Charlie Roesset	Board Chair	CRoesset@StrongTie.com	Mr. Charlie Roesset
Executive Committee - Board Secretary	Yes	Institution	Educator	Dr. Richard Burt	Secretary	RAB0011@Auburn.edu	Dr. Richard Burt
Executive Committee - Board Treasurer	Yes	Individual	Practitioner	Ms. Pam Dullum	Chair	PamDullum57@gmail.com	ACCE Individual Member
Executive Committee - Board Vice-Chair	Yes	Individual	Educator	Dr.Khalid Siddiqi	Board Vice Chair	KSiddiqi@Kennesaw.edu	Dr.Khalid Siddiqi
Executive Committee - CCWE Committee	Yes	Association	Practitioner	Mr. Bill Good	Chair	BGood1414@gmail.com	Roofing Alliance
Executive Committee - Council of Chairs	Yes	Institution	Educator	Dr. Souhail Elhouar	Chair	SElhouar@Bradley.edu	Bradley University
Executive Committee - Guidance Committee	Yes	Individual	Educator	Dr. John Schmidt	Chair	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Executive Committee - Industry Liaison Committee	0	Institution	Educator	Dr. Charles McIntyre	Chair	ChMcinty@IUPUI.edu	Indiana University Purdue University - Indianapolis
Executive Committee - Leadership Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Chair	JESbcon@UW.edu	University of Washington
Executive Committee - M&C Committee	Yes	Individual	Practitioner	Ms. Joy Svoboda	Chair	ViewsValuesVisions@gmail.com	Individual Member
Executive Committee - PD Committee	0	Individual	Practitioner	Ms. Tammy Crooks	Chair	TCrooks@TSByrne.com	ACCE Individual Member
Executive Committee - Standards Committee	Yes	Individual	Educator	Dr. Charles Berryman	Chair	CBerryman@LSUmail.net	Louisiana State University - MD
Executive Committee - Training Committee	Yes	Institution	Educator	Dr. Al Bleakley	Chair	ABleakley@FIT.edu	Florida Institute of Technology

Midyear Meeting 2021 Minutes

Executive Committee

Friday, February 19, 2021

10:00 – 11:30 a.m.

1. John Schaufelberger called the meeting to order at 10:00 a.m.
   a. Members Present: Charles Berryman, Al Bleakley, Richard Burt, Craig Capano, Tammy Crooks, Pam Dullum, Bill Good, Cheryel Goodale, Rogers Hunt III, Charlie McIntyre, Steve Nellis, Charles Roesset, John Schaufelberger, John Schmidt, Khalid Siddiqi, Joy Svoboda
   b. Members Absent: None
   c. Guests: Alan Bond, Angela Guggemos, Benedict Ilozor, Ilyas Bhatti, Catherine Shi, Cheryl Knodel, Chris Gordon, Chris Souder, David Manry, Dimitar Todorov, Drew Yantis, Eric Asa, Francois Jacobs, Georg Reichard, Gordon Rogers, Heather Sherwood, James Busch, James Howard, Jim Carr, Joel Wao, Kasim Korkmaz, Katie Loughmiller, Kishani De Silva, lahiru, Lynn Artman, Mag Malek, Marcene Taylor, Martin Garza, Melanie Myers, Melvin Cowen, Michael Emmer, Mohamed Diab, Mohamed El-Gafy, Murray Papendorf, Orlando Bagcal, Paul Mattingly, Poorya Hajyalikhani, Pramen Shrestha, Rachel Axness, Sarah Weber, Scott Couper, Scott DeRuischer, Shannon Degenhart, Suat Gunhan, Sue Perlin, Suleiman Ashur, Susan Labas, Svetlana Olbina, Tamera McCuen, Tanya Matthews, Tom Cole, Tom Rogers, Tulio Sulbaran, Wallied Orabi, Walter Lehner, Warren Plugge
2. Minutes of July 24, 2020 meeting were approved unanimously.
3. Brief Committee Reports of Significant Issues
   a. Accreditation Committee Report

      Khalid Siddiqi reported they reviewed 16 Progress Reports, 10 Visiting Team Reports and 4 Extension Requests and will present their recommendations to the Board of Trustees Executive Session later today. They also approved the establishment of deadlines for submission of A-6 and A-8 documentation by January 1 for the Midyear meeting and June 1 for the Annual meeting. They also developed a policy for conducting follow-up visits following the conducting of an initial fully virtual online visit.
   b. Guidance Committee

      John Schmidt reported they completed the following activities:

      - Revised Documents 102A, B, and M into a single document.
      - Approved a new Document 102 for application this Fall in preparation for the changeover in January.

- Approved a new Document 104 – *Standards and Criteria for Accreditation with Commentary*. A living document that captures guidance, cataloging purpose, interpretation, and examples of evidence for the new Document 103.
- Approved a new Document 105 – *Planning for Accreditation*. Another living document intended for use by programs seeking accreditation, new program leaders, and any others that wish to use its information.
- As appendices to Document 104, included an appendix on *Preparing for the Site Visit*, an appendix with a *Sample Site Visit Itinerary*, and an appendix with a *Checklist for the Program Leader*.
- Reviewed revised mentoring system and timing.
- Received about 20 Mentor Reports.
- Held a workshop in which they:
    - Reviewed in the changes to Documents 103 and 102 made due to comply with CHEA requirements and to better align or improve the documents.
    - Took a closer look at the Documents 104 and 105.
    - Heard a very good presentation by Dr. Souhail Elhouar on Program Objectives.
- They have completed all of their tasks identified in our Strategic Plan except one – Best Practices.

He also reported that going forward, the committee plans to:

- Revisit the "Program Objectives" (since there seemed to be a lot of discussion in the regard) in July.
- Also, in July we will have discussions or workshops on SLO Binders and Best Practices.
- In that regard, we have established a task force to look at Best Practices in the areas of:
    - QIP,
    - Curriculum Mapping,
    - SLO Reporting,
    - Syllabi, and
    - Whatever else the task force develops.
    - James Hogan will chair the task force with Richard Burt, Robert Ries, Souhail Elhouar, Tom Cole, and John Schmidt serving on the committee.

- Finally, there is a need to update Doc 100, to account for the revised mentoring system.
- The workshop was recorded and will be shared online.

c. Training Committee

Al Bleakley reported the Training Committee conducted Initial Team Training, Advanced Team Member Training, and Visiting Team Case Studies as part of the ACCE Midyear Conference. Participation varied between 80 and 100. They also did Initial Training as part of the IAB event for approximately 20 participants. Two new trainers participated this time allowing two trainers for three of the four training sessions. The Committee plans to use two trainers on any future Zoom based training so that one person can focus on presenting the training while the other monitors and responds to the chat session.

The Committee created a task force to look at 1) a method of assessing learning in the various training sessions (possibly a Learning Management System), and 2) options for using online training resources for either first-time or refresher training conducted outside of the ACCE conferences.

d. Dupree Education Fund Committee

Rogers Hunt reported they are currently reviewing two candidates for the Dupree Education Fund scholarships and plan to inform winners by May.

The committee agreed to change its name to the *Awards and Scholarships Committee*. Its new charge will include developing and implementing an awards program to recognize exceptional service to ACCE. A motion to approve the new name and amended charge was approved unanimously.

e. Recognition Committee

Tammy Crooks reported the committee is recommending the following two programs be recognized:

- The Certified Industry Specialist (CIS) program offered by the NAWIC Education Foundation – A motion to approve was passed unanimously with one abstention.
- The Certified Professional Estimator (CPE) program offered by the American Society of Professional Estimators - A motion to approve was passed unanimously.

The committee agreed to change its name to the *Professional Development Committee*. A motion to approve the new name was approved unanimously. Tammy also reported that a task force has been formed to look at developing standards for online exam programs.

g. Industry Liaison Committee

Charlie McIntyre reported that the IAB event went well with a maximum number of 94 attendees. Surveys will be sent out to all attendees next week.

4. Other Old Business

There was no old business.

5. New Business

John Schaufelberger introduced a need for a new membership category of Lifetime Member, where an individual would pay a one-time fee for life membership. A suggestion was also made to establish an Emeritus Membership category to recognize individuals who have provided outstanding service to ACCE. Introduction of these new categories would require amendments to the Bylaws. A motion to approve the category of Lifetime Member was passed with two nay votes. The criteria for this award will be developed by the Board as part of the upcoming revision of the Bylaws. A motion to approve the category of Emeritus Member was passed with one nay vote. The criteria for this award will be developed by the Board in the Bylaws revisions.

6. Future Meetings

a. 2021 Annual Conference July 21-23, 2021, Minneapolis, MN
b. 2022 Midyear Conference / IAB Event February 24-26, 2022 Irving, TX
c. 2022 Annual Conference Dates and location TBD
d. 2023 Midyear Conference / IAB Event February 15-17, 2023 Irving, TX
e. 2023 Annual Conference Dates and location TBD
f. 2024 Midyear Conference / IAB Event February 14-16, 2024 Irving, TX
g. 2024 Annual Conference Dates and location TBD

7. Adjourn at 10:51

Respectfully submitted



Richard Burt, Secretary

Executive Committee Meeting
July 12, 2021
Minutes

Attendees: Dr. John Schaufelberger, Chair; Dr. Richard Burt, Secretary; Ms. Pam Dullum, Treasurer; Dr. Charles Berryman; Dr. Al Bleakley; Dr. Souhail Elhouar; Mr. Bill Good; Dr. Cheryel Goodale; Mr. Rogers Hunt; Dr. John Schmidt; Dr. Khalid Siddiqi; Ms. Joy Svoboda

Absent: Mr. Charles Roesset, Vice Chair; Ms. Tamara Crooks; Dr. Charles McIntyre

1. Committee Updates/Plans for Annual Conference
    a. Accreditation Committee

    Khalid Siddiqi reported that the committee held a pre-conference meeting to discuss approaches to improving the Visiting Team Reports. He indicated that the committee is currently working on Straw Polls and preparing draft documents for the Annual Conference - discussions scheduled for July 19, 2021:
    - *Recommendations for the ACCE Board of Trustees on Visiting Team Reports - 11 re-accreditations and one initial accreditation: BS (9); AS (2); MD (1)*
    - *Finalize actions on Progress and Status Reports: Master's (4); BS (12) and AS (2)*

    b. Standards Committee

    The committee will review the self-assessment survey and reports from both the online programs and SLO reduction/International Standards Task Forces.

    c. Marketing and Communications Committee

    The committee will discuss three main topics at next week's meeting:
    - *Using social media*
    - *Strategic Objectives for the committee*
    - *Measuring Tactical Implementation activities*

d. Leadership Development Committee

The committee will work on BOT equilibrium between industry and academic trustees and finalizing qualifications for committee members.

e. Finance Committee

The budget for the financial year starting July 1st was approved by the BOT on June 21. The committee will review year end financials, 5-year projections and the new fee structure for ACCE activities.

f. Council of Chairs

The Council received feedback from three Visiting Team chairs and seven program leaders. They will meet this week to prepare a report for the Annual Conference. Pam Dullum requested to have the report prior to the Accreditation Committee meeting on July 19.

g. Construction Workforce Education Committee

The committee plans to present a review of accomplishments to date during the Board training.. John Schaufelberger requested that the presentation include an overview of the accreditation process in advance of the first accreditation visit planned for October.

h. Guidance Committee

John Schmidt provided a written report stating they have completed all tasks related to the Strategic Plan. However, some like coordination with the Training Committee will be ongoing efforts. They are ready for the Guidance Committee meeting on July 21, and are finishing up presentation materials for the Guidance Committee Workshop on later the same day. They have confirmed the membership of the 2021-2022 committee roster and have received 9 of 16 expected mentor reports.

i. Training Committee

Committee self-assessment was generally positive, but participation was low (6 members). They will discuss the results at the upcoming virtual meeting. Three current ACCE members (one Practitioner, two Educator) have joined the Training Committee based on the survey sent out by Steve Nellis earlier this spring. Annual Conference Training is all scheduled. There are two trainers for Team Chair, Advanced Team, Initial Team, and Case Studies Training so that one person can instruct while the other provides technical support by monitoring chat, etc. Copies of the draft Team Chair, New Member, and Initial Team training slides and a draft Guidance document on syllabus content were sent to all trainers to ensure a coordinated message across all training. The committee has a team of five members looking at options for online training delivery. The team is evaluating which training sessions are best suited for online delivery and whether we need a learning management system to do this effectively. Last month

Mohammed Diab shared his experience with ABET's online visitor training program in a Zoom meeting so we plan to incorporate his input as well. The committee will discuss preliminary findings/recommendations at the July virtual committee meeting.

j. Awards and Scholarships Committee

The Awards and Scholarship Committee is recommending the award of the NHE scholarship to Molly Smith. She is currently enrolled in the Construction Management MS program at California State University, Fresno. Award recommendations will not be made for the Dupree Scholarship at this time. The committee will review mock-ups of the service awards at the ACCE Annual Conference. The mock-ups of the pins are complete. The plaques and trophies will be completed this week. The committee will forward recommendations for consideration to the Board of Trustees.

k. Professional Development Committee

No Report.

l. Industry Liaison Committee

Charlie McIntyre reported the committee has met several times this spring/summer via Zoom. Based on a survey conducted by Steve Nellis, several potential new members were identified, and invitation emails sent to gauge interest in becoming a member of the committee. There are now 13 members on the committee. The roster will be finalized after the next meeting. At the last meeting, a preliminary agenda for the 2022 IAB Event was developed. The agenda is fluid; however, the following topics are anticipated to be offered (titles are subject to change):

- *Industry Association Involvement and Support of Construction Management Students*
- *Creating a High-Impact Industry Advisory Board*
- *Developing a Strategic Plan for Your IAB*
- *Self-Assessing and Benchmarking Your IAB*
- *Beyond the Pandemic: The Future of Construction Management Programs*

2. Other Discussion Topics

There is a need to identify a Visiting Team Chair for Fall 2021 visit to the University of Florida.

3. Next Meeting: July 23, 2021

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PARTNERSHIP FOR EXCELLENCE
July 16-23

Board of Trustees - CLOSED Training Session

TAB 05 - Schedule of Accreditation Visits

2021

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ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Board of Trustees - Training
Agenda

Friday, July 23, 2021

11:30 AM – 12:30 PM CDT

1. Call to Order and Opening Remarks — Dr. John Schaufelberger

2. Presentation and Discussion of Accreditation of Construction Workforce Education Apprenticeship Program — Mr. Bill Good, Dr. Mostafa Khattab

3. Adjourn

NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.

Construction Workforce Education Committee

Report to the ACCE Board of Trustees

July 2021

1

Committee's Charge

Develop a program to accredit workforce education programs in the construction industry, such as apprenticeship programs, that are not currently eligible for accreditation by ACCE.

2

Committee Agenda

1. Develop New documents to outline the process of accreditation
2. Develop a protocol for Visiting Team training and team visits
3. Work with CHEA and/or Department of Education to allow for local state recognition of accredited programs
4. Identify stakeholders
5. Develop a marketing and outreach program for both internal and external audiences

3



Accreditation Documents

- New Documents 201, 202 and 203 are now completed and recommended for approval by the ACCE Executive Committee.
- The Documents were previously approved, then amended to accommodate DOE requirements that could lead to recognition by states.
- The Documents follow the same approach as Documents 101, 102 and 103, i.e., they are based on SLOs with other institutional requirements.
- Self-study guide is completed.

4

Colorado Pilot Program

Working with the Rocky Mountain Mechanical Contractor Association (RMMCA) to prepare for the visit:

- Accreditation visit scheduled for October 2021
- Protocols are being developed in preparation for the first pilot visit

5

Colorado Pilot Program

- Scheduled for October 10-13 in Denver
- Will be evaluating a multi-trade, multi-site apprenticeship training programs.
- Visiting Team is in place, chaired by Robert Ries
- Planning 2 ½ days for the visit
- The Team understands there are differences from the "usual" visits, e.g., the students all work; most faculty are not full-time; the facilities are different; there are no Industry Advisory Boards as we know them.
- Self-assessment is underway and will be completed by end of August 2021.

6

Identify Stakeholders and Prospects

- Natural allies are building trades unions, open shop apprenticeship programs and national construction industry trade associations.
- Steve Nellis was invited to attend a meeting with the National Association of Building Trades Unions.
- We have communicated with several national trade associations.
- The committee believes we need to have the first visit completed before we go further.

7

CHEA and DOE

- Because we are accrediting non-degreed programs, CHEA will only be an issue if we accredit more workforce education programs than degree programs. (CHEA requires no more than 50% of the total accredited programs be non-degree granting.)
- DOE recognition becomes important for validation at the state level; Documents 201, 202 and 203 were revised accordingly.

8

Next Steps

- Complete the pilot visit and have a recommendation for the ACCE Board by the end of the year.
- Possible revision of the accreditation documents
- Develop a recommendation for a fee structure for the program.
- Look to align our program with degree-granting bodies, e.g., community colleges and technical schools.
- Identify prospects for the next round of visits.
- Develop outreach, marketing and communication strategies
- Develop a program for Visiting Team training

9



And Finally. . .

- The committee has been terrific! Everyone is engaged and on board.
- ACCE leadership has been with us all the way.

Happy to answer any questions!

10

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Board of Trustees - CLOSED Executive Session

TAB 05 - Council of Chairs Report

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Board of Trustees
CLOSED SESSION
Agenda

Friday, July 23, 2021

12:30 PM – 2:30 PM CDT

1. Call to Order and Opening Remarks — Dr. John Schaufelberger
2. Roll Call for Quorum — Dr. Tammy McCuen
3. Accreditation Committee Recommendations
   a. Renewal of Accreditations — Dr. Khalid Siddiqi
   b. Initial Accreditations — Dr. Khalid Siddiqi
4. Board Actions
   a. Review Board Self-Assessment Data — Dr. John Schaufelberger
   b. Approval of Emeritus Members — Dr. John Schaufelberger
   c. Performance Evaluation — Dr. John Schaufelberger
5. Adjourn

NOTE: Attendance roster will be based on Zoom attendee report. To receive credit for your attendance at this session, you will need to be actively engaged in this Zoom session for at least 90% of the time that the session is being held.

Board of Trustees 2020-2021

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At-Large Trustee - balance out Educator / Practitioner. One year terms, six term limits.

Rev. 2020.08.22

An attempt will be made to have at least 50% of Practitioner Trustees be IAB members Currently at 3 of 7 = 43%

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Board of Trustees - OPEN Meeting

TAB 04 - Board Actions Items

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Board of Trustees
OPEN SESSION
Agenda

Friday, July 23, 2021

2:30 PM – 5:00 PM CDT

1. Call to Order and Opening Remarks	Dr. John Schaufelberger
2. Roll Call for Quorum	Dr. Tammy McCuen
3. Approval of Minutes from February 17, 2021 Meeting	Dr. John Schaufelberger
4. Report on Executive Session of Board	Dr. John Schaufelberger
5. President's Report	Mr. Steve Nellis
6. Treasurer's Report	Ms. Pam Dullum
7. Executive Committee Report	Dr. John Schaufelberger
8. Strategic Plan Report	Dr. John Schaufelberger
9. Board Committee Reports / Requests for Board Action	
a. Accreditation Committee	Dr. Khalid Siddiqi
b. Standards Committee	Dr. Chuck Berryman
c. Council of Chairs	Dr. Souhail Elhouar
d. Construction Workforce Education Committee	Mr. Bill Good
e. Marketing and Communications Committee	Ms. Joy Svoboda
f. Leadership Development Committee	
• Nomination of Board Trustees	Dr. Cheryel Goodale
• Nomination of Board Vice-Chair	Dr. Cheryel Goodale
10. Election of New Board Trustees	Dr. John Schaufelberger
11. Election of New Board Chair and Vice Chair	Dr. John Schaufelberger
12. Confirmation of Committee Chairs and Committee Members	New Board Chair
13. Other Business	New Board Chair
14. Meeting Dates	New Board Chair

a. 2022 Midyear Conference / IAB Event – February 24-26, 2022, Irving, TX
b. 2022 Annual Conference – July 13-15, 2022, Minneapolis, MN
c. 2023 Midyear Conference / IAB Event – February 15-17, 2023, Irving, TX
d. 2023 Annual Conference – Dates and location TBD
e. 2024 Midyear Conference / IAB Event – February 14-16, 2024, Irving, TX

15. Adjourn

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Rev. 2020.08.22

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Midyear Meeting 2021 Minutes

BOARD OF TRUSTEES
Executive Session -- Open
Friday, February 19, 2021
2:00 PM – 5:00 PM

1. John Schaufelberger called the meeting to order at 2:00 PM.

2. Secretary Richard Burt conducted the roll call and announced there was a quorum.
   Present: Mikael Anderson, Dan Belcher, Charles Berryman, Ilyas Bhatti, Albert Bleakley, Richard Burt, Craig Capano, Ken Coggins, Mohamed Diab, Pam Dullum, Marty Garza, Bill Good, Chris Gordon, Geno Hogan, Rogers Hunt, Mostafa Khattab, Jacob Kovel, Susan Labas, Tony Lamanna, Katie Loughmiller, Chip Mansfield, Tanya Matthews, Paul Mattingly, Tamera McCuen, Steve Nellis, Sue Perlin, Robert Ries, Charlie Roesset, John Schaufelberger, John Schmidt, Joey Shorter, Karima Simmons, Rod Stutt, Marcene Taylor, Dave Woods, Ed Wygnal
   Absent**:** Carl Roegner

3. Minutes of July 24, 2020 Meeting
   The minutes were reviewed and approved unanimously.

4. Report on Executive Session of Board - John Schaufelberger
   John Schaufelberger reported that programs at the following Institutions were granted reaccreditation:
   a. Lamar University
   b. Tarrant County College
   c. Purdue University
   d. Saskatchewan Polytechnic
   In addition, an accreditation extension was approved for Tuskegee University.

5. President's Report - Steve Nellis
   Steve Nellis provided an update on the CHEA renewal of recognition process. A Recognition Committee recommendation will be made in March and a final Board decision in May. An update will be given at the July meeting. In replying to a question, he reported that discussions with the Executive Committee are ongoing regarding the need for staff assistance for the President.

6. Treasurer's Report and Finance Committee Report - Pam Dullum
   Pam Dullum reported that the Finance Committee has been holding quarterly budget review meetings via Zoom. They have included funds for the workforce education initiative, new software, staffing resources, and funds for awards in the FY22 budget. The budget will go to the Executive Committee and the Board for approval in June.

7. Executive Committee Report - John Schaufelberger
   John Schaufelberger provided a summary of the highlights from the earlier Executive Committee meeting. These include:

   a. Guidance Committee – Has revised Documents 102A, B, and M into a single document. They approved a new Document 102, *Template for the Preparation of the Self-Evaluation Study;* Document 104, *Standards and Criteria for Accreditation with Commentary;* and Document 105, *Planning for Accreditation.* These new documents will be effective November 2021 and applicable for site visits starting January 2022.

   b. Recognition Committee – Two new professional designation programs were approved for recognition by the Executive Committee. They are the Construction Industry Specialist (CIS) for the NAWIC Education Foundation (NEF) and the Certified Professional Estimator (CPE) for the American Society of Professional Estimators. The committee agreed to change its name to the Professional Development Committee. A task force has been formed to look at developing standards for online exam programs. A motion to approve changing the name of the Non-Degree Recognition Program to the Professional Development Certification Program and the name of the Recognition Committee to the Professional Development Committee was approved unanimously by the Board.

   c. Dupree Education Committee - The committee agreed to change its name to the Awards and Scholarships Committee. Its new charge will include developing and implementing an awards program to recognize exceptional service to ACCE. A motion to approve the new name and amended charge was approved unanimously by the Board.

   d. New Business - A motion to establish a new membership category called ACCE Lifetime Membership was made. The criteria for this award will be developed by the Board as part of the upcoming revision of the Bylaws. A motion to establish another new membership category called ACCE Member Emeritus was also made. The criteria for this award will be developed by Board as part of the upcoming revision of the Bylaws. Both motions to establish these two new membership categories were approved unanimously by the Board.

8. Strategic Plan Report - John Schaufelberger
   John Schaufelberger reported that progress reports for the Strategic Plan have been submitted by Responsible Parties. A need has been identified to add an additional strategy (#6) to include the Construction Workforce Education initiative. A motion to approve the amended Strategic Plan was approved unanimously by the Board.

9. Board Committee Reports / Requests for Board Action

   a. Accreditation Committee - Khalid Siddiqi congratulated the four institutions that were successfully reaccredited. He thanked everyone who submitted progress reports in a timely manner and reminded everyone the importance of submitting reports in time for review by the Accreditation Committee. He also reported on the development of a policy for conducting follow-up on site visits after a fully virtual program review.

   b. Standards Committee - Chuck Berryman reported they reviewed timelines for the newly approved Document 103. These new Standards will be effective for Self-Evaluation Studies submitted in the Fall of 2021 for those programs with a site visits in Spring 2022.

      The Standards Committee also reviewed the updated ACCE Strategic Plan and noted that the only area that has not been completed was a review of the current Student Learning Outcomes.

      A discussion ensued by viewing survey results from industry conference participants. There was a general consensus to change SLO #11 from "Apply basic surveying techniques for construction layout and control" to "Understand basic surveying techniques for construction layout and control". However, to complete a more comprehensive review, an SLO Task Force will be formed to review this section and then make recommendations before the July meeting.

      The current Standards cover programs that have campus and online delivery of classes within their degree program, but it was noted that it does not fully address totally online degree programs with no campus offering. A Task Force is to be formed to review the entire Document 103 and make suggestions for modifications that would better facilitate online degree programs.

      An International ACCE Standards Task Force led by Richard Burt assessed current Standards and made recommendations to allow the inclusion of accreditation for international construction programs. Since it has the potential to change the standards from a hybrid (prescriptive and outcomes) to a fully outcome-based set of standards, it was determined that it would be best to combine this with the SLO Task Force that is to look at the possibility to reduce the number of SLOs.

      Lastly, the Committee reviewed and discussed this year's Council of Chairs recommendations for the Standards Committee. The items suggested by the Council were based on earlier Standards and were addressed with the new Standards being implemented in the Fall 2021.

c. Council of Chairs - Craig Capano informed that a report was compiled following the Fall 2020 visits and shared with the committee chairs. He requested all those involved in the Spring 2021 visits to make sure they complete the surveys. They will also conduct a review of the survey questions at the next meeting.

d. Construction Workforce Education Committee - Bill Good reported that the accreditation of workforce education programs is proving challenging and moving forward they will need to set priorities on which programs they choose to accredit. However, they have identified four areas they aim to address in the short term: the new sixth Strategic Plan strategy; changes to the ACCE Bylaws to include the committee charge; changes to Documents 201, 202, and 203; and outreach to programs to identify future stakeholders.

e. Marketing and Communications Committee – Steve Nellis reported they are close to choosing a name for the ACCE Newsletter and encouraged everyone to respond to the online poll.

f. Leadership Development Committee - Cheryel Goodale reported that the Leadership Development Committee has requested that the Associate and Bachelor's Degree Caucus leaders and the Industry Caucus leader select their nominees for Educator and Practitioner Trustees for the July 2021 meeting. The Leadership Development Committee also reviewed qualified candidates for the position of Vice Chair of the Board and will nominate Khalid Sidiqi to become the next Vice Chair of the Board. The election by the Board will occur during the July 2021 Annual Meeting.

10. Other Business - John Schaufelberger

a. John Schaufelberger reported that revisions will need to be made to the Bylaws and Document 100 to document changes to the mentoring process, two committee name changes and charges, and to amend the ACCE mission statement and purpose to include the Workforce Development Education initiative. The work on amending these documents will be done before the July meeting.

b. Pam Dullum requested that the date for approval of the annual budget be brought forward to a date before the annual July meeting to better align with the fiscal year. A motion to make this change was unanimously approved by the Board.

11. Meeting Dates - John Schaufelberger

a. 2021 Annual Conference July 21-23, 2021, Minneapolis, MN
b. 2022 Midyear Conference / IAB Event February 24-26, 2022 Irving, TX
c. 2022 Annual Conference Dates and location TBD
d. 2023 Midyear Conference / IAB Event February 15-17, 2023 Irving, TX
e. 2023 Annual Conference Dates and location TBD
f. 2024 Midyear Conference / IAB Event February 14-16, 2024 Irving, TX
g. 2024 Annual Conference Dates and location TBD

12. Adjourn – 3:44 p.m.

Minutes respectfully submitted by Richard Burt



Board of Trustees Meeting
Monday, June 21, 2021
Minutes

Attendees: Dan Belcher, Charles Berryman, Richard Burt, Ken Coggins, Scott Couper, Mohamed Diab, Pam Dullum, Marty Garza, Bill Good, Chris Gordon, James Hogan, Rogers Hunt, Mostafa Kattab, Susan Labas, Anthony Lamanna, Chip Mansfield, Tanya Matthews, Paul Mattingly, Tammy McCuen, Sue Perlin, Charles Roesset, John Schaufelberger, John Schmidt, Rod Stutt, and David Woods

Absent: Michael Anderson, Ilyas Bhatti, Albert Bleakley, Mel Cowen, Tamera Crooks, Sean Foley, Jacob Kovel, Katie Loughmiller, Robert Ries, Carl Roegner, Joey Shorter, Karima Simmons, and Ed Wygnal

1. John Schaufelberger called the meeting to order at 11:00 a.m. CDT.

2. Steve Nellis presented a proposed Fee Schedule for FY 2021-2022. After discussion and correction of the level names for IAB sponsorships, a motion was made to approve the corrected Fee Schedule, seconded, and approved by the Trustees.

3. Pam Dullum presented the recommended FY 2022 Budget, after discussion, a motion was made to approve the FY 2022 Budget, seconded, and approved by the Trustees.

4. John Schaufelberger presented a recommendation from the Executive Committee to revise Document 100 by changing the date of the ACCE Annual Report. The Report is currently issued in January using calendar year information. The recommendation is use fiscal year data and the results of the July Annual Conference in preparing the Annual Report with an expected publication date in September. A motion was made to approve the Executive Committee recommendation and modify Document 100 to revise the date of the Annual Report as suggested. The motion was seconded and approved by the Trustees.

5. The meeting was adjourned at 11:40 a.m. CDT.

ACCE ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

TAB 03 - Attendee Roster

TAB 03 - Attendee Roster

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE



Attendee Roster

No.	Full Name	Email Address	Job Role	Organization
1	Dr. Hussein Abaza	habaza@kennesaw.edu	Professor	Kennesaw State University
2	Dr. Sanjeev Adhikari	sadhika3@kennesaw.edu	Assistant Professor	Kennesaw State University
3	Dr. Mona Afifi	afifim@uwstout.edu	Assistant Professor	University of Wisconsin - Stout
4	Dr. Zamaan Al-shabbani	zamaan.al-shabbani@eku.edu	Assistant Professor	Eastern Kentucky University
5	Dr. Anwar Alroomi	anwar.alroomi@csun.edu	Faculty	California State University Northridge
6	Mr. George Armstrong	george.armstrong@cincinnatistate.edu	Department Chair	Cincinnati State Technical and Community College
7	Ms. Lynn Artman	laartman@mtu.edu	Program Chair	Michigan Technological University
8	Dr. Eric Asa	eric.asa@ndsu.edu	Accreditation Coordinator	North Dakota State University
9	Dr. Suleiman Ashur	sashur@emich.edu	School Director	Eastern Michigan University
10	Dr. Sherif Attallah	soattallah@bsu.edu	Associate Professor	Ball State University
11	Mrs. Rachel Axness	rachel.axness@mnstate.edu	Associate Professor	Minnesota State University Moorhead
12	Dr. Orlando Bagcal	bagcal@tarleton.edu	Associate Professor	Tarleton State University
13	Dr. Abdulaziz Banawi	abdulaziz.banawi@ndsu.edu	Assistant Professor	North Dakota State University
14	Dr. David Batie	batied@ecu.edu	Graduate Program Director	East Carolina University
15	Ms. Kathryn Bedette	kbedette@kennesaw.edu	Associate Dean	Kennesaw State University
16	Dr. Charles Berryman	cberryman@lsumail.net	Department Chair and Professor	Louisiana State University
17	Dr. Deniz Besiktepe	besikteped@uwstout.edu	Assistant Professor	University of Wisconsin - Stout
18	Mr. Ilyas Bhatti	milyasbhatti@gmail.com	Associate Professor	Wentworth Institute of Technology
19	Dr. Albert Bleakley	ableakley@fit.edu	Program Chair	Florida Institute of Technology
20	Mr. Jacob Blue	jblue@dunwoody.edu	Instructor	Dunwoody College of Technology
21	Dr. Bruce Bockhorn	bockhorn7402@hotmail.com	Department Director	Prairie View A&M University
22	Mr. Alan Bond	adbond@csuchico.edu	Associate professor	California State University Chico
23	Mr. Brad Bosher	BBosher@dcccd.edu	Faculty	Dallas College
24	Dr. John Buchanan	jbuchan7@utk.edu	Faculty	University of Tennessee
25	Mr. Gary Burke	gaburke@captechu.edu	Assoc. Professor & Program Director	Capitol Technology University
26	Dr. Rebecca Burleson	bburleson@linbeck.com	VP/Client Executive	Linbeck
27	Dr. Thomas Burns	burnst@zoomtown.com	Professor Emeritus	Cincinnati State
28	Mr. John Buttelwerth	john.buttelwerth@cincinnatistate.edu	Author/Publisher/Owner	JohnWyatt Publishing
29	Dr. Craig Capano	craigcapano@yahoo.com	Retired	The Capano Group
30	Mr. Jim Carr	jkcarr1@ualr.edu	Professor	UA Little Rock Construction Management
31	Mr. Larry Casey	caseyl@fiu.edu	Professor	Florida International University
32	Ms. Marjorie Chang Fuller	marjorie-changfuller@hoffmancorp.com	Business Development Manager	Hoffman Construction Company
33	Dr. Victoria Chen	chen.1399@osu.edu	CSM Program Coordinator	The Ohio State University
34	Dr. Xuefeng Chu	xuefeng.chu@ndsu.edu	Professor and Interim Department Chair	North Dakota State University
35	Dr. Shima Clarke	shimac@clemson.edu	Professor	Clemson University
36	Mr. Ken Coggins	coggins.k@gmail.com	Manager	GDI
37	Mr. Tom Cole	vtomcole@gmail.com	Construction Industry Executive (Retired)	ACCE Individual Member



Attendee Roster

No.	Full Name	Email Address	Job Role	Organization
38	Dr. Don Colegrove	Colegrove@ulm.edu	Assistant Professor	University of Louisiana, Monroe
39	Mr. Rudy Comeaux	rudy.comeaux@lemoinecompany.com	Vice President	The Lemoine Company, LLC
40	Mr. Joel Condon	jcondon1@alaska.edu	Associate Professor Chair	UAA Community & Technical College
41	Mr. Scott Couper	SCOUPER@PALAGROUP.COM	Board of Director ACCE Liaison	Construction Industry Advisory Council LSU CIAC
42	Mr. Jay Cournia	jay.cournia@mnstate.edu	Professor	Minnesota State University, Moorhead
43	Dr. Robert Cox	robcox@ufl.edu	Director and Professor	University of Florida
44	Mr. Lloyd Crask	Lcrask@pacbell.net	Faculty	California State University, Fresno
45	Ms. Tammy Crooks	tcrooks@tsbyrne.com	Senior Project Manager	Byrne Construction Services
46	Dr. Paul Crovella	plcrovella@esf.edu	Professor	SUNY-ESF
47	Mr. Majed Dabdoub	majed@dabdoub.net	PROGRAM DIRECTOR	Northern Kentucky University
48	Ms. Angela Deans	deansa@saskpolytech.ca	Program Head	Saskatchewan Polytechnic
49	Dr. Joseph Delaney	Joseph.Delaney@usm.edu	Program Coordinator	University of Southern Mississippi
50	Dr. Gerrad Delatte	gdelatte@turner-industries.com	Sr. Vice President	Turner Industries Group, LLC
51	Mr. Scott DeRuischer	deruiscs@lcc.edu	Full-time Assistant Professor	Lansing Community College
52	Dr. Mohamed Diab	mohamed.diab@mnsu.edu	Department Chairperson	Minnesota State University-Mankato
53	Mr. David Dorsch	dfixone@yahoo.com	ACCE Individual Member	University of Louisiana, Monroe IAB
54	Ms. Debbie Draper	Debbie.draper@acce-hq.org	ACCE Conference Manager	ACCE
55	Dr. Walter Edward Dukes	wedukes@umes.edu	Program Director	University of Maryland, Eastern Shore
56	Ms. Pam Dullum	pamdullum57@gmail.com	Senior Forensic Civil Engineer	Gervasio & Associates
57	Dr. Derrek Dunn	ddunn@umes.edu	Dean	University of Maryland Eastern Shore
58	Mr. Dwayne Fitzpatrick	DLFitzpatrick@comcast.net	Construction Risk Control	Travelers
59	Mr. Robert Dye	rdye3@jccc.edu	Professor	Johnson County Community College
60	Mr. Dashana Dyer	dashana.rowlette@eku.edu	Associate Professor	Applied Engineering and Technology
61	Mr. James Eckler	jeckler@marywood.edu	Director and Professor	Marywood University
62	Dr. Souhail Elhouar	selhouar@bradley.edu	Professor and Chair	Bradley University
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64	Dr. Vahid Faghihi	vafaghihi@pvamu.edu	Faculty on Tenure Track	Prairie View A&M University
65	Dr. Jose Faria	fariaj@fiu.edu	Chair	Florida International University
66	Dr. Jodi Farrington	farringtonj@ecu.edu	Teaching Assistant Professor	East Carolina University
67	Dr. Jose Fernandez-Solis	jsolis@tamu.edu	Associate Instructional Professor	Texas A&M University
68	Mr. Eric Fisher	efisher@hhschuskies.org	AEC Teacher	Hamilton Heights High School
69	Mrs. Jalene Flicek	jalene.flicek@cherne.com	Sponsor	Kiewit
70	Dr. Sean Foley	foleys@nku.edu	Associate Dean	Northern Kentucky University
71	Dr. George Ford	mshurden@caad.msstate.edu	Director	Building Construction Science
72	Mr. Robert Ford	robert.ford2@tccd.edu	Faculty	Tarrant County College - South Campus
73	Dr. George Ford	gdf53@msstate.edu	Head	Mississippi State University
74	Mr. Gery Frie	frieg@mybrcc.edu	CM Program Manager	Baton Rouge Community College



Attendee Roster

No.	Full Name	Email Address	Job Role	Organization
75	Dr. Zhili (Jerry) Gao	Jerry.Gao@ndsu.edu	Associate Professor	North Dakota State University
76	Mr. Marty Garza	mgarza@bartlettcocke.com	Higher Education Market Leader	Bartlett Cocke General Contractors
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78	Ms. Heather Gay	hgay@dunwoody.edu	Director	Dunwoody College of Technology
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80	Mr. Jim Goddard	goddard@ksu.edu	Professor	Kansas State University
81	Dr. Cheryel Goodale	cheryelgoodale@gmail.com	retired	PCL Construction
82	Mr. Paul Goodrum	paul.goodrum@colostate.edu	Professor & Department Head	Colorado State University
83	Dr. Chris Gordon	cgordon@siue.edu	Associate Dean	Southern Illinois University Edwardsville
84	Mr. Joe Greathouse	joe.greathouse@kirkwood.edu	Professor	Kirkwood Community College
85	Dr. Angela Guggemos	Angela.Guggemos@gmail.com	Professor Emerita	Colorado State University
86	Dr. Suat Gunhan	sgunhan@kent.edu	Director	Kent State University
87	Mr. Jason Hailer	tempejd@gmail.com	Construction Industry Consultant	Hailer Project Management
88	Mrs. Kristin Haller	kristin.haller@colostate.edu	Manager of Operations	Colorado State University
89	Dr. Robert Hamilton	Rhamilton@BoiseState.edu	Professor	Boise State University
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91	Mr. John Hannon	john.hannon@usm.edu	Interim Director	School of Construction and Design
92	Dr. Christofer Harper	chris.harper@colostate.edu	Associate Professor	Colorado State University
93	Ms. Stephanie Heumann	sheumann@lsu.edu	Professional In Residence	Louisiana State University
94	Mr. Geno Hogan	Ghogan@martincase.net	General Manager	Martin Case Construction
95	Mr. Will Holder	fwh10@txstate.edu	Professor	Texas State University
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97	Mr. James Howard	james.howard@tccd.edu	Coordinator/Instructor	Tarrant County College
98	Mr. Rogers Hunt	Rhunt3tu@gmail.com	Sr. Project Manager	A.G. Gaston Construction
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106	Dr. James Jones	jwjones@bsu.edu	Chairperson	Ball State University
107	Dr. Kyu Kang	kyukang@iu.edu	Assistant Professor	Indiana University-Purdue University Indianapolis
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109	Mr. Gregory Kelly	gregory.kelly@cincinnatistate.edu	Instructor	Cincinnati State Technical and Community College
110	Dr. Mostafa Khattab	mostafa@rmmca.org	Academic Advisor	Rocky Mountain Mechanical Contractors Association
111	Mrs. Jessica Killam	jessica.killian@nv5.com	Project Manager	NV5 Inc.



Attendee Roster

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112	Mr. Arun Kochar	arun@technostruct.com	Business Head	TechnoStruct
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114	Dr. Kasim Korkmaz	kkorkmaz@emich.edu	Associate Professor	Eastern Michigan University
115	Dr. Jacob Kovel	sales@silvereaglewargames.com	Professor	Central Connecticut State University
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135	Mr. Steve Nellis	Steve.Nellis@ACCE-HQ.org	President / CEO	ACCE
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Attendee Roster

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152	Dr. Mohamad Razkenari	marazken@esf.edu	Professor	SUNY-ESF
153	Dr. Georg Reichard	reichard@vt.edu	Department Head	Virginia Tech
154	Dr. Pejman Rezakhani	prezakha@emich.edu	Asst. Prof.	Eastern Michigan University
155	Dr. Tom Rogers	THOMASROGERS600@GMAIL.COM	Professor Emeritus	Northern Arizona University
156	Dr. Saeed Rokooei	srokooei@caad.msstate.edu	Assistant Professor	Mississippi State University
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159	Dr. John Schmidt	dr.john.r.schmidt@gmail.com	Emeritus Professor (Retired)	Ferris State University
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161	Ms. Heather Sherwood	heather@rmmca.org	Director of Academic Affairs	RMMCA/WSCC
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164	Ms. Karima Simmons	ptabyday@gmail.com	Director of Development & Communications	National Housing Endowment
165	Mr. Doug Smith	jsmith17@GilbaneCo.com	General Superintendent	Gilbane Building Company
166	Mrs. Liz Smith	liz-smith@tamu.edu	Senior Administrative Coordinator	Texas A&M University
167	Mr. Chris Soffe	chris.soffe@gleedsusa.com	Vice Chairman Americas	Gleeds
168	Mr. Chris Souder	csouder@csuchico.edu	Department Chair	CSU, Chico
169	Dr. Ravi Srinivasan	sravi@ufl.edu	Associate Professor and Director	University of Florida
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172	Dr. Patrick Suermann	suermann@tamu.edu	Department Head	Texas A&M University
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175	Dr. James Sullivan	sullj@ufl.edu	Director of Undergraduate Studies	University of Florida
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182	Dr. Zeljko Torbica	ztorbica@purdue.edu	Professor and Head	Purdue University
183	Mr. Richard Vanderweide	rvanderweide@sfccmo.edu	Program Coordinator	State Fair Community College
184	Ms. Erin Vitale	vitaleem@alfredstate.edu	Chair Civil Eng. Tech	Alfred State College
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189	Dr. Joel Wao	jwao@tuskegee.edu	Faculty	Tuskegee University
190	Mr. Eva Wesche	ezw0027@auburn.edu	Assistant Professor	McWhorter School of Building Science
191	Dr. Eric Wetzel	emwetz@gmail.com	Asst. Professor	Auburn University
192	Dr. Kevin Wilkinson	wilkinsonke@uwstout.edu	Program Director	University of Wisconsin - Stout
193	Dr. Jeong Woo	jwoo21@calpoly.edu	Department Head	Cal Poly, SLO
194	Mr. Dave Woods	DAVE.WOODS@THEBEAVERS.ORG	Executive Director	Beavers Charitable Trust
195	Mr. Bruce Wright	bwright2@dunwoody.edu	Senior Instructor	Dunwoody College of Technology
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197	Dr. Wei Wu	weiwu@mail.fresnostate.edu	Department Chair	California State University, Fresno
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199	Mr. Drew Yantis	acy0009@auburn.edu	Retired Industry	(Retired) Holder Construction
200	Dr. Yao Yu	yao.yu@ndsu.edu	Assistant Professor	North Dakota State University
201	Mr. Raymond Zanon	rayzanon@gmail.com	Estimating Success Manager	HCSS
202	Mr. Gregory Zick	gregoryzick@gmail.com	Workforce Development	NAHB

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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July 16-23

Board of Trustees
June 21, 2021

TAB 12 -Kiewit Presentation

2021

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AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

ACCE ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

TAB 04 - Board Actions Items

TAB 04 - Board Actions Items

2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Board of Trustees Meeting
June 21, 2021
Agenda

1. Review and Approval of Proposed Fee Structure for FY 2022
2. Review and Approval of FY 2022 Budget
3. Timing of ACCE Annual Report



Fiscal 2021-2022 Budget

22-40000 Revenues		FYE 2022	FYE 2021
22-41000	Member Dues	$ 112,000	$ 82,500
22-42000	Visiting Team Reserve Fees	$ 105,300	$ 71,300
22-43000	Accreditation Fees	$ 192,200	$ 176,700
22-44000	Meeting Revenues	$ 138,750	$ 88,900
22-45000	Professional Development Certification Program	$ 2,400	$ 2,650
22-47000	Marketing Materials	$ 2,500	$ 2,500
22-49000	Dupree Scholarship Awards	$ -	$ 10,000
Total Projected Operating Revenues		**$ 553,150**	**$ 434,550**
22-50000 Expenses		**FYE 2022**	**FYE 2021**
22-51000	Salaries and Taxes	$ 101,770	$ 90,096
22-52000	Travel Expenses	$ 215,800	$ 101,125
22-53000	Communications and Software	$ 37,683	$ 9,600
22-54000	Meeting and Conference Expenses	$ 134,923	$ 71,810
22-55000	Office Expenses	$ 87,104	$ 80,177
22-56000	Marketing and Strategic Initiatives	$ 20,400	$ 43,400
22-57000	Marketing Materials	$ 3,000	$ 2,000
22-59000	Dupree Scholarship Awards	$ 5,000	$ 10,000
Total Projected Operating Expenses		**$ 605,680**	**$ 413,208**
Net Operating Margin		**$ (52,530)**	**$ 21,342**

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

Fees Structure for FY 2021-2022

Category	Product/Service Name	Sales Price
Accreditation Annual Fee (Includes Visiting Team Reserve)	Accreditation Annual Fee - Associates Program - For the 2021-2022 Academic Year	$ 2,750
	Accreditation Annual Fee - Bachelors Program - For the 2021-2022 Academic Year	$ 2,750
	Accreditation Annual Fee - Masters Program - For the 2021-2022 Academic Year	$ 1,500
Candidate Fees	Candidate, Application Fee	$ 1,000
	Candidate, Annual Fee	$ 500
	Candidate, Initial Accreditation Visit, Travel Expense Deposit	$ 4,000
Conference Revenues - Annual	Conference Revenues - Annual, Registration Fee, F2F, July 2022	$ 525
	Conference Revenues - Annual, Registration Fee, Virtual, July 2021	$ 95
	Conference Revenues - Annual, Exhibit/Booth Space, Member	$ 1,000
	Conference Revenues - Annual, Exhibit/Booth Space, Non-Member	$ 2,000
Conference Revenues - Midyear	Conference Revenues - Midyear, Registration Fee, F2F, February 2022	$ 525
	Conference Revenues - Midyear, Registration Fee, Virtual February, 2021	$ 50
	Conference Revenues - Midyear, Registration Fee, IAB Event,	$ 225
	Conference Revenues - Midyear, Registration Fee, Teaching Workshop	$ 150
	Conference Revenues - Midyear, Exhibit/Booth Space, Member	$ 1,000
	Conference Revenues - Midyear, Exhibit/Booth Space, Non-Member	$ 2,000
	Conference Revenues - Midyear, Sponsors, IAB Event, Silver Level	$ 500
	Conference Revenues - Midyear, Sponsors, IAB Event, Gold Level	$ 1,000
	Conference Revenues - Midyear, Sponsors, IAB Event, Platinum Level	$ 1,500
	Conference Revenues - Midyear, Sponsors, IAB Event, Diamond Level	$ 2,500
	Conference Revenues - Midyear, Sponsors, IAB Event, Other	$ -
Donations	Dupree Fund Donations	$ -
	NHE Grant	$ 5,000
Membership Dues	Membership Dues - Sustaining Association	$ 5,000
	Membership Dues - Industry Associations	$ 2,500
	Membership Dues - Corporate / Company Dues	$ 2,500
	Membership Dues - Industry Advisory Board	$ 2,000
	Membership Dues - Individual Member Lifetime	$ 1,500
	Membership Dues - Individual Member Annual	$ 150
	Membership Dues - Individual Member 1st Year *	$ 75
Professional Development Program (PDP) Fee	PDP Fee, Member - Single Course, Application and Self-Study Fee.	$ 200
	PDP Fee, Member - Single Course, Annual Fee for First Program	$ 300
	PDP Fee, Member - Single Course, Annual Fee for Additional Program	$ 100
	PDP Fee, Non-Member - Single Course, Application and Self-Study Fee	$ 400
	PDP Fee, Non-Member - Single Course, Annual Fee for First Program	$ 600
	PDP Fee, Non-Member - Single Course, Annual Fee for Additional Programs	$ 200
	* Currently have a promotion of Individual Member dues for first year is waived.	

Board of Trustees Meeting
Monday, June 21, 2021
Minutes

Attendees: Dan Belcher, Charles Berryman, Richard Burt, Ken Coggins, Scott Couper, Mohamed Diab, Pam Dullum, Marty Garza, Bill Good, Chris Gordon, James Hogan, Rogers Hunt, Mostafa Kattab, Susan Labas, Anthony Lamanna, Chip Mansfield, Tanya Matthews, Paul Mattingly, Tammy McCuen, Sue Perlin, Charles Roesset, John Schaufelberger, John Schmidt, Rod Stutt, and David Woods

Absent: Michael Anderson, Ilyas Bhatti, Albert Bleakley, Mel Cowen, Tamera Crooks, Sean Foley, Jacob Kovel, Katie Loughmiller, Robert Ries, Carl Roegner, Joey Shorter, Karima Simmons, and Ed Wygnal

1. John Schaufelberger called the meeting to order at 11:00 a.m. CDT.

2. Steve Nellis presented a proposed Fee Schedule for FY 2021-2022. After discussion and correction of the level names for IAB sponsorships, a motion was made to approve the corrected Fee Schedule, seconded, and approved by the Trustees.

3. Pam Dullum presented the recommended FY 2022 Budget, after discussion, a motion was made to approve the FY 2022 Budget, seconded, and approved by the Trustees.

4. John Schaufelberger presented a recommendation from the Executive Committee to revise Document 100 by changing the date of the ACCE Annual Report. The Report is currently issued in January using calendar year information. The recommendation is use fiscal year data and the results of the July Annual Conference in preparing the Annual Report with an expected publication date in September. A motion was made to approve the Executive Committee recommendation and modify Document 100 to revise the date of the Annual Report as suggested. The motion was seconded and approved by the Trustees.

5. The meeting was adjourned at 11:40 a.m. CDT.

ACCE
ANNUAL 2021 CONFERENCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE
July 16-23

Committee Rosters 2021-2022

TAB 12 -Kiewit Presentation

2021

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ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Accreditation Committee	Yes	Institution	Educator	Dr. Chris Gordon	Chair	CGordon@SIUE.edu	Southern Illinois University, Edwardsville
Accreditation Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Vice Chair	JESbcon@UW.edu	University of Washington
Accreditation Committee	Yes	Institution	Educator	Dr. Rod Stutt	Vice Chair	Rod.Stutt@SaskPolytech.ca	Saskatchewan Polytechnic
Accreditation Committee		Corporate	Practitioner	Mr. John Gaver	Secretary	JGaver8@gmail.com	Wehr Constructors, Inc.
Accreditation Committee	Yes	Institution	Educator	Dr. Richard Burt	Member	RAB0011@Auburn.edu	Auburn University
Accreditation Committee		Institution	Educator	Professor Jim Carr	Member	JkCarr1@UALR.edu	University of Arkansas, Little Rock
Accreditation Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Accreditation Committee	Yes	Individual	Practitioner	Ms. Pam Dullum	Member	PamDullum57@gmail.com	ACCE Individual Member
Accreditation Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Accreditation Committee	Yes	Association	Practitioner	Mr. Marty Garza	Member	MGarza@BartlettCocke.com	AGC Education Fund
Accreditation Committee		Institution	Educator	Professor Jim Goddard	Member	Goddard@KSU.edu	Kansas State University
Accreditation Committee		Individual	Practitioner	Dr. Cheryel Goodale	Member	CheryelGoodale@gmail.com	ACCE Individual Member
Accreditation Committee	Yes	Individual	Practitioner	Mr. Geno Hogan	Member	GHogan@MartinCase.net	ACCE Individual Member
Accreditation Committee	Yes	Individual	Practitioner	Ms. Susan Labas	Member	SLabas@vanZelm.com	ACCE Individual Member
Accreditation Committee	Yes	Corporate	Practitioner	Ms. Tanya Matthews	Member	TMatthews@TMGWorld.net	TMG Construction Corporation
Accreditation Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors
Awards and Scholarships Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Chair	RHunt3tu@gmail.com	Tuskegee University IAB
Awards and Scholarships Committee	Yes	Association	Practitioner	Ms. Karima Simmons	Vice Chair	KSimmons@NAHB.org	National Association of Home Builders
Awards and Scholarships Committee		Individual	Practitioner	Mr. Darryl Briley	Member	darrylbriley@gmail.com	ACCE Individual Member
Awards and Scholarships Committee		Institution	Educator	Dr. Jay Cournia	Member	jay.cournia@mnstate.edu	Minnesota State University, Moorhead
Awards and Scholarships Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Awards and Scholarships Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Awards and Scholarships Committee	Yes	Association	Practitioner	Mr. Marty Garza	Member	MGarza@BartlettCocke.com	AGC Education Fund
Awards and Scholarships Committee		Institution	Educator	Dr. Dan Koo	Member	dankoo@iupui.edu	Indiana University Purdue University Indianapolis
Awards and Scholarships Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors
Awards and Scholarships Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Awards and Scholarships Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Awards and Scholarships Committee		Institution	Educator	Professor Erin Vitale	Member	VitaleEm@alfredstate.edu	Alfred State College



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Candidate Application Screening Committee	Yes	Institution	Educator	Dr. Chris Gordon	Chair	CGordon@SIUE.edu	Southern Illinois University, Edwardsville
Candidate Application Screening Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Vice Chair	JESbcon@UW.edu	University of Washington
Candidate Application Screening Committee	Yes	Institution	Educator	Dr. Rod Stutt	Vice Chair	Rod.Stutt@SaskPolytech.ca	Saskatchewan Polytechnic
Candidate Application Screening Committee	0	Individual	Educator	Dr. John Schmidt	Chair	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Bill Good	Chair	BGood1414@gmail.com	Roofing Alliance
Construction Workforce Education Committee	Yes	Association	Educator	Dr. Mostafa Khattab	Vice Chair	Mostafa@RMMCA.org	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee		Association	Practitioner	Mr. Gary Arnold	Member	Gary@pipe208.com	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Dan Belcher	Member	DBelcher@NCCER.org	National Center for Construction Education and Research
Construction Workforce Education Committee		Individual	Practitioner	Mr. Darryl Briley	Member	darrylbriley@gmail.com	ACCE Individual Member
Construction Workforce Education Committee	Yes	Individual	Practitioner	Mr. Ken Coggins	Member	Coggins.K@gmail.com	ACCE Individual Member
Construction Workforce Education Committee		Individual	Practitioner	Mr. Tom Cole	Member	TomC@Cornerstonegci.com	ACCE Individual Member
Construction Workforce Education Committee		Individual	Practitioner	Mr. Dennis Conway	Member	DConway@CommRoof.com	ACCE Individual Member
Construction Workforce Education Committee	Yes	Institution IAB	Practitioner	Mr. Scott Couper	Member	scouper@palagroup.com	Louisiana State University IAB
Construction Workforce Education Committee		Association	Practitioner	Mr. Dave Davia	Member	Dave@RMMCA.org	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee		Individual	Practitioner	Mr. David Dorsch	Member	dfixone@yahoo.com	ACCE Individual Member
Construction Workforce Education Committee		Institution	Educator	Dr. Jodi Farrington	Member	farringtonj@ecu.edu	East Carolina University
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Marty Garza	Member	MGarza@BartlettCocke.com	AGC Education Fund
Construction Workforce Education Committee		Corporate	Practitioner	Mr. John Gaver	Member	JGaver8@gmail.com	Wehr Constructors, Inc.
Construction Workforce Education Committee		Institution	Educator	Dr. Angela Guggemos	Member	Angela.Guggemos@gmail.com	Colorado State University
Construction Workforce Education Committee		Institution	Educator	Ms. Stephanie Heumann	Member	SHeumann@LSU.edu	Louisiana State University - BS
Construction Workforce Education Committee		Institution	Educator	Dr. Dan Koo	Member	dankoo@iupui.edu	Indiana University Purdue University Indianapolis
Construction Workforce Education Committee		Institution	Educator	Dr. Geoff Lobley	Member	geoff.lobley@sait.ca	Southern Alberta Institute of Technology
Construction Workforce Education Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Construction Workforce Education Committee		Institution	Educator	Professor Steve McKeegan	Member	MckeegSs@Delhi.edu	State University of New York, Delhi
Construction Workforce Education Committee	Yes	Institution	Educator	Dr. Robert Ries	Member	RRies@UFL.edu	University of Florida
Construction Workforce Education Committee		Institution	Educator	Dr. Saeed Rokooei	Member	SRokooei@caad.MSState.edu	Mississippi State University
Construction Workforce Education Committee		Association	Practitioner	Ms. Cindy Sheridan	Member	Sheridan@NAPHCC.org	Plumbing-Heating-Cooling Contractors Association
Construction Workforce Education Committee		Association	Practitioner	Ms. Heather Sherwood	Member	heather@rmmca.org	Rocky Mountain Mechanical Contractors Association
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Construction Workforce Education Committee		Institution	Educator	Mr. Keith Thomas	Member	kvthomas@aol.com	Tarrant County College
Construction Workforce Education Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Construction Workforce Education Committee	Yes	Association	Practitioner	Mr. Dave Woods	Member	Dave.Woods@TheBeavers.org	The Beavers - Heavy Engineering Association
Construction Workforce Education Committee		Corporate	Practitioner	Mr. Ray Zanon	Member	ray.zanon@hcss.com	HCSS
Construction Workforce Education Committee		Individual	Practitioner	Mr. Greg Zick	Member	GZick@NAHB.org	ACCE Individual Member
Council of Chairs	Yes	Institution	Educator	Dr. Souhail Elhouar	Chair	SElhouar@Bradley.edu	Bradley University
Council of Chairs - Accreditation	Yes	Institution	Educator	Dr. Chris Gordon	Chair	CGordon@SIUE.edu	Southern Illinois University, Edwardsville
Council of Chairs - Guidance		Institution	Educator	Dr. David Batie	Vice Chair	BatieD@ECU.edu	East Carolina University
Council of Chairs - Standards	Yes	Institution	Educator	Dr. Charles Berryman	Member	CBerryman@LSUmail.net	Louisiana State University - BS
Council of Chairs - Training	Yes	Institution	Educator	Dr. Al Bleakley	Member	ABleakley@FIT.edu	Florida Institute of Technology

Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Executive Committee - Accreditation Committee	Yes	Institution	Educator	Dr. Chris Gordon	Chair	CGordon@SIUE.edu	Southern Illinois University, Edwardsville
Executive Committee - Awards and Scholarships	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Chair	RHunt3tu@gmail.com	Tuskegee University IAB
Executive Committee - Board Chair	Yes	Corporate	Practitioner	Mr. Charlie Roesset	Board Chair	CRoesset@StrongTie.com	Mr. Charlie Roesset
Executive Committee - Board Secretary	Yes	Institution	Educator	Dr. Richard Burt	Secretary	RAB0011@Auburn.edu	Dr. Richard Burt
Executive Committee - Board Treasurer	Yes	Individual	Practitioner	Ms. Pam Dullum	Chair	PamDullum57@gmail.com	ACCE Individual Member
Executive Committee - Board Vice-Chair	Yes	Individual	Educator	Dr.Khalid Siddiqi	Board Vice Chair	KSiddiqi@Kennesaw.edu	Dr.Khalid Siddiqi
Executive Committee - CCWE Committee	Yes	Association	Practitioner	Mr. Bill Good	Chair	BGood1414@gmail.com	Roofing Alliance
Executive Committee - Council of Chairs	Yes	Institution	Educator	Dr. Souhail Elhouar	Chair	SElhouar@Bradley.edu	Bradley University
Executive Committee - Guidance Committee		Individual	Educator	Dr. John Schmidt	Chair	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Executive Committee - Industry Liaison Committee		Institution	Educator	Dr. Charles McIntyre	Chair	ChMcinty@IUPUI.edu	Indiana University Purdue University - Indianapolis
Executive Committee - Leadership Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Chair	JESbcon@UW.edu	University of Washington
Executive Committee - M&C Committee	0	Individual	Practitioner	Ms. Joy Svoboda	Chair	ViewsValuesVisions@gmail.com	Individual Member
Executive Committee - PD Committee		Individual	Practitioner	Ms. Tammy Crooks	Chair	TCrooks@TSByrne.com	ACCE Individual Member
Executive Committee - Standards Committee	Yes	Individual	Educator	Dr. Charles Berryman	Chair	CBerryman@LSUmail.net	Louisiana State University - MD
Executive Committee - Training Committee	Yes	Institution	Educator	Dr. Al Bleakley	Chair	ABleakley@FIT.edu	Florida Institute of Technology
Finance Committee	Yes	Individual	Practitioner	Ms. Pam Dullum	Chair	PamDullum57@gmail.com	ACCE Individual Member
Finance Committee	Yes	Association	Practitioner	Mr. Bill Good	Vice Chair	BGood1414@gmail.com	Roofing Alliance
Finance Committee	Yes	Institution	Educator	Professor Mikael Anderson	Member	Mikael@CSUS.edu	California State University, Sacramento
Finance Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Finance Committee		Individual	Practitioner	Dr. Rebecca Burleson	Member	BBurleson@Linbeck.com	ACCE Individual Member
Finance Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Finance Committee		Institution	Educator	Dr. James Jones	Member	JWJones@BSU.edu	Ball State University
Finance Committee		Institution	Educator	Dr. Kyu Kang	Member	KyuKang@Purdue.edu	Purdue University
Finance Committee	Yes	Corporate	Practitioner	Ms. Tanya Matthews	Member	TMatthews@TMGWorld.net	TMG Construction Corporation
Finance Committee		Individual	Practitioner	Mr. Murray Papendorf	Member	mpapendo@amazon.com	Amazon
Finance Committee	Yes	Individual	Practitioner	Ms. Sue Perlin	Member	PerlinSue@Gmail.com	ACCE Public Trustee
Finance Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Finance Committee	Yes	Association	Practitioner	Mr. Dave Woods	Member	Dave.Woods@TheBeavers.org	The Beavers - Heavy Engineering Association



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Guidance Committee		Individual	Educator	Dr. John Schmidt	Chair	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Guidance Committee	Yes	Institution	Educator	Dr. Robert Ries	Vice Chair	RRies@UFL.edu	University of Florida
Guidance Committee		Institution	Educator	Dr. David Batie	Member	BatieD@ECU.edu	East Carolina University
Guidance Committee		Institution	Educator	Mr. Brad Bosher	Member	BBosher@DCCCD.edu	Dallas College, North Lake Campus
Guidance Committee		Institution	Educator	Dr. Victoria Chen	Member	Chen.1399@OSU.edu	Ohio State University
Guidance Committee		Institution	Educator	Dr. Shima Clarke	Member	ShimaC@Clemson.edu	Clemson University - MD
Guidance Committee		Individual	Practitioner	Mr. Tom Cole	Member	TomC@Cornerstonegci.com	ACCE Individual Member
Guidance Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Guidance Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Guidance Committee		Institution	Educator	Dr. Robert Hamilton	Member	RHamilton@BoiseState.edu	Boise State University
Guidance Committee	Yes	Individual	Practitioner	Mr. Geno Hogan	Member	GHogan@MartinCase.net	ACCE Individual Member
Guidance Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Guidance Committee		Institution	Educator	Dr. Ben Ilozor	Member	BIlozor@EMich.edu	Eastern Michigan University
Guidance Committee	Yes	Institution	Educator	Dr. Mike Jackson	Member	NMJacks@Clemson.edu	Clemson University - BS
Guidance Committee		Candidate	Educator	Dr. Francois Jacobs	Member	FJacobs@UWYO.edu	University of Wyoming - Candidate
Guidance Committee		Institution	Educator	Dr. James Jones	Member	JWJones@BSU.edu	Ball State University
Guidance Committee		Institution	Educator	Mr. Greg Kelly	Member	gregory.kelly@cincinnatistate.edu	Cincinnati State Technical College
Guidance Committee		Institution	Educator	Dr. Sarel Lavy	Member	SLavy@Arch.TAMU.edu	Texas A&M University
Guidance Committee	Yes	Institution	Educator	Dr. Tamera McCuen	Member	TammyMccuen@OU.edu	University of Oklahoma
Guidance Committee		Institution	Educator	Professor Steve McKeegan	Member	MckeegSs@Delhi.edu	State University of New York, Delhi
Guidance Committee		Institution	Educator	Dr. Warren Plugge	Member	wplugge@cwu.edu	Central Washington University
Guidance Committee		Institution	Educator	Dr. Pramen Shrestha	Member	pramen.shrestha@unlv.edu	University of Nevada, Las Vegas
Guidance Committee		Individual	Practitioner	Mr. Chris Soffe	Member	chris.soffe@gleedsusa.com	Gleeds, USA
Guidance Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Guidance Committee		Institution	Educator	Dr. Ben Obinero Uwakweh	Member	bouwakwe@ncat.edu	North Carolina A&T State University
Guidance Committee		Institution	Educator	Dr. Jeong Woo	Member	jwoo21@calpoly.edu	Cal Poly, San Luis Obispo



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Industry Liaison Committee		Institution	Educator	Dr. Charles McIntyre	Chair	ChMcinty@IUPUI.edu	Indiana University Purdue University - Indianapolis
Industry Liaison Committee	Yes	Individual	Practitioner	Ms. Susan Labas	Vice Chair	SLabas@vanZelm.com	ACCE Individual Member
Industry Liaison Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Industry Liaison Committee	Yes	Association	Practitioner	Mr. Dan Belcher	Member	DBelcher@NCCER.org	National Center for Construction Education and Research
Industry Liaison Committee	Yes	Individual	Educator	Dr. Charles Berryman	Member	CBerryman@LSUmail.net	Louisiana State University - MD
Industry Liaison Committee	Yes	Institution IAB	Practitioner	Mr. Scott Couper	Member	scouper@palagroup.com	Louisiana State University IAB
Industry Liaison Committee		Institution	Educator	Dr. Robert Cox	Member	robcox@ufl.edu	University of Florida
Industry Liaison Committee		Institution IAB	Practitioner	Dr. Gerrad Delatte	Member	GDelatte@Turner-Industries.com	Louisiana State University IAB
Industry Liaison Committee		Individual	Practitioner	Mr. David Dorsch	Member	dfixone@yahoo.com	ACCE Individual Member
Industry Liaison Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Industry Liaison Committee		Institution	Educator	Dr. Geoff Lobley	Member	geoff.lobley@sait.ca	Southern Alberta Institute of Technology
Industry Liaison Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Industry Liaison Committee		Institution	Educator	Dr. David Martin	Member	davidwesleymartin@gmail.com	Central Washington University
Industry Liaison Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors
Industry Liaison Committee		Institution	Educator	Professor Steve McKeegan	Member	MckeegSs@Delhi.edu	State University of New York, Delhi
Industry Liaison Committee	Yes	Association	Practitioner	Mr. Joey Shorter	Member	Joey.Shorter@AtlantaElectrical.org	National Electrical Contractors Association
Industry Liaison Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Industry Liaison Committee		Individual	Practitioner	Ms. Joy Svoboda	Member	ViewsValuesVisions@gmail.com	Individual Member
Industry Liaison Committee		Institution	Educator	Mr. Keith Thomas	Member	kvthomas@aol.com	Tarrant County College
Industry Liaison Committee		Institution IAB	Practitioner	Mr. Drew Yantis	Member	acy0009@auburn.edu	Auburn University IAB
Leadership Development Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Chair	JESbcon@UW.edu	University of Washington
Leadership Development Committee		Individual	Practitioner	Dr. Cheryel Goodale	Vice Chair	CheryelGoodale@gmail.com	Individual Member
Leadership Development Committee	Yes	Institution	Educator	Dr. Richard Burt	Member	RAB0011@Auburn.edu	Auburn University
Leadership Development Committee		Corporate	Practitioner	Mr. John Gaver	Member	JGaver8@gmail.com	Wehr Constructors, Inc.
Leadership Development Committee		Institution	Educator	Professor Jim Goddard	Member	Goddard@KSU.edu	Kansas State University
Leadership Development Committee	Yes*	ACCE Staff	Practitioner	Mr. Steve Nellis	Member	Steve.Nellis@ACCE-HQ.org	ACCE
Marketing & Communications Committee		Individual	Practitioner	Ms. Joy Svoboda	Chair	ViewsValuesVisions@gmail.com	Individual Member
Marketing & Communications Committee		Institution	Educator	Professor Erin Vitale	Vice Chair	VitaleEm@AlfredState.edu	Alfred State College
Marketing & Communications Committee	Yes	Association	Practitioner	Mr. Dan Belcher	Member	DBelcher@NCCER.org	National Center for Construction Education and Research
Marketing & Communications Committee		Institution	Educator	Dr. Jay Cournia	Member	jay.cournia@mnstate.edu	Minnesota State University, Moorhead
Marketing & Communications Committee	Yes	Individual	Practitioner	Ms. Susan Labas	Member	SLabas@vanZelm.com	ACCE Individual Member
Marketing & Communications Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Marketing & Communications Committee		Institution	Educator	Dr. Warren Plugge	Member	wplugge@cwu.edu	Central Washington University
Marketing & Communications Committee	Yes	Institution	Educator	Dr. John Schaufelberger	Member	JESbcon@UW.edu	University of Washington
Marketing & Communications Committee		Association	Practitioner	Ms. Cindy Sheridan	Member	Sheridan@NAPHCC.org	Plumbing-Heating-Cooling Contractors Association
Marketing & Communications Committee	Yes	Association	Practitioner	Ms. Karima Simmons	Member	KSimmons@NAHB.org	National Association of Home Builders
Marketing & Communications Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Marketing & Communications Committee		Institution IAB	Practitioner	Mr. Drew Yantis	Member	acy0009@auburn.edu	Auburn University IAB



Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Professional Development Committee		Individual	Practitioner	Ms. Tammy Crooks	Chair	TCrooks@TSByrne.com	ACCE Individual Member
Professional Development Committee		Institution	Educator	Ms. Stephanie Heumann	Vice Chair	SHeumann@LSU.edu	Louisiana State University - BS
Professional Development Committee	Yes	Institution	Educator	Professor Mikael Anderson	Member	Mikael@CSUS.edu	California State University, Sacramento
Professional Development Committee		Institution	Educator	Professor Lynn Artman	Member	laartman@mtu.edu	Michigan Technological University
Professional Development Committee		Institution	Educator	Dr. Victoria Chen	Member	Chen.1399@OSU.edu	Ohio State University
Professional Development Committee		Institution	Educator	Dr. Jay Cournia	Member	jay.cournia@mnstate.edu	Minnesota State University, Moorhead
Professional Development Committee		Institution	Educator	Dr. Sean Foley	Member	FoleyS@NKU.edu	Northern Kentucky University
Professional Development Committee		Corporate	Practitioner	Mr. John Gaver	Member	JGaver8@gmail.com	Wehr Constructors, Inc.
Professional Development Committee	Yes	Association	Practitioner	Mr. Bill Good	Vice Chair	BGood1414@gmail.com	Roofing Alliance
Professional Development Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Professional Development Committee		Institution	Educator	Professor Sandeep Langar	Member	Sandeep.Langar@UTSA.edu	University of Texas, San Antonio
Professional Development Committee		Institution	Educator	Dr. Geoff Lobley	Member	geoff.lobley@sait.ca	Southern Alberta Institute of Technology
Professional Development Committee	Yes	Institution	Educator	Dr. Katie Loughmiller	Member	Loughmil@KSU.edu	Kansas State University
Professional Development Committee	Yes	Individual	Practitioner	Mr. Chip Mansfield	Member	Chip@KairosMarketingLLC.com	ACCE Individual Member
Professional Development Committee	Yes	Association	Practitioner	Mr. Paul Mattingly	Member	PMattingly@Congleton-Hacker.com	American Institute of Constructors
Professional Development Committee		Institution	Educator	Dr. Tulio Sulbaran	Member	Tulio.Sulbaran@UTSA.edu	University of Texas, San Antonio
Professional Development Committee		Individual	Practitioner	Ms. Joy Svoboda	Member	ViewsValuesVisions@gmail.com	Individual Member
Professional Development Committee		Institution	Educator	Mr. Keith Thomas	Member	kvthomas@aol.com	Tarrant County College
Professional Development Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Professional Development Committee		Corporate	Practitioner	Mr. Ray Zanon	Member	ray.zanon@hcss.com	HCSS
Standards Committee	Yes	Individual	Educator	Dr. Charles Berryman	Chair	CBerryman@LSUmail.net	Louisiana State University - MD
Standards Committee	Yes	Institution	Educator	Dr. Souhail Elhouar	Vice Chair	SElhouar@Bradley.edu	Bradley University
Standards Committee		Individual	Educator	Professor Alan Bond	Member	ADBond@CSUChico.edu	California State University, Chico
Standards Committee		Individual	Educator	Dr. Tom Burns	Member	Thomas.Burns@CincinnatiState.edu	ACCE Individual Member
Standards Committee		Institution IAB	Practitioner	Ms. Marjorie Chang Fuller	Member	Marjorie-ChangFuller@HoffmanCorp	Washington State University IAB
Standards Committee		Individual	Practitioner	Mr. Tom Cole	Member	TomC@Cornerstonegci.com	ACCE Individual Member
Standards Committee		Institution IAB	Practitioner	Dr. Gerrad Delatte	Member	GDelatte@Turner-Industries.com	Louisiana State University IAB
Standards Committee		Institution	Educator	Dr. Derrek Dunn	Member	DDunn@UMES.edu	University of Maryland, Eastern Shore
Standards Committee		Institution	Educator	Dr. Jerry Gao	Member	Jerry.Gao@NDSU.edu	North Dakota State University
Standards Committee		Institution	Educator	Dr. Robert Hamilton	Member	RHamilton@BoiseState.edu	Boise State University
Standards Committee	Yes	Institution IAB	Practitioner	Mr. Rogers Hunt	Member	RHunt3tu@gmail.com	Tuskegee University IAB
Standards Committee		Institution	Educator	Dr. Ben Ilozor	Member	BIlozor@EMich.edu	Eastern Michigan University
Standards Committee		Candidate	Educator	Dr. Francois Jacobs	Member	FJacobs@UWYO.edu	University of Wyoming - Candidate
Standards Committee	Yes	Institution	Educator	Dr. Anthony Lamanna	Member	DrTony@ASU.edu	Arizona State University
Standards Committee		Institution	Educator	Dr. Sarel Lavy	Member	SLavy@Arch.TAMU.edu	Texas A&M University
Standards Committee	Yes	Institution	Educator	Dr. Tamera McCuen	Member	TammyMccuen@OU.edu	University of Oklahoma
Standards Committee		Institution	Educator	Dr. Wallied Orabi	Member	WOrabi@FIU.edu	Florida International University
Standards Committee		Institution	Educator	Dr. Tan Qu	Member	QuT@SeminoleState.edu	Seminole Stete University
Standards Committee		Institution	Educator	Dr. Randy Rapp	Member	RRapp@Purdue.edu	Purdue University
Standards Committee		Institution	Educator	Dr. Saeed Rokooei	Member	SRokooei@caad.MSState.edu	Mississippi State University
Standards Committee		Individual	Educator	Dr. John Schmidt	Member	Dr.John.R.Schmidt@gmail.com	ACCE Individual Member
Standards Committee		Institution	Educator	Dr. Dimitar Todorov	Member	DiTodoro@Utica.edu	Utica College
Standards Committee		Institution	Educator	Dr. Ben Obinero Uwakweh	Member	bouwakwe@ncat.edu	North Carolina A&T State University
Standards Committee		Institution	Educator	Dr. Eric Wetzel	Member	EMW0009@Auburn.edu	Auburn University
Standards Committee		Institution IAB	Practitioner	Mr. Drew Yantis	Member	acy0009@auburn.edu	Auburn University IAB

Committee Roster 2021-2022

Committee Name	ACCE Board Member	ACCE Member Category	Practitioner / Educator	Person	Role	Email Address	Member Organization
Training Committee	Yes	Institution	Educator	Dr. Al Bleakley	Chair	ABleakley@FIT.edu	Florida Institute of Technology
Training Committee	Yes	Institution	Educator	Professor Mikael Anderson	Vice Chair	Mikael@CSUS.edu	California State University, Sacramento
Training Committee		Individual	Educator	Professor Alan Bond	Member	ADBond@CSUChico.edu	California State University, Chico
Training Committee		Individual	Practitioner	Dr. Rebecca Burleson	Member	BBurleson@Linbeck.com	ACCE Individual Member
Training Committee		Institution	Educator	Professor Lloyd Crask	Member	lloydc@csufresno.edu	California State University, Fresno
Training Committee	Yes	Institution	Educator	Dr. Mohamed Diab	Member	Mohamed.Diab@MNSU.edu	Minnesota State University, Mankato
Training Committee	Yes	Institution	Educator	Dr. Jacob Kovel	Trainer	kovelj@ccsu.edu	Central Connecticut State University
Training Committee		Institution IAB	Practitioner	Ms. Marjorie Chang Fuller	Member	Marjorie-ChangFuller@HoffmanCorp	Washington State University IAB
Training Committee		Institution	Educator	Dr. Derrek Dunn	Member	DDunn@UMES.edu	University of Maryland, Eastern Shore
Training Committee		Individual	Practitioner	Dr. Cheryel Goodale	Member	CheryelGoodale@gmail.com	Individual Member
Training Committee		Institution	Educator	Dr. Robert Hamilton	Member	RHamilton@BoiseState.edu	Boise State University
Training Committee	Yes	Institution	Educator	Dr. Mike Jackson	Member	NMJacks@Clemson.edu	Clemson University - BS
Training Committee		Institution	Educator	Mr. Greg Kelly	Member	gregory.kelly@cincinnatistate.edu	Cincinnati State Technical College
Training Committee	Yes	Institution	Educator	Dr. Anthony Lamanna	Member	DrTony@ASU.edu	Arizona State University
Training Committee		Institution	Educator	Dr. Tom Leathem	Member	TML0002@auburn.edu	Auburn University
Training Committee		Institution	Educator	Professor Jason Peschel	Member	JPeschel@WSU.edu	Washington State University
Training Committee		Institution	Educator	Dr. Saeed Rokooei	Member	SRokooei@caad.MSState.edu	Mississippi State University
Training Committee		Institution	Educator	Dr. Carlos Salgado	Member	CaSalgado@UMES.edu	University of Maryland, Eastern Shore

Board Members based on anticipated final vote on July 23, 2021

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July 16-23

Applications for Emeritus Memberships

TAB 12 - JohnWyatt Presentation

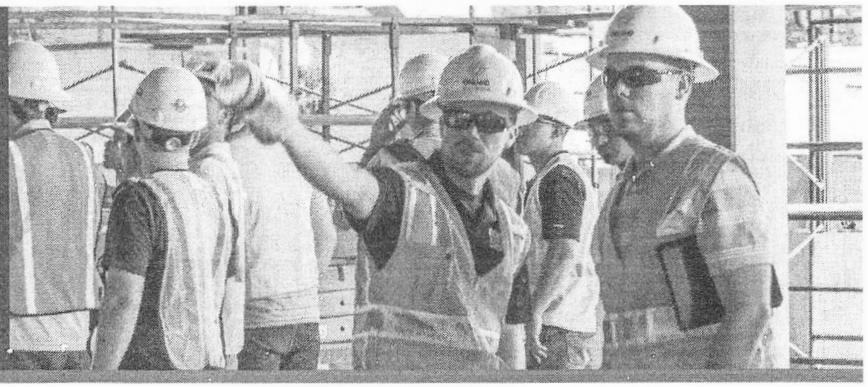
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Emeritus Membership Application

Any individual having an interest in the construction industry or in construction education and has been active in ACCE for at least 15 years and has retired from industry employment or retired from an Educational Institution that has at least one accredited program may apply to become an Emeritus Member. Designation as an Emeritus Member requires Board of Trustees' approval.

Annual dues for Emeritus Members are waived.

Name:	Larry Grosse, Ph.D.				
Address:	116 Long Bow Cove				
City:	Bastrop	**State:**	TX	**Zip:**	78602
Organization from which Retired:	Texas A&M University (1996) Colorado State University (2007)				
Cell Phone:	970-988-1130	**Work Phone:**			
Email:	drfire107@mindspring.com				
Signature:		**Date:**	05/01/21		

Please describe your service to ACCE in the following table on the next page.

Please email the completed form to ACCE@ACCE-HQ.org.

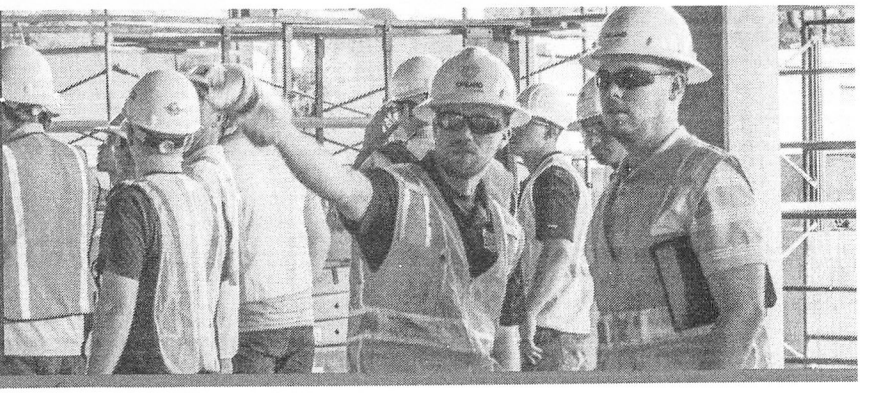
Steve Nellis
President / CEO
American Council for Construction Education
300 Decker Drive, Suite 330
Irving, TX 75062

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Emeritus Membership Application

Please provide your service to ACCE in this table:

ACCE Positions Held	Time Frame for Service
Board of Trustees	1997-2005
Register of Visitors	1989-2012
Accreditation Team Member	2 Site Visits
Chaired Accreditation Visits	12 +/- Site Visits
Served on CHEA Proposal Committee	2001

Please provide additional narrative regarding your application:



Emeritus Membership Application

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Annual dues for Emeritus Members are waived.

Name:	ROGER LISKA				
Address:	114 LIBERTY HALL DRIVE				
City:	PENDLETON	**State:**	SC	**Zip:**	29670
Organization from which Retired:	CLEMSON UNIVERSITY				
Cell Phone:	864/376-3805	Home ~~Work~~ **Phone:**	864/646/6073		
Email:	RJGGOR@CLEMSON.EDU				
Signature:	Roger Liska	**Date:**	MAY 11, 2021		

Please describe your service to ACCE in the following table on the next page.

Please email the completed form to ACCE@ACCE-HQ.org.

Steve Nellis
President / CEO
American Council for Construction Education
300 Decker Drive, Suite 330
Irving, TX 75062

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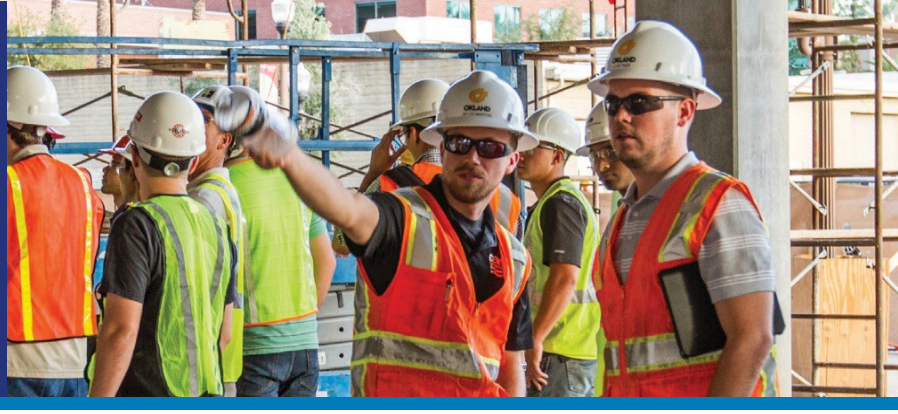
Emeritus Membership Application

Please provide your service to ACCE in this table:

ACCE Positions Held	Time Frame for Service
President	1989 – 1990
Vice President	1987 – 1988
Board of Trustees	1998 – 2013
Executive Committee	1979-86; 1989, 1991-96, 2001-2013, 2003-2004
Acc. Comm. Chair	1979-86
Strategic Planning Comm.	1989-1997
STOS. Comm Chair	1991, 2003-2004
Masters Degree Acc. Comm. Chair	2011-2013
Training Comm.	2004 – 2017
Overseas Acc. Representative	1996 – 2017
Chaired 27 Acc. Visits	1980 – 2017
Member 2 Additional Acc. Visits	

Please provide additional narrative regarding your application:

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Emeritus Membership Application

Any individual having an interest in the construction industry or in construction education and has been active in ACCE for at least 15 years and has retired from industry employment or retired from an Educational Institution that has at least one accredited program may apply to become an Emeritus Member. Designation as an Emeritus Member requires Board of Trustees' approval.

Annual dues for Emeritus Members are waived.

Name:	Stephen Schuette				
Address:	3371 North Key Drive				
City:	North Fort Myers	**State:**	FL	**Zip:**	33903
Organization from which Retired:	Purdue University				
Cell Phone:	765 409 1160	**Work Phone:**			
Email:	schuette@purdue.edu				
Signature:		**Date:**	5/6/21		

Please describe your service to ACCE in the following table on the next page.

Please email the completed form to ACCE@ACCE-HQ.org.

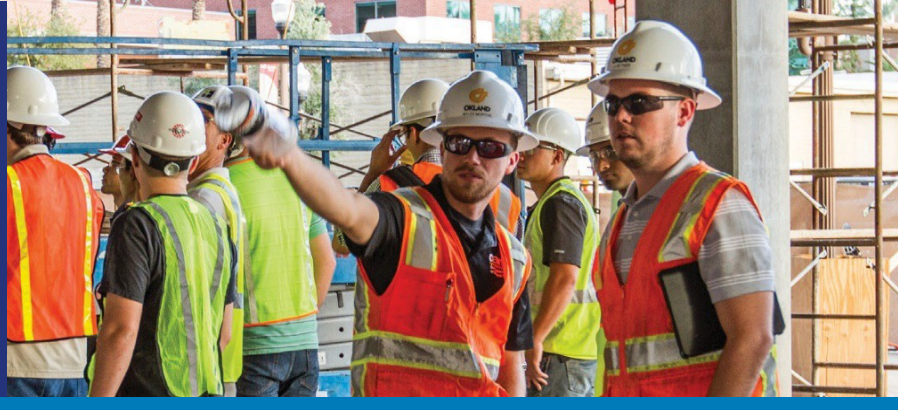
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President / CEO
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Emeritus Membership Application

Please provide your service to ACCE in this table:

ACCE Positions Held	Time Frame for Service
Vice President	Early 90s
I am not sure of positions held But I was active in committees	Mid 1980s - late 2000s
Visiting Teams see below	

Please provide additional narrative regarding your application:

VISITING TEAM MEMBER University of Cincinnati, Bradley University

VISITING TEAM CHAIRMAN - University of Florida, Florida International University, Arizona State University, Illinois State University, Northern Kentucky University, California Polytechnic State University, California State University Fresno, Indiana State University, Georgia Southern University, California State Universty Chico, Michigan State University, Texas A&M University, University of Oklahoma, East Carolina University, North Carolina A&T State University, Central Connecticut State University, University Northern Arizona, University Of Arkansas, Milwaukee School of Engineering, University Cincinnati, Northern Iowa University, Colorado State University, Eastern Kentucky University, University of Washington, University of North Florida.



Emeritus Membership Application

Any individual having an interest in the construction industry or in construction education and has been active in ACCE for at least 15 years and has retired from industry employment or retired from an Educational Institution that has at least one accredited program may apply to become an Emeritus Member. Designation as an Emeritus Member requires Board of Trustees' approval.

Annual dues for Emeritus Members are waived.

Name:	Khalid Siddiqi				
Address:	2405 Mill Ridge Trail				
City:	Atlanta	**State:**	GA	**Zip:**	30345
Organization from which Retired:					
Cell Phone:	404-664-7540	**Work Phone:**	404-664-7540		
Email:	ksiddiqi@kennesaw.edu				
Signature:	Khalid Siddiqi	**Date:**	5/17/2021		

Please describe your service to ACCE in the following table on the next page.

Please email the completed form to ACCE@ACCE-HQ.org.

Steve Nellis
President / CEO
American Council for Construction Education
300 Decker Drive, Suite 330
Irving, TX 75062

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Emeritus Membership Application

Please provide your service to ACCE in this table:

ACCE Positions Held	Time Frame for Service
Chair Accreditation Committee	2017 to 2021
Chair Training Committee	2009-2017
ACCE Board of Trustees	2015-2020
Chair ACCE Program Directors Caucus	2004-2009
Member Standards Committee	2001-2003
Member Graduate Degree Accreditation Task Force	Fall 2005 to sunset
Member Accreditation Committee	2003 to present
Mentor Gwinnett Tech	2014 to present
Completed 12+ Visits: BS, MS, AS Programs	Since 2000 to date with 7 as Visiting Team Chair

Please provide additional narrative regarding your application:

Dr. Khalid Siddiqi is Professor Emeritus of Construction Management at Kennesaw State University, which is one of the fifty largest public university in the US. Khalid is the Chair of the Accreditation Committee of the American Council of Construction Education entrusted with the task of granting accreditations to BS & MS Construction Management Programs in the US and Canada. Khalid served as the Chair of Construction Management Department from 2001-2020 and also lead the College of Architecture and Construction Management as the Interim Dean of the College of Architecture and Construction management Kennesaw State from July to December 2019

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July 16-23

TAB 05 - Council of Chairs Report

TAB 05 - Council of Chairs Report
2021

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Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

1 Overall Data Collection Notes:

- There were ten (10) program visits in Spring 2021.
- Visit surveys were sent out to each of the Program Leaders and VT Chairs
- Response rate was 30% for Visiting Team Chairs and 70% for Program Leaders

2 Summary of Surveys

2.1 Things to keep doing:

1. Hold zoom meetings between team chairs and program leaders prior to the visit.
2. Provide initial feedback to programs early enough to give them enough time to act.
3. Keep requiring programs to submit their documents on OneDrive.
4. Follow-up calls to programs by the ACCE President if concerns are raised in the survey.
5. Ensure teams are assessing if programs are meeting standard requirements not how well or rigorous they are meeting them. Look at process, not the details.
6. Allow programs the flexibility to use Zoom for some of the meetings even when physical visits resume.

2.2 Things to stop doing:

1. Visiting Team Chairs not responding to emails in a timely manner.

2.3 Things to improve:

1. Communication between Visiting Team Chairs and Program Leaders prior to the visit in some cases.
2. Setup OneDrive so that it is organized in two folders: one for Volume 1 and one for Volume 2. Each volume can be submitted as one file or in separate sections. The benefit of the separate folders/documents is that it's easy to find the specific information needed without scrolling through a long document. The downside is that there's more overhead in breaking out and managing many separate documents.
3. Provide guidance on what needs to go in the SLO folders on OneDrive and how the information should be organized.
4. Encourage Program Leaders to become trained Visiting Team Members and to participate in at least one visit.
5. Program leaders need to give adequate attention to Section 9.

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

3 Aggregate of Program Leaders Survey

1. **Identify any specific aspect of the pre-visit preparation encountered that assisted the evaluation process on this visit.**
    - The use of OneDrive was a huge improvement over previous visit
    - Two Zoom meetings were conducted with the visiting team members. The first one was hosted by Steve Nellis for connecting me with the visiting team members. The second one was for Q&A.
    - Electronic Self Study...the entire VT report could be drafted prior to the campus visit.
    - good communication
    - There was none.
    - I really can't say that there was anything
    - The help we have received from the Chair to answer the committee questions and concerns
2. **Identify any specific aspect of the pre-visit preparation encountered that hindered the evaluation process on this visit.**
    - The visiting team chair could respond to emails. It was a challenge for me to schedule meetings because he did not send me any confirmations until the week before the visit.
    - follow the documentation closely as instructed
    - The lack of organization. Why could we not be sent a simple checklist of the documentation needed. Yes we knew to do the self-study, but there were so many aspects of the visit that we knew nothing about. A check list would have helped us be more prepared for the visit.
3. **During the visit, did you/your counterparts encounter any issues interacting with any of the Visiting Team members? If yes, please explain.**

    Yes: 2 No: 5

    If yes (please explain):
    - I can elaborate on this with a meeting.
    - The one drive was pointless. I talked to my IT people, who said it works well within an institution, but not outside, I would agree. Things that were updated never got to the people who needed the update. This cost us time.
4. **Was adequate guidance provided for the development of the Self-Evaluation Study? If not, in what areas are additional guidance needed?**

    Yes: 5 No: 2

If not (please specify):

- It still seems as though we are still on a steep learning curve in moving to an outcomes based approach. The whole reporting process and how files are to be organized needs to be reviewed and develop a standard. What one person sees as organized others may not see it that way. It really boils down to the presentation of the information and how in depth ACCE or the accrediting team wants the information. C19 did not help the situation which diverted much of the efforts to complete the process to just being able to maintain classes online.
- The self-study itself is not a very difficult document to fill out. It could use a couple of changes, but I never received any guidance.

5. **Was adequate guidance provided with respect to the preparation for the site visit? If not, in what areas are additional guidance needed?**

Yes: 5 No: 2

- Again, please see the comment prior to this. Volume 1 of the self-study has a definite process, Volume 2, the all committees need to put their heads together to figure this out and create a standard. And I would be happy to help.
- There was no guidance. We had discussions with the visiting team, but I would of like more information prior to meeting with them. Again a check list, time table, and list of other requirements would of been nice. It was were coming and this is what we need. Which worked, but if we had more information sooner things would of been smoother and easier for everyone.

6. **Were the standards contained in Section 3 of ACCE Document 103 clear regarding the requirements of demonstrating the SLOs for the Visiting Team to evaluate?**

Yes: 5 No: 2

If no (please specify)

- No, hard to answer this due to the fact that there are so many issues with this.
- We put them together in a way that made since to us. They made suggestions that were helpful for the future. Why was this information withheld from us prior to the visit Again something simple that would have improved the process for everyone? This is ACCE once again not giving proper training.

7. **Is additional guidance needed in this area?**

- No; however, the SLO verbs should be revisited; especially surveying
- would be helpful
- Absolutely, both demonstration of SLO's and how to report them. It seems that we have almost created 3 volumes of information...

- I understand that all schools are different, but we need some policies in place so that we can all understand the expectations. Training needs to look at the self-study, how to prepare for the visit, what happens at the visit, and it needs to be real not a generalization. We may have a list of standards, but there are no real standards. This is all subjective, to the visiting team beliefs and home institutions.
- More guidelines about weaknesses and concerns issues related to each SLO

8. **Were there areas of redundancy that you found in writing the self-study? If yes, what were the areas?**

   Yes: 3 No: 4

   If yes (please specify)

   - We had to use an older version that had SLO assessment in Section 3 and 9. The new version fixes the issue.
   - Yes and no, much of the problem is within the presentation of the data. There is a curriculum map, great, but beyond that I have seen 4 different versions on how to present the information. I think we are still on the outer edge of the funnel and need work in the self-study process with the new standards. Also have to remember that all programs are different, and small programs do NOT have the necessary resources that larger institutions have.
   - The matrix gets asked for several times. There are a couple others I noticed while doing the self-study. However surprisingly there were not that many.

9. **Were there specific areas that you found difficult to prepare for the visit? If so, what were the areas?**

   Yes: 4 No: 3

   If yes (please explain)

   - Need to have a PDF file for Volume I and II with bookmarks appropriately set. There is no need to have ten separate sections on the OneDrive for the Self Study. The same can be said of the SLOs. One PDF file with corresponding bookmarks.
   - Yes, volume 1 is easy, volume 2 needs the work to create a standard for how information is to be presented. It is time to reduce the fat in this and make it more streamlined. Probably the biggest area of concern is the quality improvement plan.
   - It was the lack of knowledge that they needed things that could easily be given to them but came up in the last minute, because no one told us they would be needing the information.
   - Answering to the committee pre-visit concerns and questions and meeting scheduling

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

10. Did you find any difficulty preparing the materials for the SLO folders? If Yes please explain.

Yes: 3 No: 4

If yes (please explain)

- see #9
- How is the information to be presented? There are 20 SLO folders, nowhere in the standards does it say how this is to be organized within each of the SLO folders. If there is a standard to be developed, it has to be doable for everyone, please consider the resources that are necessary to make this happen.
- Not difficult, but pointless. I'm not sure if these folders are the best way to show that the standards are met. I think just a blank copy of the test or assignment and a redacted grade sheet showing how the students did would show more than what you ask for. Plus any method is cumbersome

11. Which section(s) of the Standard did you find to be the most unclear, difficult to interpret, or difficult to assess? Please be as specific as possible.

- Section 9: Understanding ACCE's use of terminology would have been helpful.
- Section 9, but that has been fixed with the new version of the standards.
- Quality Improvement Plan everything else is plug and play
- I found a lot of them poorly written and quit honestly I am not sure if they are even the standard we want. Do they really say successful Construction Management graduate. 8, in regards to what. 9 how if your program isn't integrated with other programs. I think the 20 standards could easily become 12, that are very specific to what employers want from are graduates when they finish
- A number of weaknesses and concerns related to SLOs were not known to us

12. What areas of the Standards did you interpret differently than the team? Explain how this difference of opinion was resolved.

- Our understanding of what an "Educational Unit" was different from what ACCE considers an Educational Unit.
- The visiting team thought that the sample size of data for SLO No. 1 is too small and cited it as a Concern. The Accreditation committee removed it during the final report review.
- This all boils down to Volume 2, the visiting team had 0 comments on my Volume 1. If this is the case why even have volume 1, focus on volume 2 if this is where the visiting team is going to focus. Within ACCE there are folks that have a good grasp of this.
- Things like the written communication and oral presentation. It is not that we disagreed, but we had an issue of how to handle the fact that they are in so many classes. You seem to have two different types of standards. The one that is only

covered in one class and the one that is covered in 3 or more classes. How do you choose which one class should be related to the standard.

13. **Did the Visiting Team Chair contact you with questions about the evidence that learning outcomes were met beforehand? If yes, was that beneficial?**

Yes: 5 No: 2

14. **How fair/accurate was the visit assessment?**

Far above average	2
Above average	3
Average	0
Below average	2
Far below average	0

15. **All of the ACCE Visits in Spring 2021 were completed during the COVID Pandemic. Please describe the logistics of your visit - the precautions you had prepared for the physical visit, the planning and execution of the meetings with Institutional constituents, the timing of the visit, and other pertinent facts.**

- The logistics were more complex, requiring more coordination in the planning and execution of meetings. But overall, everything worked very well.
- I did not develop any logistical plan since Steve informed me about the visit mode and organized the kick-off meeting in January.
- There was a campus visit. The only precaution was the campus rules for masks and social distancing; otherwise, all went well.
- only the state requirements
- C19 created a disaster for those that within small programs. Please understand, those who are in small programs are strapped for resources. Therefore, the accumulation of data, organization of documentation, and planning of the actual visit falls on 1 individual who still has to manage a program AND teach a full boat of courses. With the standards changing, the reporting process which is all over the board on how to present information, and just the shear magnitude of the work involved to put this together is a lot of work. I know our industry volunteers go out of their way to review these programs on their own time which is greatly appreciated. It needs to be understood that faculty members are putting in a significant amount of overtime typically to make all of this work as well, much of this we do not get paid to do. There is still work that is needed on how to report information in Volume 2 and what is expected, this seems to be a major grey area and needs to be organized similar to what is expected with Vol. 1. And if teams are going to only focus on the QIP then the guidance committee needs to look at

this as well. Please understand C19 placed a major burden on faculty to make their classes run efficiently if there was a way to be efficient. Hope this helps.

- Our team was split into two groups. 2 were on campus and 2 zoomed in. Interview were both by zoom and in person. They had our conference room as their office
- The visit is fully online. The meetings with administrators, board members, faculty, and staff were conducted on Zoom. Only the meetings with the students were conducted on Teams. There were slight problems in managing these managing these meetings. However, the visit overall was very smooth.

16. What are some "Best Practices" that were learned from the experience of conducting the Team Visit during the COVID Pandemic?

- Effective and diligent communication with everyone involved makes all the difference in a successful ACCE accreditation visit.
- I really liked the use of OneDrive for sharing the self-study report and data with the visiting team. We could use Zoom on a complimentary basis in the future to set up a meeting with someone who cannot physically present.
- Utilized large interview (conference rooms) to maintain distance. The VT did not go to office to office but instead came to the large conference rooms to be interviewed.
- communication between visiting team and the program leader
- One of the best things that came out of the visiting team was the fact that even though we were remote, it was great to have one of the members on campus. Fortunately, we had one that was familiar with our program and what we do which really helped. In the past, one of the great aspects that I found to be truly beneficial was the fact at the ACCE annual meeting I actually sat down with the Chair and met him face to face. We engaged in a discussion on our program and what he was looking for with respect to the visit. This is crucial, because this happened during the summer while I was preparing the self-study, of course we were on the old system, but it definitely helped to understand who our visiting team was and meet them in person prior to the study which helped in the preparation process. So attendance at ACCE and physical contact meetings with the ACCE folks that are reviewing the program is a best practice.
- Zoom saves time on the interviewing of people around campus.
- 1. Current communication technology was adequate to conduct the visit online. 2. Few issues with the use Zoom (Host has to start all meetings)

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

17. **What are some "Difficult Lessons Learned" that were encountered from the experience of conducting the Team Visit during the COVID pandemic? What could have been done differently and how would you propose for it to be done in the future?**
    - Even though we have been through many ACCE training events, and a few site visits, we struggled with some terminology within our report. Possibly, a glossary of terms would be a useful addition to training materials.
    - I did not have a chance to conduct the chair training yet, but I wonder if there is any communication guide for team chairs. Email communication with the chair was extremely challenging. I could not get hold of my team chair until a few weeks before the visit. It would be great if academic unit leaders could prepare the visit with a milestone schedule. For example, the expected dates for comments on the self-study, a confirmed schedule, a travel plan, etc.
    - Technology, communication, etc. Again, ACCE needs to review the presentation of volumes 1 and 2 using one drive. Don't make it difficult, it needs to be simple and a usable process. If all we are to do is create an executive summary that will be reviewed for the final report then let it be at that, if there is more, then provide the necessary training and guidance to make this happen. We have transitioned to a new process without understanding what we need in the new transition. At some point in time a standard has to be identified for the presentation of information in volume 2 and work with programs to make this happen. It may help to start this process with programs well before the go up for accreditation so data can be collected in a consistent manner.
    - My concerns have less to do with Covid and more to do with how ACCE runs these visits and how the training does not match what goes on with a site visit.
18. **Please provide any additional general feedback you may feel would be helpful to the Visiting Team experience.**
    - We had very high quality members on our visiting team, especially the chair. The people made all the difference!
    - Thanks ACCE for continuous improvement on the accreditation process.
    - make yourself familiar with the documentation and follow the instruction
    - ACCE is a great organization. Visiting teams should be commended on their efforts to review programs. It would help a lot to formalize the volume 2 process and organize the QIP process if this is where the visiting teams are going to focus their energies during the visit outside looking at the physical aspects of the programs. Again, I would be happy to help in this process.
    - ACCE needs to provide better training for both visiting teams and those being visited. There needs to be a better understanding of policy and procedure moving forward. A preparation checklist would be helpful. The standards overall need to be addressed to

see if they are valid measures of a Construction Management Program. One drive should be abandon for something that consistently works.

4 Aggregate of Visiting Team Chairs Survey

1. **Identify any specific aspect of the pre-visit preparation that you may have encountered that assisted the evaluation process on this visit.**
   - 2-3 virtual meetings prior to the visit streamlined communication
   - Could look at all of the materials online
   - Early team meeting.
2. **Identify any specific aspect of the pre-visit preparation that you may have encountered that hindered the evaluation process on this visit.**
   - Late submittal of materials by program.
3. **During the visit, did you/your counterparts encounter any issues interacting with individual institution personnel (administration, faculty, or students)?**

   Yes: 1 No: 2
   - Yes - technical difficulties with zoom for one interview time slot; rescheduled for later in the day
4. **Were the students' work materials organized in a manner that facilitated efficient review by the Visiting Team in order to verify compliance with Section 3 of ACCE Document 103?**

   Yes: 2 No: 1
5. **Were the students' work materials organized in a manner that facilitated efficient review by the Visiting Team in order to verify compliance with Section 3 of ACCE Document 103?**

   Yes: 3 No: 0
6. **Was the Self-Evaluation Study organized in a manner that facilitated efficient verification of the Program's compliance with ACCE Document 103?**

   Yes: 3 No: 0
7. **Would additional materials in the Self-Evaluation Study help the Visiting Team in the assessment of the Program?**

   Yes: 1 No: 2

   If yes (please explain)
   - if any materials (e.g. salary data) are not provided in the SES, the program should indicate this list of future items in an appendix and provide these on arrival
8. **Were there areas of redundancy that you found in reviewing the Self-Evaluation Study?**

   Yes:0 No: 3

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

9. **Were there areas of redundancy that you found in writing the Visiting Team Report?**

   Yes: 1 No: 2

   If yes (please explain)

   - 3.1.6 and 9.1 sections. We mentioned lack of compliance on assessment instruments in both sections

10. **Were there specific areas that you found difficult to review prior to the visit?**

    Yes: 1 No: 2

    If yes (please explain)

    - Student work and evaluation of assessment results.

11. **Were there specific areas that you found difficult to review during the visit?**

    Yes: 1 No: 2

    If yes (please explain)

    - comparative administrative support

12. **Were the SLO folders in OneDrive complete and organized?**

    Yes: 2 No: 1 (Not Complete)

13. **Which section(s) of the Standard(s) did you find to be the most unclear, difficult to interpret, or difficult to assess? Please be as specific as possible.**

    - program's used different terminology for "degree program objectives."
    - Section 9. Program outcomes. Programs need to understand that they should have program outcomes in addition to SLOs.

14. **What areas of the Standards did you interpret differently than the program?**

    None

15. **Did you contact the Program Leader with questions about evidence that learning outcomes were met before the actual visit?**

    Yes: 2 No: 1

    Please explain

    - this gave the program a chance to meet the standard or to clear up any misunderstandings

16. **How fair/accurate was the visit assessment?**

    Two gave a score of 4 and one said Excellent.

17. **All of the ACCE Visits in Spring 2021 were completed during the COVID Pandemic. Please describe the logistics of your visit - number of members that went to the campus, meetings with Institutional constituents, the timing of the visit, other pertinent facts.**

Highlights & Recommendations obtained by the ACCE Council of Chairs from Spring 2021 Visits

July 18, 2021

- 2 trained members visited in advance; the rest of the visit was virtual on the scheduled dates
- All four team members went to campus. Most of the meetings were in person but a few were online. Two members did the on campus interviews in one office while the other two used another space for the online meetings.
- Virtual visit. One VT Member and one VT MIT physically reviewed facilities.

18. What are some "Best Practices" that were learned from the experience of conducting the Team Visit during the COVID Pandemic?

- electronic student survey to ensure comprehensive and anonymous student feedback in the review process
- cannot think of any
- Use of a checklist for all paragraphs of the Standards provided by the VT Chair helped track the VT progress.

19. What are some "Difficult Lessons Learned" that were encountered from the experience of conducting the Team Visit during the COVID Pandemic? What would you have done differently?

- Flight delays. Could not be helped. Possibly taking flights earlier in the day.
- The preparer of the self-study could have received better direction or training in using the OneDrive folders to their advantage.

20. Please provide any general feedback you feel would be helpful to the Visiting Team experience.

None.

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TAB 06 - Schedule of Accreditation Visits

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AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

MEMO

July 3, 2021

To: ACCE Program Leaders

From: Steve Nellis, President / CEO

RE: UPDATE Accreditation Team Visit Adjustments to Comply with New CHEA Standards

This is an update of the scheduled accreditation visits that were announced in the memo from September 24, 2020. This schedule will be updated and provided at future ACCE Conferences.

Academic Year 2020 – 2021 Total of 16 Visits	
Fall 2020	**SPRING 2021**
Arizona State University Georgia Southern University Kennesaw State University Lansing Community College Oregon State University Saskatchewan Polytechnic University of Wisconsin, Stout	Baton Rouge Community College California Polytechnic University, SLO* California State University, Chico Illinois State University Louisiana State University – MD University of Arkansas, Little Rock University of Houston University of Louisiana – Monroe University of Maryland, Eastern Shore*

Academic Year 2021 – 2022 Total of 32 Visits	
FALL 2021	**SPRING 2022**
Current accreditation expires February 2022 and July 2022	**Current accreditation expires February 2023**
Central Washington University Clemson University - MD Columbus State Community College* Dallas College, North Lake Drexel University Dunwoody College of Technology – AAS ***INITIAL*** Eastern Kentucky University Johnson County Community College – AAS ***INITIAL*** John Brown University Kansas State University Michigan State University Minnesota State University, Mankato Minnesota State University, Moorhead North Dakota State University* State University of New York, Delhi – AAS State University of New York, Delhi – BS ***INITIAL*** University of Florida Washington State University	Ball State University California State University, Northridge* East Carolina University Kent State University Missouri State University Northern Kentucky University Saint Cloud State University – BS ***INITIAL*** Seminole State College – BS ***INITIAL*** State Fair Community College State University of New York, ESF–BS ***INITIAL*** University of Alaska, Anchorage – BS University of Alaska, Anchorage – AS University of Southern Mississippi* University of Wyoming – BS ***INITIAL*** Wentworth Institute of Technology – MD **

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Academic Year 2022 - 2023 Total of 20 Visits	
USE OF NEW DOCUMENT 103 FOR ACCREDITATION BEGINS	
FALL 2022 **Current accreditation expires July 2023** Bradley University California State University, Long Beach Central New Mexico Community College* Colorado State University* Dunwoody College of Technology – BS ***INITIAL*** Eastern Michigan University** Florida Gulf Coast University – BS ***INITIAL*** Louisiana State University - BS Roger Williams University Tarleton State University – BS ***INITIAL*** Texas A&M University - BS Texas A&M University – MD * Tuskegee University* University of Cincinnati Virginia Polytechnic Institute and State University	**SPRING 2023** **Current accreditation expires February 2024** Florida Institute of Technology Indiana State University Michigan Technological University Northern Arizona University Texas State University

Academic Year 2023 - 2024 Total of 12 Visits	
FALL 2023 **Current accreditation expires July 2024** Bowling Green State University Central Connecticut State University Cincinnati State Tech and Community College Edmonds Community College Gwinnett Technical College Indiana University Purdue University Indianapolis Kennesaw State University – MD Santa Fe College Southern Illinois University, Edwardsville	**SPRING 2024** **Current accreditation expires February 2025** California State University, Sacramento Ferris State University Mississippi State University

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Academic Year 2024 - 2025 Total of 10 Visits	
FALL 2024	**SPRING 2025**
Current accreditation expires July 2025	**Current accreditation expires February 2026**
Boise State University Clemson University - BS Jefferson State Community College Pennsylvania College of Technology University of Texas, San Antonio University of Washington Wentworth Institute of Technology - BS	Florida International University North Carolina A&T State University University of Oklahoma

Academic Year 2025 - 2026 Total of 16 Visits	
FALL 2025	**SPRING 2026**
Current accreditation expires July 2026	**Next accreditation expires February 2027**
Alfred State College Auburn University California Baptist University California State University, Fresno Lansing Community College Louisiana State University – MD Ohio State University University of Nevada, Las Vegas University of North Florida Utica College	Dunwoody College of Technology-AD Johnson County Community College Lamar University Purdue University Oregon State University State University of New York, Delhi - BD

Academic Year 2026 - 2027 Total of 20 Visits	
FALL 2026	**SPRING 2027**
Next accreditation expires July 2027	**Next accreditation expires February 2028**
Arizona State University Baton Rouge Community College California Polytechnic University, SLO Clemson University – MD Georgia Southern University Kennesaw State University – BS Oregon State University Saskatchewan Polytechnic University of Louisiana, Monroe University of Wisconsin, Stout University of Wyoming Wentworth Institute of Technology – MD	California State University, Chico Central Washington University Dunwoody College of Technology-BD Illinois State University State University of New York, Delhi - AD University of Arkansas, Little Rock University of Houston University of Maryland, Eastern Shore

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July 16-23

TAB 07 - Accredited and Candidate Programs

TAB 07 - Accredited and Candidate Programs
2021

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There are 14 Associate's Degree Programs that are accredited by ACCE in accordance with the standards. Shown below are the names of the Institution, the Construction Program accredited with the link to the Program, and the Board Action for the last accreditation. Standards by which these programs are evaluated for accreditation can be found in Document 103A, located on the ACCE website.

ASSOCIATE DEGREE

Baton Rouge Community College Construction Management Baton Rouge, LA 70806 Initial Accreditation 07/2016 - expires 7/2021	**Central New Mexico Community College** Construction Technology Albuquerque, NM 87106 Last Accreditation 02/2016 - expires 02/2022
Cincinnati State Technical and Community College Construction Management Cincinnati, OH 87106 Last Accreditation 07/2018 - expires 07/2024	**Columbus State Community College** Construction Management Delaware, OH 43015 Last Accreditation 02/2015 - expires 02/2022*
Dallas College, North Lake Campus Construction Management DFW Airport, TX 75261 Last Accreditation 07/2019 - expires 07/2022	**Edmonds Community College** Construction Management Lynnwood, WA 98036 Last Accreditation 07/2018 - expires 07/2024
Gwinnett Technical College Construction Management Lawrenceville, GA 30043 Initial Accreditation 07/2019 - expires 07/2024	**Jefferson State Community College** Construction Management Technology Birmingham, AL 35215-3098 Last Accreditation 07/2019 - expires 07/2025
Santa Fe College Construction Management Technology Gainesville, Fl 32606 Last Accreditation 07/2018 - expires 07/2024	**Saskatchewan Polytechnic** Architectural Technologies Moose Jaw, Saskatchewan S6H 4R4 Last Accreditation 02/2021 - expires 07/2027
State Fair Community College Construction Management Technology Sedalia, MO 65301-2188 Last Accreditation 02/2017 - expires 02/2023	**State University of New York, Delhi** Construction Technology Program Delhi, NY 13753 Last Accreditation 02/2016 - expires 02/2022
Tarrant County College - South Campus Construction Management Technology Fort Worth, TX 76119 Last Accreditation 02/2021 - expires 02/2027	**University of Alaska, Anchorage** Construction Management Anchorage, AK 99508 Last Accreditation 02/2017 - expires 02/2023

*** Denotes Program was granted an extension of the accreditation period by the ACCE Board of Trustees.**

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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There are 72 Bachelor's Degree Programs that are accredited by ACCE in accordance with the standards. Shown below are the names of the Institution, the Construction Program accredited with the link to the Program, and the Board Action for the last accreditation. Standards by which these programs are evaluated for accreditation can be found in Document 103B, located on the ACCE website.

BACCALAUREATE DEGREE

Alfred State College College of Technology Construction Management Alfred, NY 14802 Last Accreditation 07/2020 - expires 07/2026	**Arizona State University** School of Sustainable Engineering and the Built Environment Construction Management and Technology Tempe, AZ 85287-0204 Last Accreditation 07/2015 - expires 07/2021
Auburn University College of Architecture, Design, and Construction Building Construction Auburn, AL 36849-5315 Last Accreditation 07/2020 - expires 07/2026	**Ball State University** Department Construction Management and Interior Design Construction Management Muncie, IN 47306 Last Accreditation 02/2017 - expires 02/2023
Boise State University College of Engineering Construction Management Boise, ID 83725 Last Accreditation 07/2019 - expires 07/2025	**Bowling Green State University** College Technology, Architecture & Applied Engineering Construction Management Bowling Green, OH 43403-0301 Last Accreditation 07/2018 - expires 07/2024
Bradley University College of Engineering Construction Management Peoria, IL 61625 Last Accreditation 07/2017 - expires 7/2023	**California Baptist University** College of Engineering Construction Management Riverside, CA 92504 Last Accreditation 07/2020 - expires 07/2026
California Polytechnic State University, San Luis Obispo College of Architecture & Environmental Design Construction Management San Luis Obispo, CA 93407 Last Accreditation 07/2014 – Expires 07/2021*	**California State University, Chico** College of Engineering, Computer Science & Construction Management Construction Management Chico, CA 95929 Last Accreditation 02/2016 – expires 02/2022
California State University, Fresno College of Engineering Construction Management Fresno, CA 93740 Last Accreditation 07/2020 - expires 07/2026	**California State University, Long Beach** College of Engineering Construction Management Long Beach, CA 90840 Last Accreditation 07/2017 - expires 07/2023
California State University, Northridge College of Engineering and Computer Science Construction Management Northridge, CA 95819-6029 Last Accreditation 07/2015 - expires 07/2022*	**California State University, Sacramento** College of Engineering and Computer Science Construction Management Sacramento, CA 95819-6029 Last Accreditation 02/2019 - expires 02/2025

Central Connecticut State University School of Engineering, Science and Technology Construction Management New Britain, CT 06050 Last Accreditation 07/2018 – expires 07/2024	**Central Washington University** College of Education and Professional Studies Construction Management Ellensburg, WA 98926-7584 Last Accreditation 07/2015 - expires 07/2021
Clemson University College of Architecture, Arts and Humanities Construction Science and Management Clemson, SC 29634 Last Accreditation 07/2019 - expires 07/2025	**Colorado State University** College of Health and Human Sciences Construction Management Fort Collins, CO 80523 Last Accreditation 02/2016 - expires 2/2023*
Drexel University College of Engineering Construction Management Philadelphia, PA 19104 Last Accreditation 02/2016 - expires 02/2022	**East Carolina University** College of Engineering and Technology Construction Management Greenville, NC 27858 Last Accreditation 02/2017 - expires 02/2023
Eastern Kentucky University College of Business and Technology Construction Management Richmond, KY 40475-3102 Last Accreditation 07/2016 - expires 07/2022	**Eastern Michigan University** School of Engineering Technology Construction Management Ypsilanti, MI 48197 Last Accreditation 02/2015 - expires 02/2022*
Ferris State University School of Built Environment Construction Technology and Management Big Rapids, MI 49307-2292 Last Accreditation 02/2019 - expires 02/2025	**Florida Institute of Technology** College of Engineering and Science Construction Management Melbourne, FL 32901 Initial Accreditation 02/2019 - expires 02/2024
Florida International University College of Engineering and Computing Construction Management Miami, FL 33174 Last Accreditation 2/2020 - expires 02/2026	**Georgia Southern University** College of Engineering and Computing Construction Management Statesboro, GA 30460 Last Accreditation 02/2015 - expires 02/2021*
Illinois State University College of Applied Science and Technology Construction Management Normal, IL 61790-5100 Last Accreditation 07/2015 - expires 07/2021	**Indiana State University** College of Technology Construction Management Terre Haute, IN 47809 Last Accreditation 02/2018 - expires 02/2024
Indiana University Purdue University Indianapolis School of Engineering and Technology Construction Management Indianapolis, IN 46204 Initial Accreditation 07/2019 - expires 07/2024	**John Brown University** Division of Engineering and Construction Management Construction Management Siloam Springs, AR 72761 Last Accreditation 07/2016 - expires 07/2022

Kansas State University College of Engineering Construction Science and Management Manhattan, KS 66506 Last Accreditation 02/2016 - expires 02/2022	**Kennesaw State University** School of Architecture and Construction Management Construction Management Marietta, GA 30060-2896 Last Accreditation 02/2015 - expires 02/2021*
Kent State University College of Architecture and Environment Design Construction Management Kent, Ohio, 44242-0001 Initial Accreditation 02/2018 - expires 02/2023	**Lamar University** College of Business Construction Management Beaumont, TX 77710 Last Accreditation 02/2021 - expires 02/2027
Louisiana State University College of Engineering Construction Management Baton Rouge, LA 70822 Last Accreditation 07/2017 - expires 07/2023	**Michigan State University** School of Planning, Design, and Construction Construction Management East Lansing, MI 48824 Last Accreditation 02/2016 - expires 02/2022
Michigan Technological University College of Civil and Environmental Engineering Construction Management Houghton, MI 79931 Last Accreditation 02/2018 - expires 02/2024	**Minnesota State University, Mankato** College of Science, Engineering and Technology Construction Management Mankato, MN 56001 Last Accreditation 07/2016 - expires 07/2022
Minnesota State University, Moorhead College of Business, Analytics, and Communications Construction Management Moorhead, MN 56563 Last Accreditation 07/2016 - expires 07/2022	**Mississippi State University** College of Architecture, Art, and Design Building Construction Science Mississippi State, MS 39762 Initial Accreditation 02/2020 - expires 02/2025
Missouri State University College of Architecture, Art, and Design Construction Management Springfield, MO 65897 Last Accreditation 02/2017 - expires 02/2023	**North Carolina A&T State University** College of Science and Technology Construction Management Greensboro, NC 27411 Last Accreditation 02/2020 - expires 02/2026
North Dakota State University College of Engineering Construction Management Fargo, ND 58105 Last Accreditation 02/2015 - expires 02/2022*	**Northern Arizona University** College of Engineering, Informatics, & Applied Sciences Construction Management Flagstaff, AZ 86011 Last Accreditation 02/2018 - expires 02/2024
Northern Kentucky University College of Business Construction Management Highland Heights, KY 41099-0839 Last Accreditation 02/2017 - expires 02/2023	**Ohio State University** College of Food, Agricultural, Environmental Sciences Construction Systems Management Columbus, OH 43210 Last Accreditation 07/2020 - expires 07/2026

Oregon State University College of Engineering Construction Management Corvallis, OR 97331-2302 Last Accreditation 02/2015 - expires 02/2021	**Pennsylvania College of Technology** School of Construction and Design Technologies Construction Management Williamsport, PA 17701-5799 Last Accreditation 07/2019 - expires 07/2025
Purdue University Purdue Polytechnic Institute Construction Management Technology West Lafayette, IN 47907-1414 Last Accreditation 02/2021 - expires 02/2027	**Roger Williams University** School of Engineering, Computing, Construction Construction Management Bristol, RI 02809-2921 Last Accreditation 07/2017 - expires 07/2023
Southern Illinois University, Edwardsville School of Engineering Construction Management Edwardsville, IL 62026-1803 Last Accreditation 07/2018 - expires 07/2024	**Texas A&M University** College of Architecture Construction Science College Station, TX 77843 Last Accreditation 02/2018 – expires 02/2024
Texas State University College of Science and Engineering Construction Science and Management San Marcos, TX 78666 Last Accreditation 02/2018 - expires 02/2024	**Tuskeegee University** School of Architecture and Construction Science Construction Science Tuskeegee, AL 30688 Initial Accreditation 07/2017 - expires 07/2023*
University of Alaska, Anchorage Community & Technical College Construction Management Anchorage, AK 99508 Last Accreditation 02/2017 - expires 02/2023	**University of Arkansas at Little Rock** College of Engineering and Information Technology Construction Management Little Rock, AR 72204-1099 Last Accreditation 02/2016 - expires 02/2022
University of Cincinnati College of Engineering and Applied Science Construction Management Cincinnati, OH 45206 Last Accreditation 07/2017 - expires 07/2023	**University of Florida** College of Design, Construction and Planning Construction Management Gainesville, FL 32611 Last Accreditation 02/2016 - expires 02/2022
University of Houston College of Technology Construction Management Houston, TX 77204 Last Accreditation 07/2015 - expires 07/2021	**University of Louisiana, Monroe** College of Business and Social Sciences Construction Management Monroe, LA 71209 Last Accreditation 07/2015 - expires 07/2021
University of Maryland, Eastern Shore School of Business and Technology Construction Management Technology Princess Anne, MD 21853 Last Accreditation 07/2014 - expires 07/2021*	**University of Nevada, Las Vegas** College of Engineering Construction Management Las Vegas, NV 89154-4015 Last Accreditation 07/2020 - expires 07/2026

University of North Florida College of Computing, Engineering and Construction Construction Management Jacksonville, FL 32224-2645 Last Accreditation 07/2020 - expires 07/2026	**University of Oklahoma** College of Architecture Construction Science Norman, OK 73019-0265 Last Accreditation 02/2020 - expires 02/2026
University of Southern Mississippi School of Construction and Design Construction Management Hattiesburg, MS 39406 Last Accreditation 07/2018 - expires 07/2022	**University of Texas at San Antonio** College of Architecture, Construction and Planning Construction Science and Management San Antonio, TX 78201 Last Accreditation 07/2019 - expires 07/2025
University of Washington College of Built Environments Construction Management Seattle, WA 98195 Last Accreditation 07/2019 - expires 07/2025	**University of Wisconsin, Stout** College of Science, Technology, Engineering, Mathematics and Management Construction Management Menomonie, WI 54751 Last Accreditation 07/2018 - expires 07/2021
Utica College School of Business and Justice Studies Construction Management Utica, NY 13502 Initial Accreditation 07/2020 - expires 07/2026	**Virginia Polytechnic Institute and State University** College of Architecture and Urban Studies Building Construction Blacksburg, VA 24061-0156 Last Accreditation 07/2017 - expires 07/2023
Washington State University College of Engineering and Architecture Construction Management Pullman, WA 99164-2220 Last Accreditation 02/2016 - expires 02/2022	**Wentworth Institute of Technology** College Architecture, Design and Construction Management Construction Management Boston, MA 02115 Last Accreditation 07/2019 - expires 07/2025

*** Denotes Program was granted an extension of the accreditation period by the ACCE Board of Trustees.**

There are 14 Candidate Programs. Upon their successful completion of meeting the ACCE standards and an Initial Accreditation Review by an ACCE Visiting Team, these programs will become fully accredited.

CANDIDATE PROGRAMS

Dunwoody College of Technology Construction Sciences & Building Technology AAS Degree Construction Project Management Minneapolis, MN 55403	**Dunwoody College of Technology** Construction Sciences & Building Technology BS Degree Construction Management Minneapolis, MN 55403
Eastern Illinois University Lumpkin College of Business and Technology BS Degree Construction Management Charleston, IL 61920	**Florida Gulf Coast University** U.A. Whitaker College of Engineering BS Degree Construction Management Fort Myers, Fl. 33965
Johnson County Community College Industrial Technology AAS Degree Construction Management Overland Park, KS 66210	**Kirkwood Community College** Industrial Technologies AAS Degree Construction Management Cedar Rapids, IA 52404
Lansing Community College Industrial Technologies AAS Degree Construction Management Lansing, MI. 48933	**State University of New York, Delhi** School of Applied Technologies BS Degree Construction Management Delhi, NY 13753
State University of New York, ESF Department of Sustainable Resources Management BS Degree Construction Management Delhi, NY 13753	**Tarleton State University** Engineering Technology BS Degree Construction Science and Management Stephenville, TX 76402
University of Nebraska, Kearney College of Business and Technology BS Degree Construction Management Kearney, NE 68849	**University of Wyoming** College of Engineering and Applied Sciences BS Degree Construction Management Laramie, WY 82071

There are five Master's Degree Programs that are accredited by ACCE in accordance with the standards. Shown below are the names of the Institution, the Construction Program accredited with the link to the Program, the Program Leaders' email link, and the Board Action for the last accreditation. Standards by which these programs are evaluated for accreditation can be found in Document 103M, located on the ACCE website.

MASTER'S DEGREE

Clemson University College of Architecture, Arts, and Humanities Master of Construction Science and Management Clemson, SC 29634-0507 Last Accreditation 07/2017 - expires 07/2022	**Kennesaw State University** College of Architecture and Construction Management Master of Science Construction Management Marietta, GA 30060 Last Accreditation 07/2019 - expires 07/2024
Louisiana State University College of Engineering Master of Science Construction Management Baton Rouge, LA 70803 Last Accreditation 07/2016 - expires 07/2021	**Texas A&M University** College of Architecture Master of Science Construction Management College Station, TX 77843-3137 Last Accreditation 07/2017 - expires 07/2023*
Wentworth Institute of Technology* College of Professional & Continuing Education Master of Science Construction Management Boston, MA 02116 Last Accreditation 07/2015 - expires 07/2022*	

*** Denotes Program was granted an extension of the accreditation period by the ACCE Board of Trustees.**

ACCE ANNUAL 2021 CONFERENCE
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TAB 08 - Qualified VT Member Roster

TAB 08 - Qualified VT Member Roster

2021

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QUALIFIED TEAM MEMBERS AND TEAM CHAIRS

Individual Details				Member Training Status									
First Name	Last Name	Organization	Category	MIT Initial Team Training Session	Visit as MIT	Most Recent Advanced Member Training	Most Recent Case Studies	Most Recent Chair Training	Masters Degree Member Training	Eligible for Team Member	Eligible for Team Chair	Total Number of Visits as Member	Total Number of Visits as Chair
Hussein	Abaza	Kennesaw State University	Education	23-Jul-15	19-Sep-15	15-Feb-21		16-Jul-21		NO	NO	1	
Ahmed	Abdelaty	University of Wyoming	Education	20-Feb-20						NO	NO	-	
Kathleen	Acock	Alpha Building Corporation	Industry	19-Feb-16	3-Mar-18	21-Feb-19	22-Feb-19			YES	NO	1	
Sanjeev	Adhikari	Kennesaw State University	Education	15-Feb-21	15-Nov-20	15-Feb-21	16-Feb-21			YES	NO	-	
Mona	Afifi	University of Wisconsin - Stout	Education					16-Jul-21		NO	NO	-	
Sajjad	Ahmad	University of Nevada, Las Vegas	Education	22-Feb-19	12-Mar-19	21-Jul-20	20-Jul-20	17-Jul-20	20-Feb-20	YES	NO	1	
Mary	Akers	Morgan State University	Education	24-Oct-09	24-Oct-09	27-Jul-17	28-Jul-17			NO	NO	1	
Amaal	Al Shenawa	Kennesaw State University	Education			21-Jul-20		17-Jul-20		NO	NO	-	
Anwar	Alroomi	Cal State - Northridge	Education	22-Feb-19	15-Nov-20	21-Jul-20	15-Feb-21	17-Jul-20		YES	NO	1	
Jorge	Amador	George's Welding	Industry	20-Feb-20		20-Feb-20	20-Feb-20			NO	NO	-	
Mikael	Anderson	Cal State - Sacramento	Education	24-Jan-12	1-Feb-14	23-Feb-17	23-Feb-17	26-Jul-17		NO	NO	5	2
Todd	Andrew	Santa Fe College	Education	20-Feb-20						NO	NO	-	
Gary	Arnold	Denver Pipefitters Local 208	Apprentice			15-Feb-21				NO	NO	-	
Lynn	Artman	Michigan Technological University	Education	25-Jul-19	15-Nov-20	15-Feb-21	16-Feb-21	16-Jul-21		YES	NO	-	
Joseph	Arumala	University of Maryland, Eastern Shore	Education	21-Feb-08	25-Oct-11	21-Jul-20	23-Feb-18	26-Jul-17		NO	NO	1	
Eric	Asa	North Dakota State University	Education	21-Jul-11	22-Oct-11	15-Feb-21	16-Feb-21			YES	NO	-	
Suleiman	Ashur	Eastern Michigan University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Baabak	Ashuri	Georgia Tech University	Education	TBD	3-Apr-21	21-Jul-20	20-Jul-20	17-Jul-20		YES	NO	-	
Alan	Atalah	Bowling Green State University	Education	23-Feb-17	3-Mar-12	21-Feb-19	22-Feb-19	20-Jul-16		YES	NO	-	
Sherif	Attallah	Ball State University	Education	22-Feb-18	12-Mar-19	20-Feb-20	16-Feb-21			YES	NO	1	
Robert	Austin	Bowling Green State University	Education	20-Feb-20		20-Feb-20	27-Jul-18			NO	NO	-	
Jacob	Avila	California Baptist University	Education	23-Feb-17		23-Feb-17	23-Feb-17			NO	NO	-	
Ibukum	Awolusi	University of Texas, San Antonio	Education	25-Jul-19	22-Sep-19					NO	NO	-	
Rachel	Axness	Minnesota State University, Moorhead	Education	18-Feb-16	23-Mar-19	15-Feb-21	16-Feb-21			YES	NO	1	
Minsoo	Baek	Kennesaw State University	Education			21-Jul-20	20-Jul-20	17-Jul-20		NO	NO	-	
Orlando	Bagcal	Tarleton State University	Education	21-Jul-11	15-Mar-08	21-Jul-20	20-Jul-20	16-Jul-21		YES	NO	2	
Payam	Bakhshi	Wentworth Institute of Technology	Education			15-Feb-21				NO	NO	-	
Andrew	Barber	IAB - University of Louisiana, Monroe	Education	22-Feb-19						NO	NO	-	
Phillip	Barlow	California Polytechnic State University, SLO	Education	21-Feb-13	21-Mar-15	22-Feb-18	22-Feb-18			NO	NO	3	
David	Batie	East Carolina University	Education	1-Mar-07	15-Mar-07	15-Feb-21	16-Feb-21	16-Jul-21		YES	YES	9	5
Dan	Bawinkel	Indiana State University	Education	22-Feb-19		21-Feb-19	22-Feb-19			NO	NO	-	
Kimberly	Baylor Bivens	Tuskegee University	Education				20-Jul-20			NO	NO	-	
Dwight	Beadle	University of Houston	Education				20-Jul-20			NO	NO	-	
Wylie	Bearup	Arizona State University	Education	27-Jul-17		21-Jul-16	28-Jul-17			NO	NO	-	
Kathryn	Bedette	Kennesaw State University	Education			21-Jul-20				NO	NO	-	

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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Dan	Belcher	NCCER	Industry							-	NO	-	
Carla	Bell	Tuskegee University	Education			21-Feb-19	22-Feb-19			NO	NO	-	
Bill	Bender	University of Washington	Education	24-Jul-17	4-Oct-14	21-Feb-19	22-Feb-19			YES	NO	2	
Michael	Bensussen	Project Controls Engineer	Industry	23-Jul-15	31-Mar-18		24-Jul-15			NO	NO	-	
Chuck	Berryman	Louisiana State University	Education	21-Jul-11	15-Mar-02	24-Jul-19	24-Jul-19	17-Jul-20	20-Feb-20	YES	YES	14	11
Ilyas	Bhatti	Wentworth Institute of Technology	Education	22-Jul-10	2-Oct-10				20-Feb-20	NO	NO	2	
Ben	Bigelow	University of Oklahoma	Education				20-Jul-20			NO	NO	-	
George	Bigham	Kent State University	Education	20-Feb-14	19-Mar-16		28-Feb-17			NO	NO	-	
Kimberly	Bivins	Tuskegee University	Education	19-Feb-15	25-Sep-16	27-Feb-17	28-Feb-17			NO	NO	-	
Albert	Bleakley	Florida Institute of Technology	Education	23-Jul-15	5-Mar-11	15-Feb-21	16-Feb-21	16-Jul-21		YES	YES	6	2
Debbie	Blesse	IAB - University of Southern Mississippi	Industry	22-Feb-19						NO	NO	-	
Bruce	Bockhorn	Prairie View A&M University	Education			21-Feb-19	22-Feb-19			NO	NO	-	
Staci	Bockwinkel	Complete Construction Service	Industry			15-Feb-21	16-Feb-21			NO	NO	-	
Alan	Bond	California State University, Chico	Education	26-Jul-12	15-Apr-21	15-Feb-21	16-Feb-21			YES	NO	-	
Richard	Boser	Illinois State University	Education	21-Jul-10						NO	NO	11	7
Bradford	Bosher	North Lake College	Education	20-Jul-19	22-Sep-18	21-Jul-20	20-Jul-20			YES	NO	1	
Marc	Bourgeois	Louisiana State University	Industry				16-Feb-21			NO	NO	-	
Nicole	Bouteiller	Utica College	Education	21-Feb-19		23-Feb-17				NO	NO	-	
Hank	Bray	University of Arkansas, Little Rock	Education		26-Mar-17					NO	NO	11	7
Ed	Brayton	University of Louisiana, Monroe	Education	27-Jul-17		22-Jul-16	22-Jul-16			NO	NO	-	
Tamer	Breakah	Ball State University	Education				20-Jul-20			NO	NO	-	
Darryl	Briley	ACCE Individual Member	Industry			15-Feb-21				NO	NO	-	
Lori	Brown	Cal State Chico	Education	19-Feb-15		27-Feb-17				NO	NO	-	
Becky	Burleson	ACCE Individual Member	Industry	21-Feb-19	15-Mar-04	21-Jul-20	16-Feb-21	16-Feb-21		YES	YES	7	
Tom	Burns	Cincinnati State University	Education	22-Jul-09	15-Mar-02	22-Feb-19	22-Feb-19	22-Jul-15		YES	NO	5	1
Richard	Burt	Auburn University	Education	21-Feb-08	15-Mar-04	21-Jul-20	16-Feb-21	17-Jul-20		YES	YES	7	3
Jessica	Cabral	Purdue University	Education	21-Jul-16	30-Oct-16	23-Feb-17	25-Jul-19			NO	NO	1	
Jim	Caldwell	John Brown University	Education	1-Mar-07	15-Mar-07	19-Feb-16	22-Jul-16			NO	NO	3	
Michael	Cannistraci	SUNY Delhi	Education	23-Feb-17			23-Feb-17			NO	NO	-	
Craig	Capano	Florida Gulf Coast University	Education	21-Jul-10	15-Oct-96	25-Jul-19	25-Jul-19	24-Jul-19		YES	YES	12	8
Jim	Carr	University of Arkansas, Little Rock	Education	21-Jul-11	15-Mar-98	25-Jul-19	16-Feb-21	16-Jul-21	20-Feb-20	YES	YES	12	8
John	Casstevens	Texas State University	Education	15-Feb-21						NO	NO	-	
Leffi	Cewe-Malloy	University of Southern Mississippi	Education	21-Feb-19		21-Feb-19	20-Jul-20			NO	NO	-	
Andy	Chae	Central Connecticut State University	Education	.			20-Feb-20			NO	NO	-	
Tony	Chan	Fluor Canada	Industry		15-Oct-20					NO	NO	-	

ACCE AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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Jeff	Chandler	Taylor Brothers Construction	Industry	21-Feb-19						NO	NO	-	
Marjorie	Chang Fuller	Washington State IAB	Industry	18-Feb-16	15-Nov-20	15-Feb-21	16-Feb-21			YES	NO	-	
Calvin	Chen	University of Wisconsin, Stout	Education	21-Feb-19		21-Feb-19	25-Jul-19			NO	NO	-	
Victoria	Chen	Ohio State University	Education	19-Feb-15	1-Oct-16	21-Jul-20	16-Feb-21			YES	NO	2	
Abdol	Chini	University of Florida	Education	1-Jan-17	15-Mar-04	25-Jul-18	24-Jul-19	25-Jul-18		YES	YES	5	2
Pearce	Cinman	Baton Rouge Community College	Education			21-Feb-19	22-Feb-19			NO	NO	-	
Peter	Clark	University of Houston	Education					17-Jul-20		NO	NO	-	
Shima	Clarke	Clemson University	Education	23-Jul-15	15-Oct-11	21-Jul-20	20-Jul-20	16-Jul-21		YES	NO	2	
Ken	Coggins	ACCE Individual Member	Industry	15-Feb-21	26-Apr-21					NO	NO	-	
Thomas	Cole	ACCE Individual Member	Industry	27-Jul-17	22-Oct-11	15-Feb-21	16-Feb-21	16-Jul-21		YES	YES	10	
Don	Colegrove	University of Louisiana, Monroe	Education	27-Jul-17		20-Feb-20	20-Feb-20			NO	NO	-	
Lauren	Collins	Kiewit Energy Group	Industry	21-Jul-11	15-Oct-11	19-Feb-15				NO	NO	2	
Rudy	Comeaux	The Lemoine Company, LLC	Industry	15-Feb-21			16-Feb-21			NO	NO	-	
Erich	Connell	University of Southern Mississippi	Education	21-Feb-13	29-Mar-14	21-Jul-20	28-Jul-17			NO	NO	1	
Cristina	Cosma	Wentworth Institute of Technology	Education	23-Jul-13		23-Feb-17	23-Feb-17			NO	NO	-	
Scott	Couper	Louisiana State University CIAC	Industry	20-Feb-14	18-Mar-14					NO	NO	-	
Jay	Cournia	Minnesota State University, Moorhead	Education	15-Feb-21		15-Feb-21	16-Feb-21			NO	NO	-	
Mel	Cowen	American Society of Professional Estimators	Industry	15-Feb-21		15-Feb-21	16-Feb-21			NO	NO	-	
Lloyd	Crask	California State University, Fresno	Education	23-Feb-12	13-Oct-12	15-Feb-21	16-Feb-21	17-Jul-20		YES	YES	4	1
John	Cribbs	Wentworth Institute of Technology	Education	15-Feb-21	15-Mar-21	15-Feb-21				NO	NO	-	
Tammy	Crooks	Byrnes Construction	Industry	20-Feb-07	15-Mar-07	7-Jan-00	20-Jul-20			NO	NO	4	
Audrey	Cross	Utica College	Education	21-Feb-19	25-Feb-20	21-Feb-19	25-Jul-19	24-Jul-19		YES	NO	-	
Paul	Crovella	SUNY - ESF	Education	20-Jul-20	15-Oct-20		20-Jul-20			NO	NO	-	
John	Daavettila	Michigan Technological University	Education	19-Feb-09	27-Feb-10	18-Feb-16	23-Feb-17			NO	NO	-	
Majed	Dabdoub	Northern Kentucky University	Education	21-Feb-19	22-Sep-19	15-Feb-21	16-Feb-21			YES	NO	-	
David	Dando	MCDR Construction Management	Industry							-	NO	7	3
Hongtao	Dang	Central Washington University	Education				20-Jul-20	17-Jul-20		NO	NO	-	
Scott	De Ruisher	Lansing Community College	Education	21-Feb-19	23-Mar-19		16-Feb-21			NO	NO	-	
Angela	Deans	Saskatchewan Polytechnic	Education	27-Jul-18			20-Jul-20			NO	NO	-	
Jim	Decker	Cincinnati State University	Education	27-Jul-18			27-Jul-18			NO	NO	-	
Shannon	Degenhart	Texas A&M University	Education	21-Jul-16		15-Feb-21	16-Feb-21			NO	NO	-	
Joseph	Delaney	University of Southern Mississippi	Education					16-Jul-21		NO	NO	-	
Gerrad	Delatte	Louisiana State University IAB	Industry	22-Feb-19	28-Mar-15	21-Jul-20	20-Jul-20			YES	NO	2	
Frank	Dellaripa	City of Hartford, CT	Industry	21-Feb-08	9-Oct-10	24-Jul-19	25-Jul-19			YES	NO	10	
Mohamed	Diab	Minnesota State University, Mankato	Education	24-Jul-14	1-Mar-15	15-Feb-21	20-Jul-20	16-Jul-21		YES	YES	5	1

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Sheryl	Dodd-Hansen	University of New Mexico / CSI	Education	27-Jul-18			27-Jul-18			NO	NO	-	
Glen	Doran	IAB - University of Houston	Industry	21-Feb-19						NO	NO	-	
David	Dorsch	ACCE Individual Member	Industry							-	NO	-	
John	Dryden	Georgia Southern University	Education	23-Feb-17		27-Feb-17	23-Feb-17			NO	NO	-	
Walter	Dukes	University of Maryland, Eastern Shore	Education	25-Jul-89	5-Oct-89	16-Feb-21	16-Feb-21	16-Jul-21		YES	YES	9	4
Pam	Dullum	ACCE Individual Member	Industry	23-Jul-09	1-Sep-09	23-Jul-15		16-Jul-21		NO	NO	10	2
Derrek	Dunn	University of Maryland, Eastern Shore	Education	21-Feb-13	12-Oct-13	21-Jul-20	20-Jul-20	17-Jul-20		YES	NO	1	
Robert	Dye	Johnson County Community College	Education	21-Feb-18	10-Feb-19	15-Feb-21	20-Jul-20			YES	NO	-	
Tim	Dykes	Baton Rouge Community College	Education	22-Feb-18		15-Feb-21	16-Feb-21			NO	NO	-	
Gail	Edwards	Gwinnett Technical College	Education	23-Jul-09	15-Mar-07	23-Feb-17	23-Feb-17			NO	NO	1	
Mohamed	El-Gafy	Michigan State University	Education	18-Feb-16	3-Feb-18	15-Feb-21	16-Feb-21			YES	NO	-	
Souhail	Elhouar	Bradley University	Education	21-Jul-11	22-Oct-11	21-Feb-19	16-Feb-21	16-Jul-21		YES	YES	7	4
Mohamed	Elzomor	State University New York, ESF	Education	23-Feb-18	3-Mar-18	21-Jul-20	20-Feb-20			YES	NO	-	
Michael	Emmer	Roger Williams University	Education	15-Jul-00	15-Oct-00		16-Feb-21	22-Jul-15		NO	NO	12	8
Dan	Enz	Eastern Kentucky University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Vahid	Faghihi	Prairie View A&M University	Education	.			20-Feb-20	16-Jul-21		NO	NO	-	
Jose	Faria	Florida International University	Education	27-Jul-18	15-Oct-20	21-Jul-20	20-Feb-20	16-Jul-21		YES	NO	-	
Jodi	Farrington	East Carolina University	Education	20-Jul-20	4-Jun-21	15-Feb-21	16-Feb-21			YES	NO	-	
Ben	Farrow	Auburn University	Education		29-Sep-12	20-Feb-20				NO	NO	-	
Larry	Favalora	Favalora Construction	Industry							-	NO	3	
Jose	Fernandez-Solis	Texas A&M University	Education	15-Feb-21		15-Feb-21	16-Feb-21	16-Jul-21		NO	NO	-	
Christine	Fiori	Drexel University	Education	21-Jul-16		15-Feb-21	20-Feb-20			NO	NO	-	
Dwayne	Fitzpatrick	Travelers	Industry	1-Mar-07	15-Mar-03	21-Jul-20	20-Jul-20			YES	NO	6	1
Sean	Foley	Northern Kentucky University	Education	21-Jul-11	15-Oct-20	15-Feb-21	16-Feb-21	16-Jul-21		YES	YES	10	8
George	Ford	Mississippi State University	Education	21-Feb-19	10-Mar-20	21-Jul-20	20-Feb-20	17-Jul-20		YES	NO	1	
Robert	Ford	Western Nevada College	Education	23-Feb-17		27-Jul-17	28-Jul-17			NO	NO	-	
Gene	Fosheim	Construction Specifications Institute	Industry	19-Feb-10	3-Oct-10	22-Feb-18	23-Feb-18			NO	NO	6	
Kenny	Fotouhi	University of MD, Eastern Shore	Education	21-Feb-19	23-Mar-19	20-Feb-20	20-Feb-20	17-Jul-20		YES	NO	1	
Joe	Fradella	Oregon State University	Education	21-Jul-16	25-Mar-17	27-Jul-18	20-Feb-20			YES	NO	3	
Gery	Frie	Baton Rouge Community College	Education	24-Jul-14	31-Mar-18	15-Feb-21	16-Feb-21	17-Jul-20		YES	NO	1	
Carol	Friedland	Louisiana State University	Education						20-Feb-20	-	NO	-	
Ibukun	Gabriel	University of Texas, San Antonio	Education		24-Sep-19					NO	NO	-	
Christian	Gaedicke	University of Florida	Education	25-Jul-13	9-Sep-17					NO	NO	-	
Allen	Galloway	ACCE Individual Member	Industry	18-Feb-16	1-Oct-16	15-Feb-21	16-Feb-21		20-Feb-20	YES	NO	5	
Jerry	Gao	North Dakota State University	Education	22-Jul-11	2-Mar-13	20-Feb-20	20-Feb-20	16-Jul-21		YES	NO	2	

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Marty	Garza	AGC Education Foundation	Industry	22-Jul-10	3-Oct-10	21-Jul-20	16-Feb-21	16-Jul-21		YES	YES	9	
John	Gaver	Wehr Constructors	Industry	21-Jul-11	15-Mar-03	21-Jul-20	20-Jul-20	17-Jul-20		YES	YES	16	11
Heather	Gay	Dunwoody College of Technology	Education	25-Jul-13	21-Mar-15	20-Feb-20	20-Feb-20	16-Jul-21		YES	YES	4	
Richard	Gebken	Missouri State University	Education	23-Jul-15		23-Feb-17	23-Feb-17			NO	NO	-	
Eric	Ghahate	Central New Mexico Community College	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Swarnali	Ghosh Dastider	Tuskegee University	Education			15-Feb-21	16-Feb-21	17-Jul-20		NO	NO	-	
James	Goddard	Kansas State University	Education	21-Jul-11	15-Mar-89	21-Jul-20	20-Feb-20	16-Jul-21		YES	YES	25	22
Stephanie	Goins	ACCE Individual Member	Industry	21-Feb-19	15-Oct-19					NO	NO	1	
Bill	Good	Roofing Industry Alliance	Industry	21-Feb-18	29-Sep-18	21-Jul-20	20-Feb-20			YES	NO	2	
Cheryel	Goodale	ACCE Individual Member	Industry	21-Jul-11	15-Mar-05	21-Jul-16	16-Feb-21	16-Jul-21		YES	YES	14	10
Paul	Goodrum	Colorado State University	Education	20-Jul-20	15-Nov-20	21-Jul-20	20-Jul-20	17-Jul-20		YES	NO	-	
Chris	Gordon	Southern Illinois University Edwardsville	Education	21-Jul-11	27-Mar-10	21-Jul-20	16-Feb-21	16-Jul-21		YES	YES	8	5
Aneurin	Grant	University of West Florida	Education	.			20-Feb-20			NO	NO	-	
John	Green	Minnesota State University, Moorhead	Education			15-Feb-21				NO	NO	-	
Gary	Griffin	Florida Gulf Coast University IAB	Industry	20-Feb-20	26-Apr-21	21-Jul-20	20-Feb-20			YES	NO	-	
Scott	Gross	Bowling Green State University	Education	21-Jul-16	25-Mar-17	27-Jul-17	27-Jul-18			NO	NO	1	
Larry	Grosse	Retired	Education	20-Feb-93	15-Mar-93		22-Jul-15	22-Jul-15	18-Feb-16	NO	NO	13	10
David	Gunderson	Washington State University	Education	22-Jun-18	15-Oct-08	20-Feb-20	20-Feb-20			YES	NO	1	
Suat	Gunhan	Kent State University	Education			15-Feb-21	16-Feb-21		20-Feb-20	NO	NO	-	
Kristen	Haller	Colorado State University	Education				20-Jul-20			NO	NO	-	
Hebah	Hamdan	Eastern Michigan University	Education			21-Jul-20	20-Jul-20	17-Jul-20		NO	NO	-	
Robert	Hamilton	Boise State University	Education	19-Feb-15	4-Oct-15	15-Feb-21	20-Feb-20			YES	NO	2	
Rod	Hammett	Hensel Phelps	Industry	19-Feb-15	4-Oct-15	23-Feb-17	15-Feb-15			NO	NO	4	
Phil	Hammond	Wentworth Institute of Technology	Education						20-Feb-20	-	NO	-	
Jessica	Hardy	University of Southern Mississippi	Education	18-Feb-16	11-Mar-17	23-Feb-17	22-Jul-16			NO	NO	-	
Chris	Harper	Colorado State University	Education					16-Jul-21		NO	NO	-	
Kelly	Harrington	Martin-Marietta	Industry	21-Feb-19						NO	NO	-	
Al	Hauck	Cal Poly, SLO	Education	21-Feb-08	15-Mar-93	22-Feb-18	25-Jul-19	22-Jul-15		NO	NO	3	
Mohamed	Hegab	California State University, Northridge	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Dustin	Heinrich	S&B Engineering and Constructors	Industry	22-Feb-19						NO	NO	-	
Kurt	Helgeson	St. Cloud State University	Education							-	NO	-	
Dan	Hendricks	IBEW Denver	Industry			21-Jul-20		17-Jul-20		NO	NO	-	
Stephanie	Heumann	Louisiana State University	Education	21-Feb-13	30-Oct-16	15-Feb-21	20-Jul-21	20-Jul-16		YES	NO	2	
Cisco	Hobbs	Rogers-O'Brien Construction	Industry				20-Feb-20			NO	NO	4	
Geno	Hogan	ACCE Individual Member	Industry	21-Jul-11	15-Mar-07	17-Feb-20	20-Feb-20	16-Jul-21		YES	YES	8	3

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Mike	Holland	Retired	Industry	22-Jul-09	15-Mar-96		20-Feb-20	17-Jul-20		YES	YES	5	2
Donna	Hollar	East Carolina University	Education	27-Jul-18			27-Jul-18			NO	NO	-	
Paul	Holly	Auburn University	Education	23-Feb-17	9-Sep-17	22-Feb-18	23-Feb-18			NO	NO	-	
Irish	Horsey	Kennesaw State University	Education	20-Feb-14	11-Oct-14	23-Feb-17	24-Jul-15			NO	NO	1	
Ahmed	Hosni	Saskatchewan Polytechnic	Education	27-Jul-18	28-Oct-18	20-Feb-20	20-Feb-20	17-Jul-20		YES	NO	-	
Jeff	Hover	North Lake College	Education	21-Feb-19	15-Nov-20	21-Feb-19	22-Feb-19			YES	NO	-	
James	Howard	Tarrant County College	Education	27-Jul-17	31-Oct-20	21-Jul-20	16-Feb-21			YES	NO	-	
Bryan	Hubbard	Purdue University	Education	25-Feb-11	26-Mar-17	19-Feb-15	21-Jul-15			NO	NO	-	
Rogers	Hunt	Tuskegee University IAB	Industry	19-Feb-15	7-Mar-15	20-Feb-20	20-Jul-20	16-Jul-21		YES	NO	2	
Seokyon	Hwang	Lamar University	Education	22-Feb-18	28-Oct-18	21-Feb-19	22-Feb-19			YES	NO	-	
Ben	Ilozor	Eastern Michigan University	Education			21-Jul-20	20-Jul-20	16-Jul-21		NO	YES	3	
Ifiok	Immanuel	Gwinnett Technical College	Education				20-Jul-20			NO	NO	-	
Sundeep	Inti	Illinois State University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Raymond	Issa	University of Florida	Education	22-Feb-18		27-Jul-18	27-Jul-18			NO	NO	-	
Hashem	Izadi Moud	Florida Gulf Coast University	Education			21-Jul-20				NO	NO	-	
Mike	Jackson	Clemson University	Education	24-Jul-14	1-Mar-14	15-Feb-21	16-Feb-21	16-Jul-21		YES	NO	2	
Francois	Jacobs	University of Wyoming	Education	25-Feb-11	9-Oct-11	15-Feb-21	16-Feb-21	16-Jul-21		YES	NO	2	
Raed	Jarrah	Eastern Michigan University	Education					16-Jul-21		NO	NO	-	
Xudong	Jia	California State University, Northridge	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Craig	Johnson	Collin College	Education	25-Jul-19	8-Oct-19	20-Feb-20	25-Jul-19			YES	NO	-	
Karie	Johnson	Dunwoody College of Technology	Education	.			25-Jul-19			NO	NO	-	
Todd	Johnson	Wentworth Institute of Technology	Education	22-Feb-17	14-Oct-18	27-Jul-18	27-Jul-18			YES	NO	-	
Eric	Jones	IAB - University of Washington	Industry	22-Feb-19						NO	NO	-	
Jim	Jones	Ball State University	Education			21-Jul-20	20-Feb-20			NO	NO	2	
Murray	Jones	Jefferson State College	Education		5-Oct-13	20-Feb-20	20-Feb-20			NO	NO	-	
Kyu	Kang	Purdue University	Education		3-Apr-21	15-Feb-21	20-Feb-20			NO	NO	-	
Gregory	Kelly	Cincinnati State Technical & CC	Education	27-Jul-17	15-Mar-21		16-Feb-21			NO	NO	1	
Doris	Kemp	University of Southern Mississippi	Education	21-Jul-16		21-Jul-20	20-Feb-20			NO	NO	-	
Ali	Keyvanfar	Kennesaw State University	Education			21-Jul-20	20-Jul-20			NO	NO	-	
Ahmed	Khalafallah	University of Southern Mississippi	Education			21-Jul-20	20-Feb-20	17-Jul-20		NO	NO	-	
Mostafa	Khattab	Rocky Mountain Mechanical Contractors Association	Industry	24-Jul-14	15-Mar-00	21-Feb-19	21-Feb-19	22-Jul-15		YES	NO	5	
Jeff	Kim	Auburn University	Education	23-Feb-17	22-Sep-19	21-Jul-20	20-Feb-20			YES	NO	-	
Joseph	Kim	Cal State, Long Beach	Education			21-Jul-20	20-Feb-20	17-Jul-20		NO	NO	-	
Minkyum	Kim	Lamar University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Kal	Kincaid	IAB - Lamar University	Industry	21-Feb-19						NO	NO	-	

QUALIFIED TEAM MEMBERS AND TEAM CHAIRS

Individual Details				Member Training Status									
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Krishna	Kisi	Texas State University	Education	25-Jul-19	20-Mar-20		25-Jul-19			NO	NO	-	
Brian	Kleiner	Virginia Tech	Education	27-Jul-18		21-Feb-19	22-Feb-19			NO	NO	-	
Stacy	Kolegraff	Cal Poly, SLO	Education				20-Jul-20			NO	NO	-	
Dan	Koo	IUPUI	Education	23-Jul-15	11-Mar-17	15-Feb-21	16-Feb-21			YES	NO	-	
Kasim	Korkmaz	University of Texas, San Antonio	Education	25-Jul-19	29-Oct-19	15-Feb-21	16-Feb-21			YES	NO	-	
Jacob	Kovel	Central Connecticut State University	Education	1-Mar-07	15-Apr-12	15-Feb-21	16-Feb-21		20-Feb-20	YES	NO	6	
Kang	Kyu	Purdue University	Education	.			20-Feb-20			NO	NO	-	
Susan	Labas	ACCE Individual Member	Industry	21-Jul-11	11-Sep-10	21-Jul-20	20-Jul-20	17-Jul-20		YES	YES	7	
Jim	Laing	Southwestern Illinois College	Education	26-Jul-12	20-Oct-12	18-Jul-16				NO	NO	1	
Tony	Lamanna	Arizona State University	Education	24-Jul-14	28-Feb-15	27-Jul-18	20-Feb-20	22-Jul-15		YES	NO	1	
Sarel	Lavy	Texas A&M University	Education	20-Feb-14	17-Oct-15	21-Jul-20	20-Feb-20			YES	NO	2	
Tom	Leathem	Auburn University	Education							-	NO	-	
Walter	Lehner	Nosal Builders	Industry	21-Feb-08	17-Mar-12	15-Feb-21	16-Feb-21			YES	NO	3	
Ellen	Lester	Stevens Institute of Technology	Education	20-Jul-19	10-Mar-20					NO	NO	-	
Ming-Han	Li	Michigan State University	Education	27-Jul-18			27-Jul-18			NO	NO	-	
Roger	Liska	Retired Clemson University	Education	25-Feb-11	15-Mar-85	23-Jul-15	24-Jul-15	16-Jul-21		NO	NO	26	24
Andrew	Lister	MMC Materials	Industry	21-Feb-19						NO	NO	-	
Trent	Livingston	IAB - University of Louisiana, Monroe	Education	22-Feb-19						NO	NO	-	
Geoff	Lobley	Southern Alberta Institute of Technology	Education	20-Feb-20	15-Oct-20	15-Feb-21	16-Feb-21			YES	NO	-	
Ira	Locks	Seminole State College of Florida	Education	22-Feb-17		21-Feb-19	22-Feb-19			NO	NO	-	
Krushi	Lokhande	Texas State University	Education			21-Jul-21				NO	NO	-	
Charlie	Long	Collin College	Education				20-Jul-20			NO	NO	-	
Katie	Loughmiller	Kansas State University	Education	23-Feb-17	3-Feb-18	20-Feb-20	20-Feb-20			YES	NO	-	
Zhe	Luo	Lamar University	Education				20-Feb-20	20-Jul-20		NO	NO	-	
Brent	MacDonald	Indiana State University	Education	22-Feb-19		21-Feb-19	22-Feb-19			NO	NO	-	
Brent	MacDonald	Indiana State University	Education							-	NO	-	
Tarek	Mahfouz	Ball State University	Education			21-Jul-20				NO	NO	-	
Mag	Malek	University of North Florida	Education	22-Jul-11	15-Mar-07	21-Feb-19	27-Jul-18	2-Jul-16	20-Feb-20	YES	NO	1	
David	Manry	University of Arkansas, Little Rock	Education	21-Jul-11	15-Mar-09	15-Feb-21	20-Feb-20	17-Jul-20		YES	NO	2	
Chip	Mansfield	KAIROS Marketing	Industry	15-Feb-21						NO	NO	-	
Gordon	Marshall	Tr-City Property Management	Industry			19-Feb-15	19-Feb-15			-	NO	7	
David	Martin	Central Washington University	Education	15-Feb-21	15-Apr-20		20-Feb-20			NO	NO	-	
Theresa	Martin	Purdue University	Education			21-Feb-19	22-Feb-19			NO	NO	-	
Carol	Massarra	East Carolina University	Education				20-Jul-20			NO	NO	-	
Tanya	Matthews	TMG Construction Corp	Industry	25-Feb-17	25-Mar-17	20-Feb-20	20-Jul-20			YES	NO	2	

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Timothy	Matthews	Tarleton State University	Education	21-Feb-19		21-Feb-19	20-Feb-20			NO	NO	-	
Paul	Mattingly	AIC	Industry	19-Apr-07	15-Mar-03	21-Feb-19	20-Feb-20	17-Jul-20		YES	YES	8	
Mithil	Mazumder	Texas State University	Education	20-Jul-20			15-Feb-21			NO	NO	-	
Andrew	McCoy	Virginia Tech	Education	.		21-Feb-19	27-Jul-18			NO	NO	-	
Steven	McCrary	Lamar University	Education	.	19-Mar-11		22-Jul-16	22-Jul-15		NO	NO	3	
Tammy	McCuen	University of Oklahoma	Education	21-Feb-13	1-Feb-14	21-Feb-19	16-Feb-21		20-Feb-20	YES	NO	2	
Charlie	McIntyre	IUPUI (Retired)	Education	20-Feb-04	15-Mar-04	21-Jul-20	20-Jul-20			YES	NO	3	
Steve	McKeegan	SUNY, Delhi	Education	15-Feb-00	15-Mar-00		20-Feb-20	17-Jul-20		YES	YES	4	
Bo	McNabb	Indiana State University	Education	26-Jul-12	25-Mar-17	20-Feb-20	23-Jul-18			YES	NO	1	
Pavan	Meadati	Kennesaw State University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Ray	Meyer	Paradigm Consultants	Industry	22-Feb-19		21-Feb-19				NO	NO	-	
Giovanni	Migliacio	University of Washington	Education							-	NO	-	
Nick	Mills	MAPP Construction & University of Houston	Industry	21-Feb-19						NO	NO	-	
Rebecca	Mirsky	Boise State University	Education	21-Jul-11	15-Mar-05	21-Jul-16	21-Jul-16	20-Jul-16		NO	NO	5	2
Sinem	Mollaoglu	Michigan State University	Education	27-Jul-18		15-Feb-21	16-Feb-21	16-Jul-21		NO	NO	-	
Benjamin	Morgan	Morgan State University / Barton Malow Co.	Education	21-Feb-19			22-Feb-19			NO	NO	-	
Betsy	Moriarty	Moriarty Scheduling	Industry	21-Feb-19						NO	NO	-	
Carol	Morman	Cincinnati State Technical & CC	Education	18-Feb-16	11-Mar-17	23-Feb-17	19-Feb-16			NO	NO	-	
Tim	Mrozowski	Michigan State University	Education	24-Jul-08	15-Mar-97	21-Jul-16	23-Jul-18	22-Jul-15		NO	NO	2	
Steve	Nellis	American Council for Construction Education	Industry	25-Feb-11	3-Mar-19					NO	NO	1	
Tang	Nguyen	Cal State University - Long Beach	Education	24-Feb-14	19-Mar-11	23-Feb-17	28-Jul-17			NO	NO	-	
Bill	Nichols	Georgia Brown College, Toronto	Education	27-Jul-18			27-Jul-18			NO	NO	-	
Johnnie	Norris	Denver Plumbers JATC	Apprentice			15-Feb-21	20-Jul-20			NO	NO	-	
Svetlana	Olbina	Colorado State University	Education	25-Jul-19	22-Oct-19	15-Feb-21	16-Feb-21	16-Jul-21		YES	NO	-	
Wallied	Orabi	Florida International University	Education	22-Oct-17	16-Mar-19	21-Jul-20	16-Feb-21	17-Jul-20		YES	NO	1	
Eric	Ortega	Denver Plumbers JATC	Apprentice			15-Feb-21	16-Feb-21			NO	NO	-	
Mohammadr	Ostadalimakhma	Seminole State College of Florida	Education	10-Apr-19	15-Nov-20	20-Feb-20	20-Feb-20	17-Jul-20		YES	NO	-	
Don	Overton	Sustainable Construction	Industry	20-Feb-14	19-Oct-14	19-Feb-15	19-Feb-15			NO	NO	3	
Mehmet	Ozbet	Colorado State University	Education	25-Jul-19			23-Jul-19			NO	NO	-	
Murray	Papendorf	Amazon	Industry	21-Jul-16	7-Oct-17	15-Feb-21	16-Feb-21	17-Jul-20		YES	NO	2	
Chris	Peck	IAB - Texas State University	Industry	22-Feb-19						NO	NO	-	
Sue	Perlin	At-Large Trustee	Industry	20-Jul-20	15-Nov-20					NO	NO	-	
Jason	Peschel	Washington State University	Education	18-Feb-16	15-Mar-08	20-Feb-20	20-Jul-20			YES	NO	1	
Steve	Peterson	Weber State University	Education			15-Feb-21				NO	NO	-	
Warren	Plugge	Central Washington University	Education	25-Jul-13	23-Mar-19	15-Feb-21	20-Feb-20	16-Jul-21		YES	NO	-	

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Sarah	Poole	SUNY, Delhi	Education	25-Jul-19			25-Jul-19			NO	NO	-	
Afshin	Pourmokhtarian	Wentworth Institute of Technology	Education	.			25-Jul-19	16-Jul-21		NO	NO	-	
Jeff	Pulliam	Renton Technical College	Education	15-Feb-21						NO	NO	-	
Bob	Pyle	North Carolina A&T State University	Education							-	NO	-	
Tan	Qu	Seminole State College of Florida	Education	22-Feb-17	1-Oct-19	21-Feb-19	20-Feb-20	16-Jul-21		YES	NO	1	
David	Ramsey	Florida International University	Education	22-Feb-18	16-Mar-19	21-Feb-19	22-Feb-19			YES	NO	-	
Randy	Rapp	Purdue University	Education	TBD	TBD	15-Feb-21	16-Feb-21			YES	NO	3	
Matt	Ray	Indiana University Purdue University Indianapolis	Education	15-Feb-21		15-Feb-21	16-Feb-21			NO	NO	-	
George	Reichard	Virginia Tech	Education				20-Feb-20			NO	NO	-	
John	Reposa	Eastern Michigan University	Education	27-Jul-18			27-Jul-18			NO	NO	-	
Bridget	Reynolds	Dunwoody College of Technology	Education	22-Feb-18	23-Mar-19					NO	NO	-	
Robert	Ries	University of Florida	Education	26-Jul-12	29-Sep-12	20-Feb-20	20-Feb-20	17-Jul-20		YES	YES	6	2
Luis	Rios	NMSU-Dona Ana CC	Education	27-Jul-17	3-Mar-18					NO	NO	-	
Arsenio	Rodrigues	Bowling Green State University	Education			21-Jul-20	20-Jul-20			NO	NO	-	
Carl	Roegner	American Power Company (Retired)	Industry	1-Jan-15	1-Jan-15			17-Jul-20		NO	NO	18	5
Charles	Roesset	Simpson Strong Tie	Industry	21-Jul-10	15-Mar-98	21-Jul-20	22-Feb-19	20-Jul-16		YES	NO	4	
Tom	Rogers	Individual Member	Education	TBD	TBD	15-Feb-21	16-Feb-21	16-Jul-21		YES	NO	-	
Saeed	Rokooei	Mississippi State University	Education	21-Feb-18	29-Sep-18	21-Jul-20	16-Feb-21		20-Feb-20	YES	NO	2	
Leah	Roue	Minnesota State University, Mankato	Education	23-Jul-15	24-Mar-18		24-Jul-15			NO	NO	-	
Mark	Russell	University of Florida	Education	23-Jul-12	13-Oct-12	23-Feb-17	23-Feb-17			NO	NO	2	
Renee	Ryan	Virginia Tech	Education	24-Jul-14		21-Feb-19	22-Feb-19			NO	NO	-	
Zofia	Rybkowski	Texas A&M University	Education	15-Feb-21			16-Feb-21			NO	NO	-	
Ihab	Saad	Northern Kentucky University	Education	10-Apr-19	9-Mar-13					NO	NO	-	
Mike	Safavi	Jefferson State College	Education	1-Jul-03	15-Mar-04	23-Jul-15	23-Feb-18	25-Jul-18		NO	NO	2	
Talat	Salama	Central Connecticut State University	Education	18-Feb-16		23-Feb-17	27-Jul-18			NO	NO	1	
Carlos	Salgado	University of Maryland, Eastern Shore	Education	21-Feb-19	16-Oct-10	20-Feb-20	20-Feb-20			YES	NO	1	
Ken	Sands	Florida Gulf Coast University	Education	20-Feb-20	15-Oct-20	20-Feb-20	16-Feb-21			YES	NO	-	
Don	Schafer	Ohio State University	Education	22-Feb-18			27-Jul-18	25-Jul-18		NO	NO	-	
John	Schaufelberger	University of Washington	Education	18-Apr-18	15-Mar-02	23-Jul-15	20-Jul-20	16-Jul-21		YES	YES	8	5
John	Schmidt	Individual	Education	21-Feb-18	15-Mar-08	22-Feb-19	16-Feb-21	17-Jul-20		YES	YES	8	5
Steve	Schuette	University of Purdue (Retired)	Education							-	NO	27	25
David	Scott	Georgia Southern University	Education	.			20-Feb-20			NO	NO	-	
Candance	Scott	CTAB	Education	27-Jul-18			27-Jul-18			NO	NO	-	
Scott	Seltveit	Minnesota State University, Moorhead	Education	.				22-Jul-15		NO	NO	11	8
Ahmed	Senouci	University of Houston	Education	22-Feb-19	6-Oct-19	20-Feb-20	25-Jul-19			YES	NO	-	

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Raj	Shah	Liverpool John. Moors	Education	10-Apr-19						NO	NO	-	
Firas	Shalabi	University of Southern Mississippi	Education	23-Feb-17			23-Feb-17			NO	NO	-	
Mark	Shepard	ACCE Individual Member	Industry	21-Feb-19	15-Oct-20	21-Jul-20	20-Feb-20			YES	NO	-	
Wayne	Sheppard	Penn College of Technology	Education	21-Feb-13	22-Sep-18	15-Feb-21	16-Feb-21			YES	NO	1	
Euysup	Shim	Illinois State University	Education	23-Jul-15	11-Mar-17	20-Feb-20	16-Feb-21			YES	NO	-	
Musibau	Shofoluwe	NC A&T State University	Education	21-Feb-18	3-Apr-21	21-Feb-19	22-Feb-19		20-Feb-20	YES	NO	-	
Omidreza	Shoghli	University of North Carolina, Charlotte	Education	23-Jul-17			23-Feb-17			NO	NO	-	
Kathleen	Short	Drexel University	Education			15-Feb-21	20-Jul-20			NO	NO	-	
Joey	Shorter	National Electrical Contractors Association	Industry	15-Feb-21		15-Feb-21				NO	NO	-	
Pramen	Shrestha	UNLV	Education	21-Feb-19	3-Mar-20	21-Jul-20	20-Jul-20			YES	NO	1	
Jeff	Shropshire	Kennesaw State University IAB	Industry	22-Feb-19	23-Mar-19	15-Feb-21	20-Feb-20			YES	NO	-	
Khalid	Siddiqi	Kennesaw State University	Education	18-Apr-18	15-Mar-02		23-Feb-17	16-Jul-21		NO	NO	12	8
Karima	Simmons	National Association of Home Builders	Industry	6-Apr-21	4-Jun-21		20-Jul-20			NO	NO	-	
Chris	Sirmans	Gwinnett Technical College	Education		15-Oct-20			17-Jul-20		NO	NO	-	
Diane	Slattery	Missouri State University, Retired	Education							-	NO	3	
Kerry	Slattery	Missouri State University, Retired	Education	22-Jul-10	15-Mar-05		24-Jul-14	22-Jul-15		NO	NO	10	7
Charles	Smith	Texas State University	Education	22-Feb-19						NO	NO	-	
Timothy	Smith	Killian Construction	Industry	21-Feb-19						NO	NO	-	
John	Sofarelli	J Raymond Construction	Industry	25-Feb-11	24-Sep-11	23-Feb-17				NO	NO	2	
Pranschoo	Solanki	Illinois State University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Siyuaun	Song	University of Southern Mississippi	Education			21-Jul-20	20-Jul-20			NO	NO	-	
Chris	Souder	California State University, Chico	Education							-	NO	-	
BJ	Spencer	Texas State University	Education	22-Feb-18	16-Mar-19	15-Feb-21	20-Jul-20			YES	NO	-	
Greg	Starzyk	Cal Poly, SLO	Education	18-Apr-18		21-Feb-19	27-Jul-18			NO	NO	-	
James	Stein	Eastern Michigan University	Education	27-Jul-17			28-Feb-17			NO	NO	-	
Jacqueline	Stephens	Kennesaw State University	Education	20-Feb-20		15-Feb-21	20-Jul-20			NO	NO	-	
James	Strapko	Dunwoody College of Technology	Education	22-Feb-19			20-Jul-20			NO	NO	-	
Kurt	Strauss	Santa Fe College	Education	21-Jul-16	17-Sep-16	23-Feb-17				NO	NO	-	
Rod	Stutt	Saskatchewan Polytechnic	Education	21-Jul-11	15-Oct-06	21-Jul-20	16-Feb-21	16-Jul-21		YES	YES	8	4
Jeff	Suchy	Ohio State University	Education	27-Jul-17			28-Jul-17			NO	NO	-	
Patrick	Suerman	Texas A&M University	Education	20-Feb-20	6-Mar-20			17-Jul-20		NO	NO	-	
Tulio	Sulbaran	University of Texas, San Antonio	Education	22-Jul-09	15-Mar-05	15-Feb-21	20-Jul-20	17-Jul-20		YES	YES	8	
Jim	Sullivan	University of Florida	Education			20-Feb-20	20-Feb-20			NO	NO	-	
Scott	Sumner	Wentworth Institute of Technology	Education	21-Feb-19	15-Mar-09	21-Feb-19	22-Jul-16	25-Jul-18	20-Feb-20	NO	NO	3	
Joy	Svoboda	ACCE Individual Member	Industry	20-Feb-14	25-Mar-17	21-Jul-20	20-Jul-20			YES	NO	3	

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Anthony	Tacker	Trinity Industrial	Industry	21-Feb-19						NO	NO	-	
Thomas	Taddeo	Wentworth Institute of Technology	Education	26-Jul-12		23-Feb-17	23-Feb-17			NO	NO	-	
Tamie	Taylor	University of Alaska, Acnchorage IAB	Education					16-Jul-21		NO	NO	-	
Mark	Taylor	Auburn University	Education	21-Jul-16	25-Mar-17	21-Feb-19	28-Jul-17			NO	NO	1	
George	Tedder	Santa Fe College	Education	.			20-Jul-20			NO	NO	-	
Mark	Terrill	John Brown University	Education	25-Jul-19	6-Oct-19	21-Jul-20	20-Jul-20			YES	NO	-	
Bill	Terry	Thompson Thrift Construction	Industry	21-Feb-19	25-Feb-20					NO	NO	-	
Daniel	Thomas	East Carolina University	Education				20-Jul-20			NO	NO	-	
Keith	Thomas	Tarrant County College	Education	22-Feb-19	25-Feb-20	21-Jul-20	16-Feb-21	17-Jul-20		YES	NO	-	
John	Tingerthal	Northern Arizona University	Education				16-Feb-21			NO	NO	-	
Dimitar	Todorov	Utica College	Education	25-Feb-11		21-Jul-20	20-Feb-20	16-Jul-21		NO	NO	-	
Daniel	Trujillo	Colorado State University	Education	23-Feb-17	23-Sep-17		23-Feb-17			NO	NO	-	
Heath	Tyler	University of Wisconsin, Stout	Education		26-Mar-17					NO	NO	-	
Rodolpho	Valdes-Vasqyez	Colorado State University	Education				20-Jul-20			NO	NO	-	
Pete	van der Have	Weber State University	Education				16-Feb-21			NO	NO	-	
Richard	Vanderweide	State Fair Community College	Education	15-Feb-21	4-Oct-15	15-Feb-21	16-Feb-21			YES	NO	1	
Bob	Vecera	Manhattan Construction	Industry	21-Feb-19				17-Jul-20		NO	NO	-	
Erin	Vitale	Alfred State College	Education	23-Feb-17	7-Oct-17	15-Feb-21	16-Feb-21	17-Jul-20		YES	NO	2	
Lewis	Waller	Morgan State University	Education	26-Jul-12	13-Oct-12	21-Feb-19	22-Feb-19			YES	NO	3	
Chao	Wang	Louisiana State University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Endong	Wang	SUNY - ESF	Education					21-Jul-21		NO	NO	-	
George	Wang	East Carolina University	Education				20-Jul-20			NO	NO	-	
Joel	Wao	Tuskegee University	Education	20-Feb-20		19-Feb-16	20-Feb-20	16-Jul-21		NO	NO	-	
Jen	Warner	Ball State University	Education				20-Jul-20			NO	NO	-	
Brain	Wasserman	Minnesota State University, Mankato	Education	22-Feb-17	15-Mar-08	19-Feb-15	20-Jul-20	17-Jul-20		YES	YES	7	3
Matt	Webster	Charles Perry Partners	Industry	22-Feb-17	17-Mar-18	20-Feb-20				NO	NO	-	
Rich	Wells	Absher Construction	Industry	18-Feb-16		23-Feb-17	23-Feb-18			NO	NO	-	
Eric	Wetzel	Auburn University	Education	27-Jul-18	3-Mar-19	25-Jul-19	25-Jul-19			YES	NO	1	
Michael	Whelan	Central Washington University	Education	24-Jul-14	6-Sep-14	21-Feb-19	22-Feb-19			YES	NO	2	
Greg	Wiatrek	Alpha Insulation	Industry	21-Feb-19	22-Oct-20					NO	NO	-	
Heath	Wiley	University of Wisconsin, Stout	Education	22-Feb-17		23-Feb-17	22-Jul-16			NO	NO	-	
Betsy	Wilkinson	Indiana State University	Education				20-Jul-20			NO	NO	-	
Kevin	Wilkinson	University of Wisconsin, Stout	Education			21-Jul-20		16-Jul-21		NO	NO	-	
Kim	Williams	Louisiana State University	Education			15-Feb-21	16-Feb-21			NO	NO	-	
Emily	Wimbley	Holder Construction	Industry	20-Feb-20			20-Feb-20			NO	NO	-	

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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QUALIFIED TEAM MEMBERS AND TEAM CHAIRS

Individual Details				Member Training Status									
First Name	Last Name	Organization	Category	MIT Initial Team Training Session	Visit as MIT	Most Recent Advanced Member Training	Most Recent Case Studies	Most Recent Chair Training	Masters Degree Member Training	Eligible for Team Member	Eligible for Team Chair	Total Number of Visits as Member	Total Number of Visits as Chair
Gary	Winek	Texas State University	Education							-	NO	1	
Jeong	Woo	Cal Poly, SLO	Education	24-Jul-18	15-Mar-09	21-Jul-20	20-Jul-20	17-Jul-20		YES	NO	2	
David	Woods	Beavers, Inc	Industry	21-Feb-19	15-Oct-19	15-Feb-21	22-Feb-19			YES	NO	1	
Bruce	Wright	Dunwoody College of Technology	Education				20-Jul-20			NO	NO	-	
Wei	Wu	California State University, Fresno	Education	27-Jul-18		21-Feb-19	22-Feb-19			NO	NO	-	
Edward	Wygnal	Michigan State University IAB	Industry	19-Feb-10	9-Oct-10	20-Feb-20	20-Feb-20	16-Jul-21		YES	YES	8	2
Drew	Yantis	Auburn University	Industry			19-Feb-15				-	NO	3	
Ray	Zanon	HCSS Software	Industry	15-Feb-21						NO	NO	-	
Justin	Zeh	Whiting-Turner	Industry	21-Feb-19						NO	NO	-	
Fan	Zhang	University of Southern Mississippi	Education	20-Feb-20		21-Jul-20	20-Jul-20			NO	NO	-	
Charlie	Zhang	University of Wyoming	Education			15-Feb-21				NO	NO	-	
Greg	Zick	National Association of Home Builders	Industry	20-Feb-14	19-Oct-14	19-Feb-15	19-Feb-16			NO	NO	3	

ACCE ANNUAL 2021 CONFERENCE
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TAB 09 - Leadership Qualifications

TAB 09 - Leadership Qualifications
2021

ACCE
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

ACCE Leadership Criteria

BOARD OF TRUSTEES	
Position	**Criteria**
Board Chair	1. Member of ACCE or representative of an accredited program for five years 2. Has attended at least three of the last four ACCE Conferences 3. Has attended at least one IAB Event 4. Has served as Board Vice Chair for two years 5. Has attended Committee Chair training within last three years 6. Has served as a Committee Chair for one year 7. Member of the Board of Trustees 8. Has been a full member on at least two Visiting Teams
Board Vice Chair	1. Member of ACCE or representative of an accredited program for five years 2. Has attended at least three of the last four ACCE Conferences 3. Has attended at least one IAB Event 4. Has attended Committee Chair training within last three years 5. Has served as a Committee Chair for one year 6. Member of the Board of Trustees 7. Has been a full member on at least two Visiting Teams
Secretary	1. Member of ACCE or representative of an accredited program for five years 2. Has attended at least three of the last four ACCE Conferences 3. Has served on any committee for two years 4. Member of the Board of Trustees 5. Has been a full member on at least two Visiting Teams
Treasurer	1. Member of ACCE or representative of an accredited program for five years 2. Has attended at least three of the last four ACCE Conferences 3. Has served on any committee for two years 4. Member of the Board of Trustees 5. Has been a full member on at least two Visiting Teams
Sustaining Association Trustee	1. Individual representing Sustaining Association

BOARD OF TRUSTEES	
Position	**Criteria**
Educator Trustee	1. Full-time faculty or administrator from an accredited program 2. Has attended at least three of the last four ACCE Conferences 3. Has served on any committee for two years 4. Has been an active member of ACCE for three years 5. Has been a full member on at least one Visiting Team
Practitioner Trustee	1. Member of ACCE or industry representative of an accredited program 2. Has attended at least three of the last four ACCE Conferences 3. Has been an active member of ACCE for three years 4. Has been a full member on at least one Visiting Team 5. Has served on any committee for two years
Public Interest Trustee	1. Nominated by Leadership Development Committee.
At Large Trustee	1. Member of ACCE, is or was a full-time faculty or administrator from an accredited program, is or was a representative of an accredited program Industry Advisory Board, or is a representative of a construction education related organization for at least three years 2. Has attended at least three of the last four ACCE Conferences 3. Has served on any committee for two years 4. Has been an active member of ACCE for at three years 5. Has been a full member on at least one Visiting Team

BOARD COMMITTEE MEMBERS	
Position	**Criteria**
Executive Committee	1. Chair - Current Chair of Board of Trustees 2. Vice-Chair – Current Vice-Chair of Board of Trustees 3. Treasurer – Current Treasurer of Board of Trustees 4. Secretary – Current Secretary of Board of Trustees 5. Member – Current Committee Chair
Accreditation Committee	1. Chair a. Has attended at least three of the last four ACCE Conferences b. Has served as Committee Vice Chair for one year c. Has attended Committee Chair training within three years d. Has been Chair on at least two Visiting Teams e. Must be willing to serve as Committee Chair for at least four years 2. Vice Chair a. Has attended at least three of the last four ACCE Conferences b. Has served on the Committee for at least two years c. Has been Chair on at least one Visiting Team 3. Member a. Has been an active member of ACCE for four years b. Has attended at least two of the last four ACCE Conferences c. Has attended at least two open Committee meetings d. Has been a full member on at least two Visiting Teams
Construction Workforce Education Committee	1. Chair a. Has been an active member of ACCE for four years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least two years d. Has attended Committee Chair training within three years e. Has been a full member on at least one Visiting Team 2. Vice Chair a. Has been an active member of ACCE for four years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least one year d. Has been a full member on at least one Visiting Team 3. Member a. Has been an active member of ACCE for one year b. Has attended at least two of the last four ACCE Conferences c. Has attended at least two of the Committee's Conference meetings

BOARD COMMITTEE MEMBERS	
Position	**Criteria**
Council of Chairs	1. Chair a. Has attended Committee Chair training within three years b. Meeting the requirements for being a Member stated below 2. Member a. Has been an active member of ACCE for four years b. Has attended at least three of the last four ACCE Conferences c. Has been Chair on at least two Visiting Teams Council membership makeup must be as per the following: One member from Accreditation Committee, one member from Standards Committee, one member from Guidance Committee, and one member from Training Committee.
Finance Committee	1. Chair a. Has attended Committee Chair training within last three years b. Treasurer for Board of Trustees 2. Vice Chair a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least two years 3. Member a. Has been an active member of ACCE for one year b. Has attended at least two of the last four ACCE Conferences c. Has attended at least two of the Committee's Conference meetings
Leadership Development Committee	1. Chair a. Past ACCE Board Chair (See qualifications above) 2. Vice Chair a. Has served on the Committee for at least two years b. Has attended at least three of the last four ACCE Conferences c. Current or past Trustee 3. Member a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Has been or currently is a Committee Chair • No more than 50% of members can be current Trustees

BOARD COMMITTEE MEMBERS	
Position	**Criteria**
Marketing and Communications Committee	1. Chair a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Has attended at least two IAB Events d. Has served on the Committee for at least two years e. Has attended Committee Chair training within three years f. Has been a full member on at least one Visiting Team 2. Vice Chair a. Has been an active member of ACCE for two years b. Has attended at least one IAB Event c. Has served on the Committee for at least one year d. Has attended at least two of the last four ACCE Conferences 3. Member a. Has been an active member of ACCE for one year b. Has attended at least two of the last four ACCE Conferences c. Has attended at least one of the Committee's Conference meetings d. Has been a Member-in-Training on a Visiting Team e. Has professional marketing experience in industry, academia, or other volunteer associations
Standards Committee	1. Chair a. Has been an active member of ACCE for five years b. Has attended at least three of the last four ACCE Conferences c. Has been a Chair of at least one Visiting Team d. Has attended Committee Chair training within three years e. Has served on the Standards Committee for at least three years 2. Vice Chair a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least two years d. Has been a Full Member on at least two Visiting Teams 3. Member a. Has been an active member of ACCE for two years b. Has attended at least two of the last four ACCE Conferences c. Has attended at least two of the Committee's Conference meetings

SPECIAL COMMITTEE MEMBERS	
Position	**Criteria**
Awards and Scholarships Committee	1. Chair a. Has been an active member of ACCE for two years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least two years d. Has attended Committee Chair training within three years 2. Vice Chair a. Has been an active member of ACCE for two years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least two years 3. Member a. Has been an active member of ACCE for one year b. Has attended at least one of the last two ACCE Conferences c. Has attended at least one of the Committee's Conference meetings
Guidance Committee	1. Chair a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Preferably, has served as Committee Vice Chair for one year d. Has attended Committee Chair training within three years e. Has served on the Committee for at least two years f. Has been a Chair on at least one Visiting Team 2. Vice Chair a. Has been an active member of ACCE for two years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least two years d. Has been a full member on at least two Visiting Teams 3. Member a. Has been an active member of ACCE for one year b. Has attended at least two of the last four ACCE Conferences c. Has attended at least one of the Committee's Conference meetings d. Has been a full member on at least one Visiting Team
Industry Liaison Committee	1. Chair a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Has attended at least two IAB Events d. Has served on the committee for at least two years e. Has attended Committee Chair training within three years 2. Vice Chair a. Has been an active member of ACCE for two years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least one year 3. Member a. Has been an active member of ACCE for one year b. Has attended at least one of the last two ACCE Conferences c. Has attended at least one IAB Event

SPECIAL COMMITTEE MEMBERS	
Position	**Criteria**
Professional Development Committee	1. Chair a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least two years d. Has attended Committee Chair training within three years 2. Vice Chair a. Has been an active member of ACCE for two years b. Has attended at least three of the last four ACCE Conferences c. Has served on the Committee for at least one year 3. Member a. Has been an active member of ACCE for one year b. Has attended at least one of the last two ACCE Conferences c. Has attended at least one of the Committee's Conference meetings
Training Committee	1. Chair a. Has been an active member of ACCE for three years b. Has attended at least three of the last four ACCE Conferences c. Has attended Committee Chair training within three years d. Has served on the Committee for at least two years e. Has been Chair on at least one Visiting Team 2. Vice Chair a. Has attended at least three of the last four ACCE Conferences b. Has served on the Committee for at least two years 3. Member a. Has been an active member of ACCE for two years b. Has attended at least two of the last four ACCE Conferences c. Has attended at least two of the Committee's Conference meetings d. Has been a full member on at least two Visiting Teams

VISITING TEAM MEMBERS	
Position	**Criteria**
Visiting Teams	1. Visiting Team, Chair a. Has been an active member of ACCE for two years b. Has attended at least two of the last four ACCE Conferences c. Has attended Visiting Team Chair Training within past three years d. Has completed Case Studies Workshop within past three years e. Has been a full member on at least three Visiting Teams 2. Visiting Team, Full Member a. Has been an active member of ACCE for one year b. Has attended at least two of the last four ACCE Conferences c. Has been a Member-in-Training on a Visiting Team d. Has completed Advanced Visiting Team Member Training within past three years e. Has completed Case Studies Workshop within past three years 3. Visiting Team, Member-in-Training a. Has been an active member of ACCE for one year b. Has attended at least one of the last two ACCE Conferences c. Has completed Initial Visiting Team Member Training within past three years

ACCE AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
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Leadership Matrix

Position / Requirements	Notes	Level of Membership	ATTENDANCE: Active ACCE Participant	ATTENDANCE: ACCE New Member Orientation	ATTENDANCE: Conference Attendance	ATTENDANCE: IAB Events	LEADERSHIP: Attended Committee Meeting	LEADERSHIP: Served on any Committee	LEADERSHIP: Years Served on the Committee	LEADERSHIP: Served as Committee Vice Chair	LEADERSHIP: Committee Chair Training Cycle	LEADERSHIP: Served as any Committee Chair	LEADERSHIP: Trustee	VISITING TEAMS: Visiting Team Initial Member Training	VISITING TEAMS: Visiting Team Advanced Full Member Training Cycle	VISITING TEAMS: Visiting Team Chair Training Training Cycle	VISITING TEAMS: Case Studies Workshop Cycle	VISITING TEAMS: Serve as MIT on Visiting Team	VISITING TEAMS: Serve as Full Member of Vidsiting Team	VISITING TEAMS: Serve as Chair of Visiting Team
BOARD OF TRUSTEES																				
Board Chair		Chair	5 Years		3 of 4	1 Event		2 Years	2 Years	2 Years	3 Years	1 Year	Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Board Vice Chair		Vice-Chair	5 Years		3 of 4	1 Event		2 Years			3 Years	1 Year	Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Secretary		Secretary	5 Years		3 of 4			2 Years					Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Treasurer		Treasurer	5 Years		3 of 4			2 Years					Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Sustaining Association Trustee	1	Member	New		3 of 4								Current	1 Session				1 Visit		
Educator Trustee	2	Member	3 Years		3 of 4			2 Years					Current	1 Session	3 Years		3 Years	1 Visit	1 Visit	
Practitioner Trustee		Member	3 Years		3 of 4			2 Years					Current	1 Session	3 Years		3 Years	1 Visit	1 Visit	
Public Interest Trustee	3	Member	New		3 of 4								Current	1 Session				1 Visit		
At-Large Trustee	4	Member	3 Years		3 of 4			2 Years					Current	1 Session	3 Years		3 Years	1 Visit	1 Visit	
BOARD COMMITTEE MEMBERS																				
Executive Committee		Chair	5 Years		3 of 4	1 Event				2 Years	3 Years	1 Year	Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Executive Committee		Vice-Chair	5 Years		3 of 4	1 Event					3 Years	1 Year	Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Executive Committee		Treasurer	5 Years		3 of 4			2 Years					Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Executive Committee		Secretary	5 Years		3 of 4			2 Years					Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Executive Committee		Member	3 Years		3 of 4						3 Years	Current		1 Session	3 Years		3 Years	1 Visit	1 Visit	
Accreditation Committee	7	Chair	4 Years		3 of 4		2 Meetings		2 Years	1 Year	3 Years			1 Session	3 Years	3 Years	3 Years	1 Visit	3 Visits	2 Visits
Accreditation Committee		Vice-Chair	4 Years		3 of 4		2 Meetings		1 Year					1 Session	3 Years	3 Years	3 Years	1 Visit	3 Visits	1 Visit
Accreditation Committee		Member	4 Years		2 of 4		2 Meetings							1 Session	3 Years		3 Years	1 Visit	2 Visits	
Construction Workforce Education Committee		Chair	4 Years		3 of 4		2 Meetings		2 Years		3 Years			1 Session	3 Years		3 Years	1 Visit	1 Visit	
Construction Workforce Education Committee		Vice-Chair	4 Years		3 of 4		2 Meetings		1 Year					1 Session	3 Years		3 Years	1 Visit	1 Visit	
Construction Workforce Education Committee	3	Member	1 Year		2 of 4		2 Meetings							1 Session						
Council of Chairs		Chair	4 Years		3 of 4		2 Meetings				3 Years			1 Session	3 Years	3 Years	3 Years	1 Visit	3 Visits	2 Visits
Council of Chairs	8	Member	4 Years		3 of 4		2 Meetings							1 Session	3 Years	3 Years	3 Years	1 Visit	3 Visits	2 Visits
Finance Committee		Chair	5 Years		3 of 4		2 Meetings		2 Years		3 Years		Current	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Finance Committee		Vice-Chair	3 Years		3 of 4		2 Meetings		1 Year					1 Session	3 Years		3 Years	1 Visit	2 Visits	
Finance Committee		Member	1 Year		2 of 4		2 Meetings							1 Session				1 Visit		
Leadership Development Committee	5	Chair	5 Years		3 of 4		2 Meetings	2 Years	2 Years		3 Years		Former	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Leadership Development Committee		Vice-Chair	3 Years		3 of 4		2 Meetings	2 Years	1 Year			1 Year	Former	1 Session	3 Years		3 Years	1 Visit	2 Visits	
Leadership Development Committee		Member	3 Years		3 of 4		2 Meetings					1 Year		1 Session				1 Visit		
Marketing and Communications Committee		Chair	3 Years		3 of 4	2 Events	2 Meetings		2 Years		3 Years			1 Session	3 Years		3 Years	1 Visit	1 Visit	
Marketing and Communications Committee		Vice-Chair	2 Years		2 of 4	1 Event	2 Meetings		1 Year					1 Session	3 Years		3 Years	1 Visit	1 Visit	
Marketing and Communications Committee	6	Member	1 Year		2 of 4		2 Meetings							1 Session						
Standards Committee	7	Chair	5 Years		3 of 4		2 Meetings		2 Years		3 Years			1 Session	3 Years		3 Years	1 Visit	2 Visits	
Standards Committee		Vice-Chair	3 Years		3 of 4		2 Meetings		1 Year					1 Session	3 Years		3 Years	1 Visit	2 Visits	
Standards Committee		Member	2 Years		2 of 4		2 Meetings							1 Session	3 Years		3 Years	1 Visit	2 Visits	
SPECIAL COMMITTEE MEMBERS																				
Awards and Scholarships Committee		Chair	2 Years		3 of 4		2 Meetings		2 Years		3 Years			1 Session	3 Years		3 Years	1 Visit	1 Visit	
Awards and Scholarships Committee		Vice-Chair	2 Years		3 of 4		2 Meetings		2 Years					1 Session	3 Years		3 Years	1 Visit	1 Visit	
Awards and Scholarships Committee		Member	1 Year		1 of 2		2 Meetings							1 Session						
Guidance Committee		Chair	3 Years		3 of 4		2 Meetings		2 Years		3 Years			1 Session	3 Years	3 Years	3 Years	1 Visit	3 Visits	1 Visit
Guidance Committee		Vice-Chair	2 Years		3 of 4		2 Meetings		1 Year					1 Session	3 Years		3 Years	1 Visit	2 Visits	
Guidance Committee		Member	1 Year		2 of 4		2 Meetings							1 Session	3 Years		3 Years	1 Visit	1 Visit	
Industry Liaison Committee		Chair	3 Years		3 of 4	2 Events	2 Meetings		2 Years		3 Years			1 Session	3 Years		3 Years	1 Visit	1 Visit	
Industry Liaison Committee		Vice-Chair	2 Years		3 of 4	1 Event	2 Meetings		1 Years					1 Session	3 Years		3 Years	1 Visit	1 Visit	
Industry Liaison Committee		Member	1 Year		1 of 2	1 Event	2 Meetings							1 Session						
Professional Development Committee		Chair	3 Years		3 of 4		2 Meetings		2 Years		3 Years			1 Session	3 Years		3 Years	1 Visit	1 Visit	
Professional Development Committee		Vice-Chair	2 Years		3 of 4		2 Meetings		1 Year					1 Session	3 Years		3 Years	1 Visit	1 Visit	
Professional Development Committee		Member	1 Year		1 of 2		2 Meetings							1 Session						
Training Committee		Chair	3 Years	Yes	3 of 4		2 Meetings		2 Years		3 Years			1 Session	3 Years		3 Years	1 Visit	3 Visits	1 Visit
Training Committee		Vice-Chair	2 Years	Yes	3 of 4		2 Meetings		1 Year					1 Session	3 Years		3 Years	1 Visit	2 Visits	
Training Committee		Trainer	2 Years	Yes	2 of 4		2 Meetings							1 Session	3 Years		3 Years	1 Visit	2 Visits	
Training Committee		Member	2 Years	Yes	2 of 4		2 Meetings							1 Session	3 Years		3 Years	1 Visit	2 Visits	
VISITING TEAM MEMBERS																				
Visiting Team		Chair	2 Years		2 of 4											3 Years	3 Years		3 Visits	
Visiting Team		Member	1 Year		2 of 4									1 Session	3 Years		3 Years	1 Visit		
Visiting Team		Trainee	New		1 of 2									1 Session						

REV. 2021.07.13

NOTE #1: Indicates that requirements are to be met within first two years of membership. All other requirements to be met prior to being placed into the position. Nominated by Leadership Development Committee
NOTE #2: Full-time faculty or administrator from an accredited program
NOTE #3: Indicates that requirements are to be met within first two years of membership. All other requirements to be met prior to being placed into the position.
NOTE #4: Member of ACCE, is or was a full-time faculty or administrator from an accredited program, is or was a representative of an accredited program Industry Advisory Board, or is a representative of a construction education related organization.
NOTE #5: Past ACCE Board Chair. This Committee may not have more than 50% of members be current Trustees
NOTE #6: Has professional experience in marketing for industry, academia, or other volunteer organization
NOTE #7: Chair must make a four-year commitment to position
NOTE #8: One member to be from Accreditation Committee, one member to be from Standards Committee, one member to be from Guidance Committee, and one member to be from Training Committee

ACCE
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TAB 10 - Applicant / Candidate / Mentor Roster

TAB 10 - Applicant / Candidate / Mentor Roster

2021

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Board and President Assigned Program Mentors

Date of Assignment	Institution	Type of Mentoring	Board / President	Program Leader	Degree Level	City	State	Mentor Name	Mentor Organization	Mentor Report F20	Mentor Report S21	Notes
2019.07.27	Dallas County, North Lake	Reaccreditatio	Board	Brad Bosher	AAS	Irving	TX	Tulio Sulbaran	University of Texas, San Antonio	2021.01.29		DCNL will be reaccredited Fall 2021
2020.02.24	Mississippi State University	Progress Repo	Board	George Ford	BS	Starkville	MS	Paul Mattingly	AIC / ACCE Board Member	2020.10.02		PR1 Submitted & Approved
2020.02.24	Tarrant County College	Reaccreditatio	Board	James Howard	AAS	Fort Worth	TX	Becky Burleson	ACCE Individual Member	N/A		Accredited in February 2021
2019.08.07	Gwinnett Technical College	Initial Accredi	Board	Ifiok Immanuel	AAS	Lawrenceville	GA	Khalid Siddiqi	Kennesaw State University (Retired)	2020.12.16		PR1 Submitted & Approved
2020.05.13	Cal State Northridge	Reaccreditatio	President	Anwar Aroomi	BS	Northirdge	CA	Jeong Woo	Cal Poly, San Luis Obispo			VT scheduled for S22
2020.10.22	Eastern Kentucky University	Reaccreditatio	President	Dan Enz	BS	Richmond	KY	Paul Mattingly	AIC / ACCE Board Member			VT scheduled for F21
2020.05.13	University of Wisconsin, Stout	Reaccreditatio	President	Kevin Wilkinson	BS	Menomonie	WI	Tom Cole	ACCE Individual Member	2020.12.08		VTR Reviewed by AC Spring 2021
2020.11.05	Central New Mexico Community College	Reaccreditatio	President	Eric Ghahate	AAS	Albuquerque	NM	Rod Stutt	Saskatchewan Polytechnic			VT scheduled for F22
2021.04.13	Central Washington University	Reaccreditatio	President	Warren Plugge	BS	Ellensburg	WA	Tom Cole	ACCE Individual Member			VT scheduled for F21

Candidate Program Mentors

Institution	Type of Mentoring	Form A-1C Received	Program Leader	Degree Level	City	State	Mentor Name	Mentor Organization	Mentor Report F20	Mentor Report S21	Notes
Dunwoody Technical College	Candidate	2017.01.20	Heather Gay	AAS	Minneapolis	MN	Mohamed Diab	Minnesota State University, Mankato	2021.01.31	N/A	VT to visit in Fall 2021
Dunwoody Technical College	Candidate	2017.01.20	Heather Gay	BS	Minneapolis	MN	Mohamed Diab	Minnesota State University, Mankato	2021.01.31	N/A	VT to visit in Fall 2022
Eastern Illinois University	Candidate	2020.08.27	John Cabage	BS	Charleston	IL	Chris Gordon	Southern Illinois University, Edwardsville		2021.05.27	
Florida Gulf Coast University	Candidate	2019.11.12	Long Nguyen	BS	Fort Myers	FL	Robert Ries	University of Florida			
Johnson Community College	Candidate	2018.03.30	Robert Dye	AAS	Overland Park	KS	John Schmidt	ACCE Individual Member		N/A	VT to visit in Fall 2021
Kirkwood Community College	Candidate	2011.03.15	Joe Greathouse	AAS	Cedar Rapids	IA	Francois Jacobs	University of Wyoming	2021.02.08	2021.06.28	Need to re-engage the program.
Lansing Community College	Candidate	Complete	Scott De Rusier	AAS	Lansing	MI	Tom Cole	ACCE Individual Member	2020.12.08	N/A	Initial accreditation visit in Fall 2020
SUNY - Delhi	Candidate	2014.04.29	Steve McKeegan	BS	Delhi	NY	N/A	N/A		N/A	VT to visit in Fall 2021
SUNY - ESF	Candidate	2009.09.13	Paul Crovella	BS	Syracuse	NY	Michael Emmer	Roger Williams University	2020.12.14	2020.05.21	
Tarleton State University	Candidate	2020.10.06	Tim Matthews	BS	Stephenville	TX	Tammy McCuen	University of Oklahoma		2020.06.28	
University of Wyoming	Candidate	2020.06.11	Francois Jacobs	BS	Larimee	WY	Jim Carr	University of Arkansas, Little Rock	2020.12.20	2021.06.09	



Applicant Program Mentors

Institution	Type of Mentoring	Form A-1C Received	Program Leader	Degree Level	City	State	Mentor Name	Mentor Organization	Mentor Report F20	Mentor Report S21	Notes
Collin College	Applicant	2019.02.07	Craig Johnson	AAS	McKinney	TX	Brad Bosher	Dallas College, North Lake			
Howard Community College	Applicant	2020.03.13	Ghazan Bozai	AAS	Baltimore	MD					
Renton Technical College	Applicant	2021.04.29	Jeff Pulliam	AAS	Renton	WA	Tom Cole	Individual Member		2021.05.21	
Rowan University	Applicant	2020.12.22	Alejandro Rodrigu	BA	Online	NJ	David Batie	East Carolliina University			Administration decided to go with ABET
Seminole State College	Applicant	2020.08.17	Tan Qu	BS	Sanford	FL	Abdol Chini	University of Florida	2020.12.14	2021.06.03	
St. Cloud State University	Applicant	2020.01.30	Kurt Helgason	BS	St. Cloud	MN	Brian Wasserman	Minnesota State University, Mankato	2020.12.01		
University of Nebraska, Kearney	Applicant	2020.07.23	Jim Vaux	BS	Kearney	NE	Tom Rogers	Individual Member	2021.01.25		
University of Tennessee, Knoxville	Applicant	2021.05.19	John Buchanan	BS	Knoxville	TN	Drew Yantis	Aubrn University			

Prospect Program Mentors

Date	Institution	Type of Mentoring	Form A-1C Received	Program Leader	Degree Level	City	State	Mentor Name	Mentor Organization	Mentor Report F20	Mentor Report S21	Notes
2019.09.19	Citrus College	Prospect		Elhami Nasr	AAS	Glendale	CA	Tom Cole				
2020.01.20	Indiana Institute of Technology	Prospect		Karl Einolf	AAS	Fort Wayne	IN	James Jones				
2020.06.08	Georgia Tech University	Prospect		Baabak Ashuri	BS	Atlanta	GA	Khalid Siddiqi				
2020.07.20	Morgan State University	Prospect		Lewis Waller	BS	Baltimore	MD	Walter Dukes?				
2020.08.26	Pierce College District	Prospect		Dolores Kelly	AAS	Puyallup	WA	John Schaufelberger				
2020.10.29	Southern Alberta Institute of Technology	Prospect		Geoff Lobley	AAS	Calgary	ALB	Cheryel Goodale				
2020.11.23	Weber State University	Prospect		Russ Butler	BS	Ogden	UT	John Schaufelberger				
2021.01.23	Missoula College	Prospect		John Freer	AAS	Missoula	MT	John Schaufelberger				
2021.01.27	University of Tennessee, Martin	Prospect		Tim Nipp	BS	Martin	TN	Mike Jackson				
2021.02.09	Prairie View A&M University	Prospect		Bruce Buckhorn	BS	Prairie View	TX	Rogers Hunt				
2021.03.10	University of Hawaii at Manoa	Prospect		David Rockwood	BS	Honolulu	HI	Steve Nellis				
2021.03.25	Marywood University	Prospect		James Eckler	BS	Scranton	PA	Victoria Chen				
2021.03.28	George Brown College	Prospect		Blago Blagoev	BT	Toronto	ONT					
2021.04.28	Southwest Wisconsin Technical College	Prospect		Craig Peterson	AAS	Fennimore	WI					
2021.04.30	West Virginia University	Prospect		Ebenezer Tackey-(	BS	Morganstown	WV					
2021.06.03	Fullerton College	Prospect		Jonathan Keller	AS	Fullerton	CA					
2021.07.01	Texas State University - CIM Program	Prospect		Christina Luna	BS	San Marcos	TX	BJ Spencer				
2021.07.01	New Jersey Institute of Technology - CIM Progr	Prospect		Lucy Watt, Dr. Mc	BS	Newark	NJ	Christina Fiori				

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TAB 11 - Strategic Plan

TAB 11 - Strategic Plan
2021

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TAB 12 - Procore Presentation

TAB 12 - Procore Presentation

2021

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TAB 13 - JohnWyatt Presentation

TAB 12 - JohnWyatt Presentation
2021

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TAB 14 - Kiewit Presentation

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TAB 12 - Procore Presentation

TAB 12 - Procore Presentation

2021

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