



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

2020 Industry Advisory Board Best Practices Event



Omni Hotel | 245 Water Street | Jacksonville, Florida | Wednesday, February 19, 2020

2020 Industry Advisory Board Best Practices Event



Jacksonville, Florida



www.acce-hq.org

Event Information

- IAB Best Practices Agenda
- List of Attendees
- 2020 IAB Sponsors
- 2020 IAB Host Schools
- Event Planning Group: IAB Task Force
- 2020 IAB Evaluation Form

About ACCE

- Intro, Mission & Membership Benefits
- ACCE Committees
- Advantages of Accreditation
- A Standard of Excellence
- Membership Applications

Morning Session

- Industry Association Involvement and Support of Construction Management Education
- Faculty Development - Industry Internships
- The ACCE Accreditation Process Self Study and Site Visit - "Lessons Learned"
- Student Learning Outcome (SLO) 9: Meeting the Standard for Multidisciplinary Teams
- Introduction to Steve Nellis: ACCE's New President!
- Lunch / Networking

Afternoon Session

- The Emergence and Importance of Program Leadership in Assessment & Accreditation
- Building Successful Relationships with Industry: The Impacts & Benefits of Strong Industry Integration
- Industry Involvement Instrumental in Developing Relationships with International Partner Institutions
- ACCE Industry Caucus
- Closing Remarks / Resolutions

Resource Materials

- 2019 Participating CM Programs: "At-A-Glance"
- ACCE vs ANSAC/ABET
- Questions to ask your Program about Accreditation
- ACCE vs Another Accreditation PP
- NHE Supplemental Materials
- ACCE Founder's Award, DuPree Scholarship and NHE Scholarship Overview

2020 ACCE Industry Advisory Board Event Agenda

February 19, 2020

7:00 am – 8:00 am	Registration & Breakfast
8:00 am – 8:15 am	Call to Order, Greeting, Introductions and Orientation: <i>Susan Labas, van Zelm Engineers</i>
8:15am – 9:15 am	Industry Association Involvement and Support of Construction Management Education <i>Dan Belcher, NCCER // Tammy Crooks-NEF // Dave Woods-Beavers, Inc. // Haley Moyers-ABC</i> <i>Karima Simmons-NAHB // Marcene Taylor-ASPE</i> <ul style="list-style-type: none"> • Learn how ACCE Association Members Support Career Pathways through Student Chapters • Partnering Opportunities for Construction Education Programs, Research, Financial Support, Awards & Scholarships
9:15 am – 10:00 am	Faculty Development – Industry Internships <i>John Schaufelberger, UW // Robert Ries, University of Florida // Rui Liu, University of Florida // Preston Robinson, The Haskell Company // David Gunderson, WSU // Jerry Gao, NDSU // Carlos Ibarra, Bartlett Cocke General Contractors</i> This session panel will highlight the need for faculty members to remain current regarding industry practices. Two examples of faculty internships will be described, including “lessons learned” from both faculty and industry participants. The benefits of faculty internships extend beyond the normal parameters of faculty development, enabling academics to be more effective and relevant in the classroom.
10:00 am – 10:45 am	The ACCE Accreditation Process Self Study and Site Visit – “Lessons Learned” <i>Charlie McIntyre, IUPUI</i> The Construction Management program at IUPUI recently completed a successful ACCE Self-Study and accreditation visit. The objective of this presentation is to provide the “lessons learned” concerning: Development of the Self-Study; Preparation for and communication with the visiting team prior to the site visit; and Discussions, negotiations, and actions taken during the site visit. Opportunities for audience interaction and discussion will be provided.
10:45am – 11:00 am	Break
11:00 am – 11:45 am	Student Learning Outcome (SLO) 9: Meeting the Standard for Multidisciplinary Teams <i>Charlie McIntyre, IUPUI</i> This session will present one method for the successful assessment of SLO 9 - Apply construction management skills as a member of a multi-disciplinary team. This is a proven method for measuring the management skills of individuals within a team construct.
11:45 am – 12:00 noon	Introduction to Steve Nellis: ACCE’s New President!
12:00 pm – 1:15 pm	Lunch /Networking
1:15 pm – 2:00 pm	The Emergence and Importance of Program Leadership in Assessment & Accreditation <i>Theresa Martin, Purdue Polytechnic Institute</i> With the importance of industry-specific accreditations on a college graduate’s resumé, more universities are looking for ways to assist in the success of their graduates’ education and careers by gaining program accreditations. No small part of the accreditation process involves aligning academic programs with industries and professionals. Theresa manages and coordinates assessment activities across 11 programs and 4 industry-specific accrediting organizations to ensure that all Purdue accreditations remain in good standing.
2:00 pm – 2:45 pm	Building Successful Relationships with Industry: The Impacts & Benefits of Strong Industry Integration <i>University of North Florida // The Ohio State University // Utica College</i> The success of ACCE-Accredited Construction Management programs is a result of the confluence of professional preparation, a vision of excellence, and a construction education philosophy focused on real world engagement. The partnership forged with industry through the Advisory Committee is a key factor in fulfilling this mission. This session will detail the opportunities to network, conduct community service, and aide in students’ successful entry into the workforce. The presentation will define the impact, purpose, and blueprint of a thriving Advisory Board. Individual Mentoring, Course Content, and Diversity & Inclusion strategies will be discussed. The goal will be to provide participants with a working structure for implementing strong and effective industry integration within their respective programs.
2:45 pm – 3:00 pm	Break
3:00 pm – 3:30 pm	Industry Involvement Instrumental in Developing Relationships with International Partner Institutions <i>Richard Burt, Auburn University // Drew Yantis, Holder Construction</i> This presentation will outline how the relationship between Beijing University & Auburn University (BSCI) has developed over time, the important role members of the BSCI IAC played in supporting this relationship, how this relationship has provided study abroad opportunities for BSCI students and research opportunities for BSCI faculty. The presentation will also provide an overview of the accreditation process in China and industry’s role in that process.
3:30 pm – 4:15 pm	ACCE Industry Caucus <i>Facilitator: Joy Svoboda, ViewsValuesVisions</i> // Synthesis, Discussion, Take-Home Lessons
4:15 pm – 4:30 pm	Closing Remarks and Resolutions: <i>Charlie McIntyre, IUPUI</i>
5:30 pm - 6:30 pm	Welcome to ACCE! Networking & Reception at: <i>Omni Hotel, Jacksonville, FL</i>
6:30 pm - 9:30 pm	Industry Advisory Board Dinner & Networking at: <i>River City Brewing Company, Jacksonville, FL</i>

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John Mahoney	Windjammer Construction Corporation	President	ted_mahoney@prodigy.net
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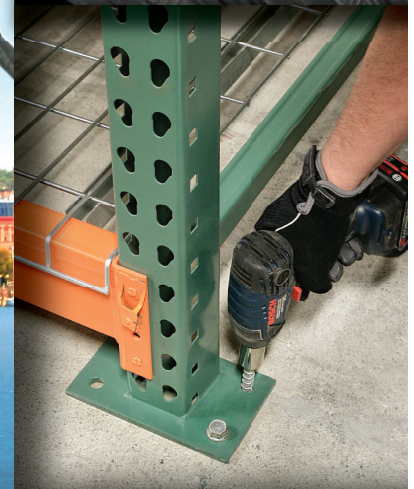
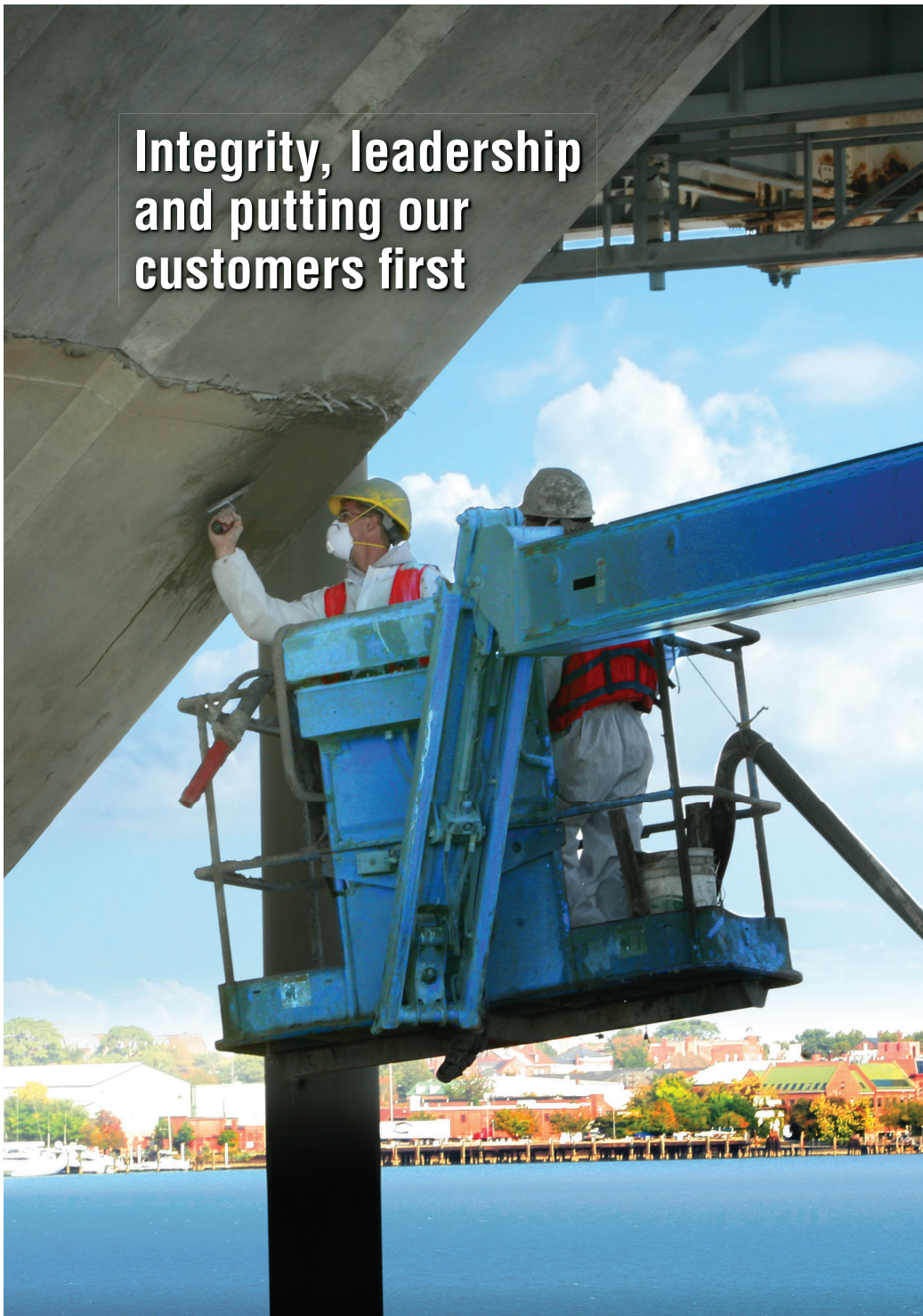
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The purpose of the Construction Industry Advisory Council (CIAC) is to enhance the construction industry through our support of the Bert S. Turner Department of Construction Management at LSU.

WHO ARE CIAC MEMBERS?

Recent LSU CM graduates, leaders in the construction industry, and organization who work in and support the construction industry both locally and across the world.

WHO CAN JOIN LSU CIAC?

Anyone who is passionate about giving back and enhancing the construction industry. It is also always recommended that recent LSU CM alumni get involved to share their input on how the program can be improved.

The CIAC Mission

To enhance the construction industry through the LSU Construction Management Program and its mission to provide a high quality education.

Membership Benefits



NETWORKING OPPORTUNITIES

From tailgates to site visits, the CIAC provides opportunities for members to meet and collaborate.



CURRICULUM INPUT

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 **8 MILLION**
Estimated New Job Openings by 2018

 **2.7 MILLION**
Estimated New Jobs Requiring
Post-Secondary Education by 2018

 **2+ MILLION**
Craft Professionals Needed by 2017

 **25%**
Estimated Growth

 **321,000**
Construction Jobs Added in 2014

WHAT THE EXPERTS ARE SAYING:

■ **Harvard Graduate School of Education** “By 2018, fields like construction and manufacturing will provide nearly 8 million job openings, 2.7 million of which will require a post-secondary credential.”

■ **Construction Labor Market Analyzer** “...one-sixth of the workforce will leave the industry over the next decade... more than 2 million new craft professionals will be needed in our industry by 2017.”

■ **Bureau of Labor Statistics** “Employment of construction laborers and helpers is projected to grow 25 percent from 2012 to 2022, much faster than the average for all occupations. Laborers and helpers work in all fields of construction, and demand for these workers will mirror the level of overall construction activity.”

■ **Associated General Contractors of America** “Construction employers added 29,000 jobs in February 2015 and 321,000 jobs over the past year, reaching the highest employment total in six years, as the sector’s unemployment rate fell to an eight year low of 10.6 percent.”



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7 require an associate degree, credential or certification.*



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**Restoring the Dignity of Work, July 2018*

***Construction Labor Market Analyzer, September 2019*

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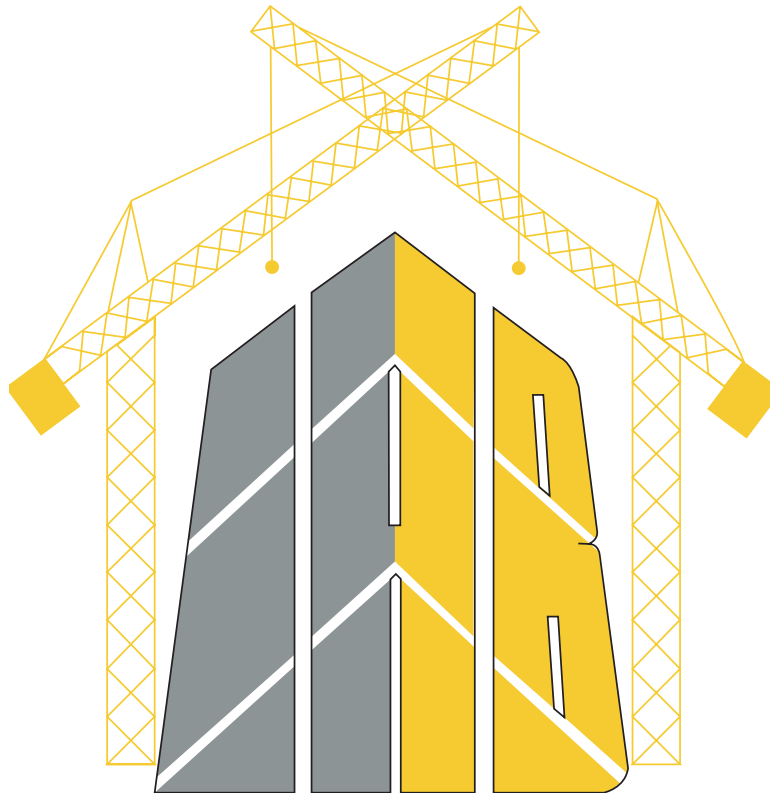
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At the local level, ABC chapters facilitate the interaction of ABC member firms with student chapters through a variety of industry association and school events, including regular membership meetings, guest speakers, internships, community service projects, fundraisers, career fairs/career awareness events, job site tours, and other activities.

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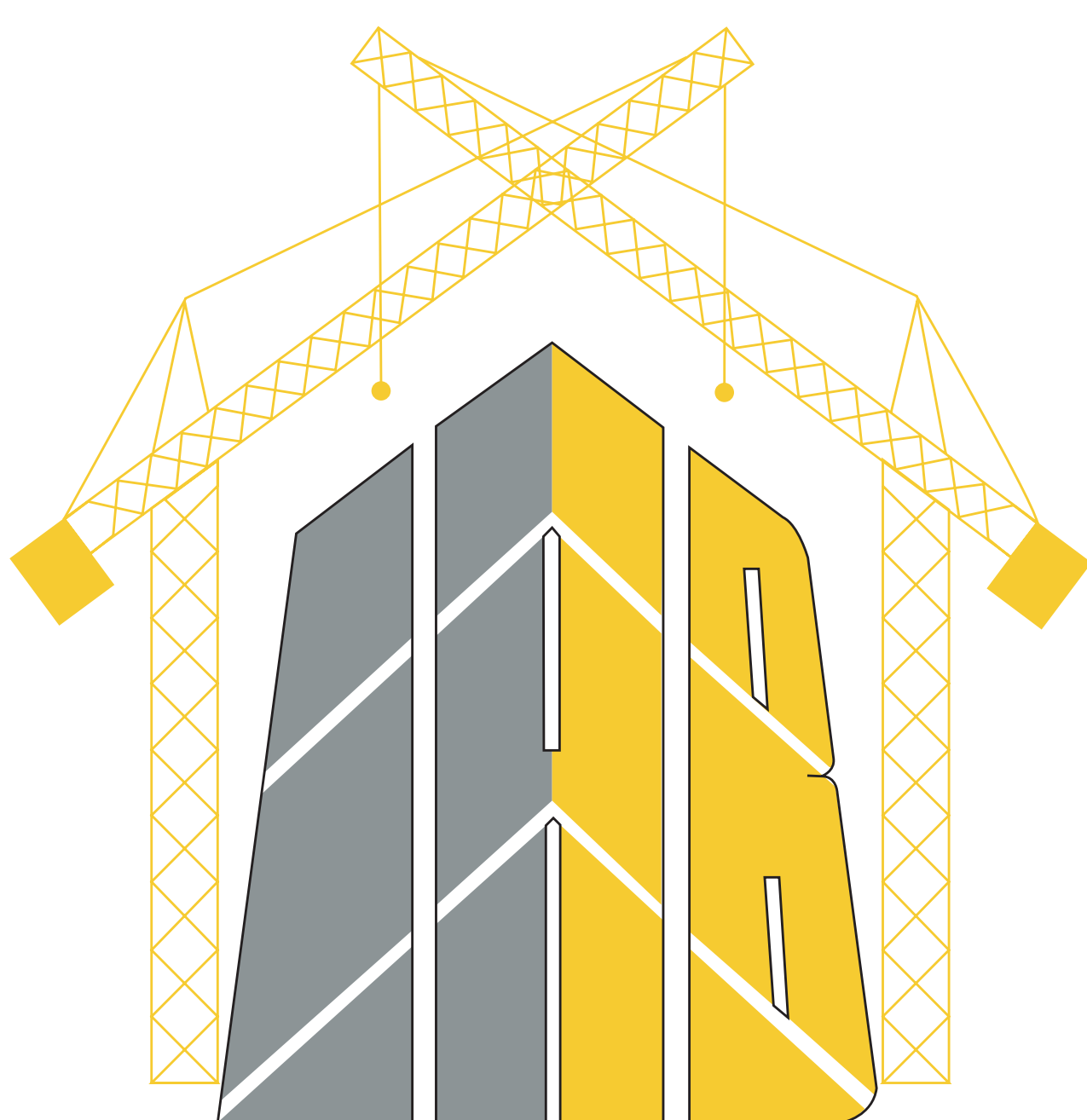
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Department of Construction Management



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Event Planning Group: IAB Task Force



Charles McIntyre, Ph.D.

Charles McIntyre is currently a Professor and Director of the Construction Engineering Management Technology Program at Indiana University Perdue University Indianapolis (IUPUI). He received a B.S. from Springfield College in 1975, a B.S. from the University of Massachusetts in 1989, an M.Eng. from Penn State in 1991, and a Ph.D. from Penn State in 1996. Prior to joining IUPUI, he was a faculty member and former chair in the Department of Construction Management and Engineering at North Dakota State University in Fargo. His industry experience includes nine years as a department supervisor and manager in the area of water and wastewater systems. Prior to entering the construction and engineering industry, he was involved in the educational profession as an elementary and high school teacher both in the U.S. and Canada. Dr. McIntyre's current research includes sustainable construction / green building and pedagogical activities involving active learning. He has been involved in ACCE for over a decade and has been associated with the IAB Event since its inception in 2005. He is also an active member of the American Society for Engineering Education serving in a number of leadership positions and was recently elected as a "Fellow" of the Society.



Susan Labas, CPSM

Program Chair - Susan Labas is a Senior Associate and Director of Marketing for van Zelm Engineers, a national mechanical and electrical design and consulting firm headquartered in Connecticut. Her background includes construction management and industry environmental regulations as well as business development. Prior to joining van Zelm, Susan worked for the Konover Construction Corporation (now KBE Building Corporation) where she held a number of positions, including Manager of Business Development and Manager of Tenant Construction. Earlier in her career Susan worked for a joint venture between United Technologies Corporation and Rensselaer Polytechnic Institute that pioneered distance learning in the workplace. She holds a Bachelor's Degree from Vassar College and a Master's Degree from Rensselaer Polytechnic Institute, and is a Certified Professional Services Marketer (CPSM). Susan is the past Chair of the Industry Advisory Board of the Central Connecticut State University Construction Management Department. She is a member of the Board of Trustees of ACCE, the American Council for Construction Education, serving on the Development Committee and Industry Liaison Committee. Susan is a long-time member of the Hartford Advisory Board for the Connecticut ACE Mentor Program. A charter board member and past president of the Connecticut Chapter of Professional Women in Construction, Susan also served for seven years on the board of the Connecticut Building Congress and is a past president of the Hartford Chapter of the National Association of Women in Construction.



Charles Roesset

Charles Roesset has been in the building material industry since 1984. Since joining Simpson Strong-Tie in January 1990, he has covered a sales territory encompassing south Texas, Louisiana, Mississippi, the Caribbean, and South and Central America. He held the position of Education and Training Manager for the McKinney, Texas, office for six years, where he built, managed, and operated both the McKinney and Jacksonville, Fla., training centers. These training centers became accredited to offer continuing education and professional development hours to a variety of trade groups, including inspectors, architects, and contractors. In October 2001, Charlie accepted the role of Company Wide Training Manager, where his responsibilities include managing all aspects of employee training and supporting branches with their customer training initiatives. He has been part of developing a certified training program in cooperation with the NAHBRC, and helps Simpson lead the industry in promoting construction industry education.



Chuck Berryman, Ph.D.

Dr. Charles (Chuck) Berryman has served 26 years in various, and sometimes concurrent, administrative roles for academia, professional organizations, and the construction industry. He left his industry career in 1988 to join Texas A&M University as a Visiting Assistant Lecturer. He later earned his doctorate then went on to work at the University of Nebraska where he achieved promotion to Full Professor. He is currently Chair for the Bert S. Turner Department of Construction Management at Louisiana State University (LSU). Career highlights include program development for a Doctor of Philosophy in Construction Management (along with two Master of Science degree programs in the same field), Regional Director then President for the Associated Schools of Construction (ASC), member of the Board of Trustees for the American Council for Construction Education (ACCE), and Board member for LSU's Construction Industry Advisory Board (CIAC). Dr. Berryman is heavily involved in curriculum development, program assessment, construction education, and online education at local, regional, and national levels.



Tanya Matthews, ISP, FAIC

Tanya Matthews is the President of TMG Construction Corporation, a leading design-build and general contractor based in the nation's capital. TMG's portfolio includes thousands of projects under repeat contracts with various federal, regional and municipal government agencies. TMG Construction employs more than 100 full-time trade and professional personnel who work on TMG projects around the country. Ms. Matthews is a certified Industrial Security Professional and in 2016 TMG received the James S. Cogswell Outstanding Industrial Security Achievement Award. Ms. Matthews is an internationally recognized expert in the field of design-build - *Engineering News Record* magazine named her as a top leader in the field of design-build, and she was named "Enterprising Woman of the Year" by *Enterprising Women Magazine*. Ms. Matthews was awarded the American Institute of Constructors' (AIC) Stephen P. Byrne Award for professionalism and highest support for advancing the construction industry, as well as the AIC's Walter A. Nashert, Sr. Constructor Award for Ethics and Integrity. Among many other accolades received over the years, TMG is the recipient of the American Subcontractors Association's Nation's Capitol Award - Outstanding General Contractor, as well as ASA's Outstanding Job Supervision Award. In addition to running a highly successful company, Ms. Matthews serves on many Boards of Directors nationally and locally, including serving as Chairman of AIC's College of Fellows and Chairman-Elect of the AIC Education Foundation.



Karima Simmons

Karima Simmons is the Director of Development and Communications for the National Housing Endowment. There, Simmons helped to create and now manages their corporate and individual donor fundraising initiatives. Her fundraising efforts support several national grant and scholarship programs focusing on residential construction management and skilled trades education. Simmons has worked in nonprofit development for over 10 years with a range of experiences in foundation, corporate and individual fundraising. She specializes in areas of k-12 and postsecondary education and community development. She holds a Bachelor of Science degree from Drexel University in Philadelphia, PA and has recently begun studies into obtaining her Certified Fund Raising Executive (CFRE) credentials. She has volunteered her professional capabilities to help support local high schools, community nonprofits and political campaigns. Simmons' commitment to the building industry extends to her personal life where she studies carpentry, managed a complete home renovation, and participated in a Habitat for Humanity build in Kenya. She is an avid DIYer, baking enthusiast, enjoys travel, endurance races and spending time with her 3 children- a son, a daughter, and dog. She is a native Washingtonian.

**Dan Belcher**

Dan Belcher is the Director of Workforce Development for NCCER in Alachua Florida. As Workforce Development (WFD) Director Dan's duties include informing and updating government, workforce, industry and education sponsors about NCCER. He is also charged with assisting organizations establish craft training programs and serves as liaison to several national committees and works closely with Skills USA and serves on the ACCE Board of Trustees. Dan hails from the great state of Texas where he was the Career and Technical Education Consultant for the Education Service Center Region XI in Fort Worth. He also served as the Director for Career and Technical Education for the Fort Worth Independent School District. Before that he served the Fort Worth ISD in a variety of positions including Principal, Vice Principal and teacher. Dan has his undergraduate degree from the

University of North Carolina at Wilmington and his Masters in Education from the University of Texas Arlington.



2020 IAB Evaluation Form

Note: All 2020 IAB Attendees will receive an online evaluation survey sometime in the two weeks immediately following this program. A hard copy of the evaluation questions is included here for your convenience.

IAB Event - Participant Evaluation Survey – February 2020

1. Which of the following most closely describes your field of employment?

- a) Academic Administrator
- b) Association
- c) Faculty
- d) Industry/Construction Professional
- e) Manufacturer or Supplier
- f) Retired, Academic
- g) Retired, Industry
- h) Retired, Other
- i) Other _____

2. Are you currently a member of a local IAB?

- a) Yes! I am a current Member
- b) No, but I used to be
- c) No, but I am considering it
- d) No, I am faculty
- e) No

3. How did you learn about this event?

- a) Directly from an ACCE email
- b) ACCE website
- c) Word of mouth from a Colleague
- d) Forwarded email from a Colleague
- e) Word of mouth from my IAB Chair
- f) Forwarded from IAB Chair
- g) Other _____

4. Why did you decide to attend this event?

5. Overall, was this event of value to you?

- ☐ Yes
- ☐ No

6. Why or why not? Please explain the value you received or would have liked to.

Industry Association Involvement and Support of Construction Management Education

7. Did you find value in the presentation "Industry Association Involvement and Support of Construction Management Education"?

- ☐ Yes
☐ No

8. Why or Why Not? Please explain the value you received or would have liked to.

Faculty Development – Industry Internships

9. Did you find value in the presentation "Faculty Development – Industry Internships"?

- ☐ Yes
☐ No

10. Why or Why Not? Please explain the value you received or would have liked to.

The ACCE Accreditation Process – Self Study and Site Visit “Lessons Learned”?

11. Did you find value in the presentation "The ACCE Accreditation Process – Self Study and Site Visit “Lessons Learned”?

- ☐ Yes
☐ No

12. Why or Why Not? Please explain the value you received or would have liked to.

Student Learning Outcome (SLO) 9: Meeting the Standard for Multidisciplinary Teams

13. Did you find value in the presentation "Student Learning Outcome (SLO) 9: Meeting the Standard for Multidisciplinary Teams"?

- ☐ Yes
☐ No

14. Why or Why Not? Please explain the value you received or would have liked to.

The Emergence and Importance of Program Leadership in Assessment & Accreditation

15. Did you find value in the presentation "The Emergence and Importance of Program Leadership in Assessment & Accreditation"?

- ☐ Yes
☐ No

16. Why or Why Not? Please explain the value you received or would have liked to.

Building Successful Relationships with Industry: The Impacts & Benefits of Strong Industry Integration

17. For Track One-A Attendees, did you find value in the presentation "Building Successful Relationships with Industry: The Impacts & Benefits of Strong Industry Integration"?

- ☐ Yes
☐ No

18. Why or Why Not? Please explain the value you received or would have liked to.

Industry Involvement Instrumental in Developing Relationships with International Partner Institutions

19. For Track One-B Attendees, did you find value in the presentation "Industry Involvement Instrumental in Developing Relationships with International Partner Institutions"?

- ☐ Yes
☐ No

20. Why or Why Not? Please explain the value you received or would have liked to.

Round Table Discussion (ACCE Industry Caucus)

21. Did you find value in the presentation "Round Table Discussion (ACCE Industry Caucus)"?

- ☐ Yes
☐ No

22. Why or Why Not? Please explain the value you received or would have liked to.

Closing Remarks

23. Did you find value in the "Closing Remarks"?

- ☐ Yes
☐ No

24. Why or Why Not? Please explain the value you received or would have liked to.

25. Please give your opinion on various other items, i.e., Registration Process, Breakfast, Lunch, Breaks, Dinner, Overall Venue, etc.?

26. Would you consider attending another ACCE IAB event next year?

- ☐ Yes
☐ No

27. Which ACCE IAB Events have you attended?

- | | | |
|----------------------------|---------------------------|--------------------------|
| 2010 Albuquerque | <input type="radio"/> Yes | <input type="radio"/> No |
| 2011 Ft. Lauderdale | <input type="radio"/> Yes | <input type="radio"/> No |
| 2012 Phoenix | <input type="radio"/> Yes | <input type="radio"/> No |
| 2013 Baton Rouge | <input type="radio"/> Yes | <input type="radio"/> No |
| 2014 Tampa | <input type="radio"/> Yes | <input type="radio"/> No |
| 2015 Long Beach | <input type="radio"/> Yes | <input type="radio"/> No |
| 2016 Mobile | <input type="radio"/> Yes | <input type="radio"/> No |
| 2017 Orlando | <input type="radio"/> Yes | <input type="radio"/> No |
| 2018 Tucson | <input type="radio"/> Yes | <input type="radio"/> No |
| 2019 Houston | <input type="radio"/> Yes | <input type="radio"/> No |
| This is my first IAB Event | <input type="radio"/> Yes | <input type="radio"/> No |

THANK YOU FOR ATTENDING AND FOR SHARING YOUR COMMENTS!



The American Council for Construction Education (ACCE) is a 501(c) (3) private nonprofit corporation. 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. The primary goal is promotion and continued improvement of postsecondary construction education; specifically, ACCE accredits construction education programs in colleges and universities that request its evaluation and meet its standards and criteria.

ACCE is recognized by the Council for Higher Education Accreditation (CHEA) as the accrediting agency for both four-year baccalaureate degree programs and two-year associate degree programs in construction, construction science, construction management, and construction technology.

Organized in 1974 by the American Institute of Constructors, the constructor's professional organization, and the Associated Schools of Construction, ACCE enjoys the support of the principle building and contracting national associations and academic institutions seeking to satisfy the needs for well-educated and trained entrants into the construction profession.

By working together under the aegis of ACCE, persons representative of the total construction community—the public at large, construction educators and constructors—establish and maintain standards and criteria for accreditation, provide guidance to those seeking to achieve accredited status, and carry out the accreditation and reaccreditation processes. In doing so, ACCE serves the interests of potential students by helping them identify institutions and programs that offer quality education in the field, and serves the interests of the industry by enabling employers to identify persons who, by reason of their education and training, have the potential for making lasting contributions to the industry and their profession. ACCE also serves the interests of owners/users of constructed facilities and the public at large by raising the professional caliber of constructors and thus the quality of the construction for which they assume responsibility.

ACCE has developed reciprocal agreements with the Chartered Institute of Building (CIOB) of the United Kingdom, the National Board for Construction Management Accreditation (NBCMA) of the People's Republic of China, and the Canadian Technological Accreditation Board (CTAB). The agreements recognize university degree programs accredited by CIOB, NBCMA, and CTAB as equivalent to baccalaureate or associate degree programs accredited by ACCE. These agreements are the culmination of a long period of evaluation by all parties, embracing academic standards' comparability, exchange of procedural information, and reciprocal observation of accreditation visits.

ACCE's Mission

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's Purpose

The purposes for which the corporation is formed are:

- To promote and improve construction education and research at the postsecondary level;
- To engage in accrediting construction education programs offered by colleges and universities;
- To maintain procedures consistent with policies and procedures established by other accreditation agencies to which the corporation may belong;
- To publish current information concerning criteria and procedures adopted by the corporation for accrediting;
- To report the results of its activities;
- To list the colleges and universities which have or are seeking accredited programs of study in construction;
- To review at regular intervals the criteria which the corporation has adopted to evaluate programs in construction education; and
- To do any and all things necessary to carry out the purposes and conduct the business of the corporation as authorized by law.

Why Choose ACCE Accreditation?

An ACCE-accredited construction education program provides assurance to students and prospective employers that the program has met stringent standards of content and quality. Program graduates are able to perform a broad range of professional responsibilities. Because programs are required to perform periodic self evaluations, industry and students are assured that the program is current with emerging technologies and requirements of the construction field.

Once accredited, the institution and construction education program can further benefit by sending representatives to ACCE events, where they can learn what other programs are doing and using. Through the networking possibilities, they can keep current with emerging technologies and instructional techniques.

Why Join ACCE as an Industry/Association Member?

- ✓ You can influence the development of the industry's future managers and leaders.
- ✓ You can participate in the evolution and improvement of accreditation standards and criteria.
- ✓ You can help monitor programs that prepare graduates who will ultimately determine the "bottom line" success of the industry.
- ✓ You can partner with local construction education programs in service and research activities.
- ✓ You can be a member of accreditation visiting teams.
- ✓ You can serve on program advisory committees.
- ✓ You can help guide accreditation requirements to ensure program graduates are well-prepared to meet the professional challenges facing the industry.
- ✓ You can partner with a program to sponsor field trips, summer internships, and cooperative education activities.
- ✓ You can serve on the ACCE Board of Trustees.

To apply, complete the application found at <http://acce-hq.org/newmemberapplication>. Organization (Industry) dues are \$1500 per year and Association dues are \$4400 per year. Individual memberships are also available for \$150 per year. All dues and contributions are tax deductible.

Non-Degree Program Recognition

In response to the concept of quality education in construction, the American Council for Construction Education has created a recognition program for non-degree, career-related education programs. This is an effort to recognize the providers and programs that have a quality process and content aimed at providing education other than skills training. This is NOT accreditation, as it is not aimed at degree granting programs.

Non-Degree Recognized Providers and Programs

The following providers and their specific programs listed have met the standards established by ACCE and are currently recognized for their contributions to the construction industry.

National Association of Home Builders

Certified Aging-in-Place Specialist Program
Certified Green Professional Program

NAWIC Education Foundation

Certified Construction Associate Program

National Center for Construction Education & Research

The Project Management Academy Program
The Project Supervision Academy Program

The Safety Council of Louisiana Capital Area

Certified Occupational Safety Specialist Program

Have a Construction Management Program Worthy of ACCE Recognition?

If your organization has an ongoing, continuing education program aimed at managers in the construction field, consider applying for ACCE Non-Degree Program Recognition.

For more information, visit <http://acce-hq.org/nondegreerecognition.htm>



Steve Nellis

President

American Council for Construction Education

Steve Nellis is President/CEO, bringing more than 30 years of experience in management for professional construction firms and industry associations. Steve's longstanding association with ACCE includes serving on multiple committees and as Chair of the Board of Trustees.

Steve's successful career has involved executive-level leadership of respected construction management firms as well as the founding of his own home building company specializing in sustainably constructed, energy efficient homes. He has provided consulting services for the National Association of Home Builders (NAHB) National Housing Endowment and the Homebuilders Institute where he contributed to planning, strategy, recruiting, resource management, and finance for these subsidiary organizations.

Steve earned his Bachelor of Science (BS) in construction management from Michigan State University and a Master's in Construction Management (MCM) from Eastern Carolina University.

Since 1974, the American Council for Construction Education (ACCE) has been a leading global advocate of quality construction education that promotes, supports, and accredits quality construction education programs. The primary goal is promotion and continued improvement of postsecondary construction education: specifically, ACCE accredits construction education programs in colleges and universities that request its evaluation and meet its rigorous standards and criteria. The Council offers accreditation for Bachelor and Master Degree Programs, and Recognition of Continuing Education courses for non-degree programs in construction science, construction management and construction technology. ACCE is a 501(c)(3) non-profit corporation.

With Steve's new appointment in 2019, ACCE relocated its headquarters from San Antonio, TX to Irving, TX. The new address for the office is 300 Decker Drive, Suite 330, Irving, TX 75062. The telephone number is 972-600-8800. Email address: ACCE@ACCE-HQ.org.

ACCE is the joint effort of industry and academia that created the gold standard for rigorous construction accreditation in the US, elevated the recognition of construction education on university campuses, and set accredited programs apart. Steve's arrival expands ACCE's capabilities for providing senior level guidance for the continuous improvement of construction education.

ACCE Committees

BOARD COMMITTEES

These Committees report to the Board

Accreditation Committee

Chair: Dr. Khalid Siddiqi

Kennesaw State University

Vice Chair: Dr. Craig Capano

Florida Gulf Coast University

Vice Chair: Dr. Rod Stutt

Saskatchewan Polytechnic

The Accreditation Committee considers the accreditation reports and other pertinent materials submitted in connection with the accreditation of an academic program. The Accreditation Committee is also responsible for the development and maintenance, subject to Board of Trustees' acceptance, of ACCE's accreditation procedures, and for visitor training and qualification. Its key responsibility, however, is for recommending accreditation actions to the Board of Trustees - i.e., initial accreditation, continuance or reinstatement of accreditation and revocation or suspension of accreditation.

Finance Committee

Chair: Ms. Pam Dullum

Gervasio & Associates, Inc.

The Finance Committee shall be responsible for preparation and submission of an annual budget; development and execution of an annual plan for funding the budget; oversight of the budget; preparation and maintenance of a five-year budget projection; and maintenance of the financial records of ACCE.

Leadership Development Committee

Chair: Dr. Cheryel Goodale

Recent Past Board of Trustees Chair

The Leadership Development Committee's purpose is to develop future leaders of ACCE by helping them become committee chairs, vice chairs, Trustees and Officers. This Committee may also assist in nominating persons to those positions for Board approval.

Standards Committee

Chair: Dr. Abdol Chini

University of Florida

Vice Chair: Dr. David Batie

East Carolina University

The Standards Committee shall be 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.

Council of Chairs

Chair: Dr. Craig Capano

Florida Gulf Coast University

The Council of Chairs will make personal contact with 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: review the accreditation process and make recommendations for improving the process with emphasis on the quality, consistency, and timing of team visits and Visiting Team Reports; make recommendations to promote the consistent interpretation of ACCE standards; and make recommendations on the training and other qualifications necessary for service as a Team Chair or Team Member.

Marketing & Communication Committee

Chair: Ms. Joy Svoboda

ViewsValuesVisions

The Marketing and Communications Committee serves ACCE by developing a marketing plan, strategies, guidelines and overseeing consistent, effective communication aligned with the ACCE mission and the branding message of ACCE. This includes ACCE-branded 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, email, signage and merchandise. The committee maintains the ACCE Marketing Plan which is updated every three years (3), and oversees updates and revisions to the ACCE website as needed. The committee coordinates with ACCE staff regarding usage of the resources in the annual ACCE budget approved by the Board of Trustees.

EXECUTIVE COMMITTEE

The Executive Committee shall be 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 meeting of the Board. 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.

SPECIAL COMMITTEES

These Committees report directly to the Executive Committee.

Dupree Education Fund Committee

Chair: Mr. Rogers Hunt

A.G. Construction Company

The Committee shall be 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.

Training Committee

Chair: Professor Scott Sumner

Wentworth Institute of Technology

Vice Chair: Professor Ilyas Bhatti

Wentworth Institute of Technology

The Training Committee shall be responsible for structuring appropriate training for Registered Visitors, Educators and Visiting Team Chairs.

Guidance Committee

Chair: Dr. John Schmidt

Professor Emeritus – Ferris State University

Vice Chair: Dr. Robert Ries

University of Florida

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 effect a self-evaluation study that will be an integral part of the ACCE accreditation process, in particular ACCE Document 102; recommending to the Executive Committee such changes as may be needed to improve these materials on a scheduled basis; 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 assigning mentors to new candidate programs.

Recognition Committee

Chair: Ms. Tammy Crooks

Bryne Construction Services

Vice Chair: Mr. Bill Good

Roofing Industry Alliance for Progress

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.

Industry Liaison Committee

Chair: Dr. Charles McIntyre

Indiana University Purdue University at Indianapolis

The Industry Liaison Committee is to serve as a liaison between the construction industry and the ACCE in order to provide a stronger relationship and input from this important constituency.

CAUCUSES

Baccalaureate Degree Program Directors Caucus

Chair: Dr. Robert Ries

Florida State University

This caucus is a forum for like-minded people to discuss current issues in construction education and exchange best practices that advance construction education at the baccalaureate level.

Associate Degree Program Directors Caucus

Chair: Mr. Mike Safavi

Jefferson State Community College

This caucus is a forum for like-minded people to discuss current issues in construction education and exchange best practices that advance construction education at the associate level.

Industry Caucus

Chair: Ms. Joy Svoboda

ViewsValuesVisions

This caucus is a forum for like-minded people to discuss current issues in construction education of specific interest to the construction industry.



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



ADVANTAGES OF ACCREDITATION

Promoting quality construction education since 1974, ACCE is the accrediting body that raises the standard of excellence for construction education through industry and academic partnerships. In particular, the American Council for Construction Education creates value for student, academic, industry and association stakeholders by:

promoting rigorous accreditation;

facilitating opportunities for networking, development and innovation;

sharing best practices and benchmarking;

and engaging academic and industry thought leaders.

ACCE ACCREDITATION SERVES THE INTERESTS OF:



Students, by helping them identify institutions and programs that offer quality construction education. ACCE-accredited programs offer unique opportunities for learning both in the classroom and in the field.

The career experiences that students encounter—through internships, student competitions, labs, and jobsite tours—complement classroom work and prepare graduates for success in the profession. In addition, ACCE accredited programs engage Industry Advisory Boards that meet with program faculty members, participate in classrooms, conduct field trips and provide internships.



The Construction Industry, by enabling employers to identify persons who have the potential for making lasting contributions to the construction industry and their profession, and



Owners/Users of Constructed Facilities and the Public at Large, by raising the professional caliber of constructors and thus the quality of the construction for which they assume responsibility.

ACCE accredited program graduates are in high demand.

- a.** Academically prepared in construction methods used in multiple industry sectors.
- b.** Adept at contemporary technology applications.
- c.** Experienced with hands-on construction practices.
- d.** Aware of the need for safety and safety culture.
- e.** Committed to continuous improvement.
- f.** Able to lead projects and teams.





**AMERICAN COUNCIL FOR
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SPECIFICALLY, ACCREDITATION OF A CONSTRUCTION EDUCATION PROGRAM BY ACCE ASSURES:

1. Students and prospective employers that the program has met stringent industry standards of content and quality.

"Now we just recruit from ACCE accredited institutions. Students from accredited programs progress faster and go further in their careers."

—Gordon Marshall, Retired, Pepper Construction

2. Program graduates have been provided a quality education enabling them to perform a broad range of professional responsibilities.

"Regional accrediting bodies ensure the University as a whole meets national standards of quality education, but it is professional accreditation processes at the program level that ensure graduates possess the requisite skills and knowledge for success in the industry and that their future employers are able to influence the content of academic programs serving specific fields of study."

*—Marty Garza, President, AGC Foundation
Bartlett Cocke General Contractors*

3. Demonstrates to the construction industry and students that the program performs periodic self-evaluations to keep current with emerging technologies and requirements of the construction industry.

Accreditation by ACCE assists an institution and its construction education program in maintaining contact with other programs and practicing construction professionals, and enables the program to:

- a)** Keep current with emerging technologies in the field.
- b)** Increase awareness of current courses, facilities and services provided by other accredited programs.
- c)** Improve instructional techniques; and
- d)** Access construction industry contacts nationwide.





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



A STANDARD OF EXCELLENCE

ACCE accreditation is the standard of excellence that is widely recognized throughout the construction industry since 1974.

Regional accrediting bodies ensure the University as a whole meets national standards of quality education, but it is **professional accreditation processes at the program level that ensure graduates possess the requisite skills and knowledge for success in the industry and that their future employers are able to influence the content of academic programs serving specific fields of study.**

Marty Garza

President AGC Foundation, Bartlett Cocke General Contractors

ACCE involves construction industry professionals in each step of its accreditation process to ensure students are work-ready upon graduation.

ACCE accreditation is (and has always been) the result of an academic-industry partnership to develop and maintain comprehensive program and curriculum standards that prepare graduates for success in the industry. A major component of ACCE accreditation is continuous program quality improvement.

Apply for Candidacy
with Required Documentation



Accepted as Candidate
Max. 5 years for Candidacy



**Complete & Submit
Self-Study Report**



Accepted for Site Visit*



Site Visit



**Board Determines
Accreditation**

**If not accepted for Site Visit, rework Self Study.*

ACCREDITATION PROCESS TIMELINE

To initiate the process, the institution desiring to pursue ACCE accreditation contacts the ACCE President to obtain relevant documentation. Documents are available at acce-hq.org/accreditation_process/accreditation-procedures. The ACCE President will provide guidance on their use. ACCE offices can be reached by phone at (210) 495-6161 or by email at acce@acce-hq.org.



The institution provides ACCE with an application for Candidate Status, additional documentation, and a \$500 initial accreditation fee.*



ACCE reviews submitted documentation to determine whether or not to admit the program to Candidate Status.



If the program is admitted, ACCE assigns a mentor to assist in the preparation of a Self-Evaluation Study and to prepare for a site visit.

A program may remain in Candidate status for up to 5 years.



The program develops a Self-Evaluation Study following ACCE guidelines and submits the document for 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.



A site visit is conducted to verify the contents of the Self-Evaluation Study and that the program is in compliance with ACCE standards.



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.



ACCE notifies the institution of the Board decision regarding award of accreditation.

*For a breakdown of all accreditation-related fees, visit www.acce-hq.org/accreditation_process/fees



**AMERICAN COUNCIL FOR
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PARTNERSHIP FOR EXCELLENCE



Application for Sustaining Association Membership

Any construction industry-related professional association, society, institute, or foundation can influence the educational experience of future construction leaders by becoming a ***Sustaining Association Member***.

- Sustaining Association Members appoint a representative on the Board of Trustees who has authority to act for it in all matters relating to ACCE. The representative preferably should be an industry practitioner or a construction educator.
- Sustaining Association Member representatives may participate as members of the Educator or Industry Caucus (as appropriate) and may be appointed to ACCE committees.
- Logos for Sustaining Association Members will be prominently displayed on ACCE correspondence and website, and a display table with appropriate signage will be provided at each ACCE mid-year and annual meeting.
- Sustaining Organizational Members will have free use of ACCE mailing lists for distribution of electronic information.
- Annual dues for Sustaining Association Members is \$5,000 per year, which includes registration for one representative at both annual and mid-year meetings.

**Believing in the goals and objectives of the American Council for Construction Education,
we apply for membership as a Sustaining Association Member.**

Name of Organization: _____

Name of person who will actively participate in ACCE:

Name: _____ Title: _____

Employer: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Fax: _____ E-mail: _____

Signature: _____ Title: _____

(please see reverse for additional information)

The American Council for Construction Education (ACCE) is an IRS 501(C)(3) organization;
therefore membership dues and/or contributions are tax deductible

Principal Activity of Association:

_____ Educator/Education

_____ Construction Industry

_____ Professional Society

_____ Public Interest

_____ Trade Association

_____ Other

Representative Interest:

(Meetings of the following committees are open to all attendees at ACCE mid-year and annual meetings.)

_____ Finance Committee – responsible for development of annual budget and oversight of budget execution.

_____ Guidance Committee – responsible for assisting academic programs achieve initial accreditation and re-accreditation.

_____ Industry Liaison Committee – responsible for enhancing the relationship between ACCE and the construction industry.

_____ Marketing and Communications Committee – responsible for development of a marketing plan and communications resources to increase awareness of and participation in ACCE.

_____ Standards Committee – responsible for development of standards and criteria for ACCE accreditation.

_____ Training Committee – responsible for conducting training for members of visiting teams.

Annual Membership Dues Payment:

Sustaining Association Member Dues: \$5,000 per year

Please mail this form with your payment to:

President
American Council for Construction Education
825 W. Bitters Road, Suite 103
San Antonio, TX 78216



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



Application for Corporate Membership

Any company or corporation having an interest in the construction industry or in construction education can influence the educational experience of future construction leaders by becoming a **Corporate Member**.

- Corporate Members appoint a representative who has authority to act for it in all matters relating to ACCE. The representative preferably should be an industry practitioner.
- Corporate Member representatives may participate as members of the Industry Caucus, may be appointed to ACCE committees, and may be elected to the Board of Trustees.
- Corporate Member representatives will be invited to attend the Annual Industry Advisory Board Workshop held just prior to the ACCE mid-year meeting. Separate registration for the workshop will be required.
- Annual dues for Corporate Members is \$2,500 per year, which includes registration for one representative at both annual and mid-year meetings.

**Believing in the goals and objectives of the American Council for Construction Education,
we apply for membership as an Corporate Member.**

Name of Company or Corporation: _____

Name of person who will actively participate in ACCE:

Name: _____ Title: _____

Employer: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Fax: _____ E-mail: _____

Signature: _____ Title: _____

(please see reverse for additional information)

The American Council for Construction Education (ACCE) is an IRS 501(C)(3) organization;
therefore membership dues and/or contributions are tax deductible

Representative Interest:

(Meetings of the following committees are open to all attendees at ACCE mid-year and annual meetings.)

- _____ Finance Committee – responsible for development of annual budget and oversight of budget execution.
- _____ Guidance Committee – responsible for assisting academic programs achieve initial accreditation and re-accreditation.
- _____ Industry Liaison Committee – responsible for enhancing the relationship between ACCE and the construction industry.
- _____ Marketing and Communications Committee – responsible for development of a marketing plan and communications resources to increase awareness of and participation in ACCE.
- _____ Standards Committee – responsible for development of standards and criteria for ACCE accreditation.
- _____ Training Committee – responsible for conducting training for members of visiting teams.

Annual Membership Dues Payment:

Corporate Member Dues: \$2,500 per year

Please mail this form with your payment to:

President
American Council for Construction Education
825 W. Bitters Road, Suite 103
San Antonio, TX 78216



**AMERICAN COUNCIL FOR
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PARTNERSHIP FOR EXCELLENCE



Application for Association Membership

Any construction industry-related professional association, society, institute, or foundation can influence the educational experience of future construction leaders by becoming an **Association Member**.

- Association Members appoint a representative who has authority to act for it in all matters relating to ACCE. The representative preferably should be an industry practitioner or a construction educator.
- Association Member representatives may participate as members of the Educator or Industry Caucus (as appropriate) and may be appointed to ACCE committees and elected to the Board of Trustees.
- Logos for Association Members will be prominently displayed on ACCE correspondence and website.
- Annual dues for Association Members is \$2,500 per year, which includes registration for one representative at both annual and mid-year meetings.

**Believing in the goals and objectives of the American Council for Construction Education,
we apply for membership as an Association Member.**

Name of Organization: _____

Name of person who will actively participate in ACCE:

Name: _____ Title: _____

Employer: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Fax: _____ E-mail: _____

Signature: _____ Title: _____

(please see reverse for additional information)

The American Council for Construction Education (ACCE) is an IRS 501(C)(3) organization;
therefore membership dues and/or contributions are tax deductible

Principal Activity of Association:

_____ Educator/Education

_____ Construction Industry

_____ Professional Society

_____ Public Interest

_____ Trade Association

_____ Other

Representative Interest:

(Meetings of the following committees are open to all attendees at ACCE mid-year and annual meetings.)

_____ Finance Committee – responsible for development of annual budget and oversight of budget execution.

_____ Guidance Committee – responsible for assisting academic programs achieve initial accreditation and re-accreditation.

_____ Industry Liaison Committee – responsible for enhancing the relationship between ACCE and the construction industry.

_____ Marketing and Communications Committee – responsible for development of a marketing plan and communications resources to increase awareness of and participation in ACCE.

_____ Standards Committee – responsible for development of standards and criteria for ACCE accreditation.

_____ Training Committee – responsible for conducting training for members of visiting teams.

Annual Membership Dues Payment:

Association Member Dues: \$2,500 per year

Please mail this form with your payment to:

President
American Council for Construction Education
825 W. Bitters Road, Suite 103
San Antonio, TX 78216



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



Application for Industry Advisory Board Membership

Any industry advisory board associated with an ACCE-accredited program can influence the educational experience of future construction leaders by becoming an **Industry Advisory Board Member**.

- Industry Advisory Board Members appoint a representative who has authority to act for it in all matters relating to ACCE. The representative preferably should be an industry practitioner.
- Industry Advisory Board Member representatives may participate as members of the Industry Caucus, may be appointed to ACCE committees, and may be elected to the Board of Trustees.
- Industry Advisory Board Member representatives will be invited to attend the Annual Industry Advisory Board Workshop held just prior to the ACCE mid-year meeting. Separate registration for the workshop will be required.
- Annual dues for Industry Advisory Board Members is \$2,000 per year, which includes registration for one representative at both annual and mid-year meetings.

**Believing in the goals and objectives of the American Council for Construction Education,
we apply for membership as an Industry Advisory Board Member.**

Name of Related Program: _____

Name of person who will actively participate in ACCE:

Name: _____ Title: _____

Employer: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Fax: _____ E-mail: _____

Signature: _____ Title: _____

(please see reverse for additional information)

The American Council for Construction Education (ACCE) is an IRS 501(C)(3) organization;
therefore membership dues and/or contributions are tax deductible

Representative Interest:

(Meetings of the following committees are open to all attendees at ACCE mid-year and annual meetings.)

- _____ Finance Committee – responsible for development of annual budget and oversight of budget execution.
- _____ Guidance Committee – responsible for assisting academic programs achieve initial accreditation and re-accreditation.
- _____ Industry Liaison Committee – responsible for enhancing the relationship between ACCE and the construction industry.
- _____ Marketing and Communications Committee – responsible for development of a marketing plan and communications resources to increase awareness of and participation in ACCE.
- _____ Standards Committee – responsible for development of standards and criteria for ACCE accreditation.
- _____ Training Committee – responsible for conducting training for members of visiting teams.

Annual Membership Dues Payment:

Industry Advisory Board Member Dues: \$2,000 per year

Please mail this form with your payment to:

President
American Council for Construction Education
825 W. Bitters Road, Suite 103
San Antonio, TX 78216



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



Application for Individual Membership

Any individual having an interest in the construction industry or in construction education can influence the educational experience of future construction leaders by becoming an **Individual Member**.

- Individual Members may participate as members of the Educator or Industry Caucus (as appropriate), may be appointed to ACCE committees, and may be elected to the Board of Trustees.
- Individual Members will be invited to attend the Annual Industry Advisory Board Workshop held just prior to the ACCE mid-year meeting. Separate registration for the workshop will be required.
- Annual dues for Individual Members is \$150 per year with reduced membership dues of \$75 for the initial year if membership.

**Believing in the goals and objectives of the American Council for Construction Education,
I apply for membership as an Individual Member.**

Name: _____ Title: _____

Employer: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Fax: _____ E-mail: _____

Signature: _____ Title: _____

(please see reverse for additional information)

The American Council for Construction Education (ACCE) is an IRS 501(C)(3) organization;
therefore membership dues and/or contributions are tax deductible

Committee Interest:

(Meetings of the following committees are open to all attendees at ACCE mid-year and annual meetings.)

- ☐ Finance Committee – responsible for development of annual budget and oversight of budget execution.
- ☐ Guidance Committee – responsible for assisting academic programs achieve initial accreditation and re-accreditation.
- ☐ Industry Liaison Committee – responsible for enhancing the relationship between ACCE and the construction industry.
- ☐ Marketing and Communications Committee – responsible for development of a marketing plan and communications resources to increase awareness of and participation in ACCE.
- ☐ Standards Committee – responsible for development of standards and criteria for ACCE accreditation.
- ☐ Training Committee – responsible for conducting training for members of visiting teams.

Annual Membership Dues Payment:

Individual Member Dues: \$150 or \$75 as appropriate

Please mail this form with your payment to:

President
American Council for Construction Education
825 W. Bitters Road, Suite 103
San Antonio, TX 78216

Industry Association Involvement and Support of Construction Management Education

Dan Belcher - NCCER

Tammy Crooks - NEF

Dave Woods - Beavers, Inc. & The Beavers Charitable Trust

Haley Moyers - Associated Builders and Contractors (ABC)

Karima Simmons - NAHB

Marcene Taylor - ASPE

Summary

- Learn how ACCE Association Members Support Career Pathways through Student Chapters
- Partnering Opportunities for Construction Education Programs, Research, Financial Support, Awards & Scholarships

Panel Questions:

Tammy- Explain how NEF supports ACCE schools and what activities can students get involved with at the chapter level?

Dave- Please explain the mission of the Beavers and how that relates to ACCE Accredited programs across the country?

Haley- Supporting and expanding student chapters across the country is an initiative ABC National is working on, can you explain how ACCE programs benefit from this initiative?

Karina- NAHB has had a long association with ACCE and working with student chapters. What are the benefits of being involved with NAHB and are there any new initiatives in the future schools can take advantage of?

Marcene- ACCE and ASPE have had a long history together, what are the advantages partnering with APE has for CM programs?

All- The cost of tuition is a deterrent for many students seeking CM degrees, what are some of the scholarship opportunities your organizations offer?

Q & A

**Dan Belcher**

Director of Workforce Development
National Center for Construction Education + Research (NCCER)

Dan Belcher is the Director of Workforce Development for NCCER in Alachua, Florida. As Workforce Development (WFD) Director, Dan's experience assists him in his duties of informing and updating government, workforce, industry and education sponsors about NCCER. He also assists companies, schools, and governmental agencies implement workforce development activities to improve the construction industry. Dan also serves as the liaison between the NCCER and the SkillsUSA national and state offices. Dan hails from the great state of Texas where he was the Career and Technical Education Consultant for the Education Service Center Region XI in Fort Worth. He also served as the Director for Career and Technical Education for the Fort Worth Independent School District. Before that he served the Fort Worth ISD in a variety of positions including Principal, Vice Principal and teacher.

Dan has his undergraduate degree from the University of North Carolina and his Master's in Education from the University of Texas Arlington.



Tamara Crooks

Senior Project Manager
Byrne Construction Services

Tamara Crooks serves as a Senior Project Manager for Byrne Construction Services. Since her 1997 graduation from law school, Tamara has acquired additional education, skills, experience and most importantly, the relationships necessary to become an industry leader. While her primary focus has been on delivering projects to clients, she is also committed to providing pathways for other women seeking to enter and enjoy successful careers in the industry.

Recognizing education to be the single most important element in a successful construction career, she is committed to improving existing and creating new educational programs while ensuring this critical education is accessible to those seeking a career in the industry. In doing so, Tamara is an active member of the American Council for Construction Education and serves on the Board of Trustees in addition to being a member of the Accreditation Committee and Chair of the Recognition Committee.

As a nineteen-year member of the National Association of Women in Construction, Tamara served two terms as the Dallas Chapter's President. She has been a member of the Board of Trustees of the NAWIC Education Foundation for several years and is currently the Immediate Past President having served as the Foundation's President last year.

Tamara utilizes her status as an attorney in a positive manner. She practices claim avoidance and has not experienced a single claim on any project she managed during her twenty-five-year career. She utilizes the Golden Rule as her guide and enjoys a sterling reputation for delivering in budget, on time and dispute free projects.



Dave Woods

Executive Director

Beavers, Inc. & The Beavers Charitable Trust

Dave Woods serves as Executive Director of Beavers, Inc., a national association of companies involved in heavy construction, as well as Executive Director of The Beavers Charitable Trust, the scholarship arm of the organization. Prior to joining the Beavers in 1999 he was the West Coast representative for the American Road and Transportation Builders Association (ARTBA) for three years. He served as Editor and Publisher of California Builder & Engineer magazine for 17 years before joining ARTBA. He is a graduate of the University of California at Davis with a degree in Managerial Economics and a member of the National Academy of Construction.

The Beavers Charitable Trust was formed in 1977 to provide support for students interested in careers in heavy construction. Since the formation, the Trust has established endowed scholarships in construction management, civil engineering and construction engineering at 48 schools, plus contributed to the funding of 10 endowed professorships.

Dave Woods, Executive Director

Beavers, Inc. & Beavers Charitable Trust

2053 Grant Rd., Ste. 370

Los Altos, CA 94024

Tel: 650.694.4835

Fax: 650.694.4836

Website: www.thebeavers.org | www.HeavyConstructionCareers.com

Social: [Facebook](#) | [LinkedIn](#) | [YouTube](#)

**Haley Moyers**

Senior Manager of Career Programs and Conference Education
Associated Builders and Contractors (ABC)

Haley Moyers serves as senior manager of career programs and conference education at Associated Builders and Contractors, a national construction industry trade association established in 1950 that represents more than 21,000 members. A George Mason University graduate, she facilitates the interaction of ABC chapters and member firms with colleges and universities, providing information and knowledge of the construction industry through the ABC National Student Chapter Network. In her role, she oversees active network involvement, building the construction management pipeline.



Karima Simmons

Director of Development and Communications
National Housing Endowment

Karima Simmons is the Director of Development and Communications for the National Housing Endowment. There, Simmons helped to create and now manages their corporate and individual donor fundraising initiatives. Her fundraising efforts support several national grant and scholarship programs focusing on residential construction management and skilled trades education. Simmons has worked in nonprofit development for over 10 years with a range of experiences in foundation, corporate and individual fundraising. She specializes in areas of k-12 and postsecondary education and community development. She holds a Bachelor of Science degree from Drexel University in Philadelphia, PA and has recently begun studies into obtaining her Certified Fund Raising Executive (CFRE) credentials. She has volunteered her professional capabilities to help support local high schools, community nonprofits and political campaigns. Simmons' commitment to the building industry extends to her personal life where she studies carpentry, managed a complete home renovation, and participated in a Habitat for Humanity build in Kenya. She is an avid DIYer, baking enthusiast, enjoys travel, endurance races and spending time with her 3 children- a son, a daughter, and dog. She is a native Washingtonian.



Marcene Taylor, CPE, LEED AP

President

Marcene Taylor Inc.

Marcene Taylor is a specialist in conceptual cost estimating, a published essayist, national Immediate Past President of the American Society of Professional Estimators, and president of Marcene Taylor Inc.

Marcene began her estimating career as an apprentice at Davis Langdon in 1996 then joined HMC Architects from 2001 to 2007. Marcene was then the principal in charge of cost planning for mack5 until 2010 when she started Marcene Taylor Inc. Marcene has written articles for *Estimating Today* as well as contributed to the books *Hot Jobs* and *Non-Traditional Careers for Women and Men*. Marcene has a Certificate in Construction Project Management from California State University, Dominguez Hills and is a Certified Professional Estimator.

Marcene conducts cost planning and analysis for a variety of different facility types specializing in healthcare, educational, civic and academic facilities. Marcene specializes in early conceptual estimating in ensuring that a project's scope is achievable for the budget available, emphasizing not only the construction cost portion of the project, but also the entire project budget.

Marcene lives in Boise, Idaho with her husband Clay and two Great Danes. Marcene serves on the board of Ronald McDonald House Charities of Idaho, Western Sports Foundation, and is the Founder and President of the Veterans Center for Recreation, Education & Wellness (VetCREW).

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Faculty Development – Industry Internships

John Schaufelberger, Ph.D., PE - University of Washington

Robert Ries, Ph.D. - University of Florida

Rui Liu, Ph.D., LEED AP BD+C - University of Florida

Preston Robinson - The Haskell Company

David Gunderson, Ph.D., CPC, FAIC, MCI OB, DBIA - Washington State University

Jerry Gao, Ph.D., PE, CPC - North Dakota State University

Carlos Ibarra - Bartlett Cocke General Contractors

Summary

This session panel will highlight the need for faculty members to remain current regarding industry practices. Two examples of faculty internships will be described, including “lessons learned” from both faculty and industry participants. The benefits of faculty internships extend beyond the normal parameters of faculty development, enabling academics to be more effective and relevant in the classroom.



John Schaufelberger, Ph.D, PE

Professor of Construction Management and Dean Emeritus of the College of Built Environments
University of Washington

John Schaufelberger, Ph.D., PE, is Professor of Construction Management and Dean Emeritus of the College of Built Environments at the University of Washington, where he has taught since 1994. He has taught both graduate and undergraduate courses in the areas of construction equipment management, construction practices, construction contract procurement, construction firm management, and international construction project management. A licensed professional engineer, he served thirty years as an officer in the US Army Corps of Engineers prior to joining the University of Washington faculty. He managed major public works construction projects in Asia, Europe, and the Middle East, as well as at many locations throughout the United States. He has represented the United States in negotiations with foreign governments. He is the author of *Construction Business Management*, published in 2009 by Prentice-Hall. He is co-author of *Construction Cost Estimating: Process and Practices*, published in 2005 by Prentice-Hall; *Construction Project Safety*, published by Wiley in 2014; *Professional Ethics for the Construction Industry*, published by Routledge in 2015; *Management of Construction Projects: A Constructor's Perspective*, 2nd ed., published by Routledge in 2017; *Construction Equipment Management*, 2nd ed., published by Routledge in 2019; and *Construction Superintendents: Essential Skills for the Next Generation*, published by Routledge in 2020.



Robert Ries, Ph.D

Professor

M.E. Rinker, Sr., School of Construction Management
University of Florida

Robert Ries is a Professor and Associate Director of the Powell Center for Construction and the Environment at the Rinker School.

Educational Background

Ph. D. in Architecture (Building Performance and Diagnostics), 1999, Carnegie Mellon University

MS in Architecture (Building Performance and Diagnostics), Carnegie Mellon University, 1995

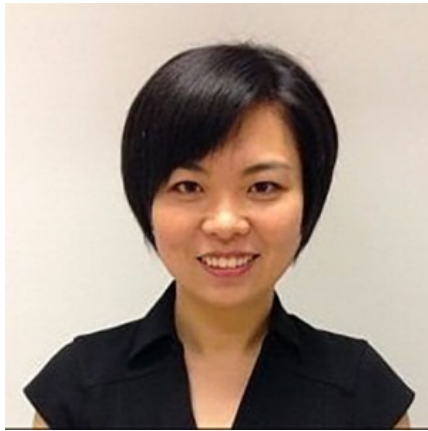
B. Arch, Pratt Institute, 1982

Teaching, Research, and Service

Dr. Ries teaches courses in construction documents, sustainable design and construction, and value engineering that are both required and elective courses in the undergraduate and graduate programs in the School.

Dr. Ries's primary research work is focused on improving the environmental performance of buildings and the built environment. Dr. Ries has published over 110 peer-reviewed papers with work published in journals such as *Energy Policy*, *Energy and Buildings*, *Journal of Cleaner Production*, *Building and Environment*, *Journal of Industrial Ecology*, and *the International Journal of Life Cycle Assessment*.

Dr. Ries is a member of the Board of Trustees of the American Council for Construction Education (ACCE), chair of the ACCE Baccalaureate Caucus, co-chair of Guidance, a member of the Marketing committee, and a member of accreditation visiting teams.



Rui Liu, Ph.D., LEED AP BD+C

Researcher and Educator
University of Florida

Dr. Rui Liu is a researcher and educator dedicated to advancing the built environment through the implementation of advanced innovative technologies. Specifically, her research involves infrastructure resilience, data analytics, information system advancement, systems integration, and business process reengineering for complex projects and organizations. Dr. Liu's research areas of interest include Building Information Modeling (BIM) and the use of cloud-based technology for life cycle information management. Her research focus has earned her wide recognition and funding, including a project from Fiatch in which she completed analysis on Building Information Modeling for facility management for an Air Force administration facility at Joint Base San Antonio.

Dr. Liu holds a B.M. in Construction Management (2005) and a B.S. in Mathematics and Applied Mathematics (2005) from Tianjin University, and an M.M. in Project Management (2007) from Tianjin University. She holds an M.S. in Information System and Operations Management (2010) and a Ph.D. in Design, Construction, and Planning (2012) from the University of Florida. Before joining the faculty at UF, she worked as an Assistant Professor in the Department of Construction Science for the University of Texas at San Antonio for four years. She is a CM-BIM professional and LEED AP BD+C. She received the 2015 best scholarly paper award from ASCE Journal of Construction Engineering and Management and the best paper award from the 2014 International Conference on Innovative Technologies in Construction.

**Preston Robinson**

Director of Preconstruction
The Haskell Company

Preston Robinson is Director of Preconstruction at The Haskell Company. He graduated from the M.E. Rinker School of Construction Management at the University of Florida and joined Haskell upon graduation. The majority of his career was in project management and leveraged that experience upon joining preconstruction. The types of projects he worked on spans across the food and beverage, consumer products, aviation, and energy market sectors - with a range between \$5M and \$400M. He currently leads a team of 10 estimating professionals who generated \$2.8B in estimates last year.



David Gunderson, Ph.D, CPC, FAIC, MCIOB, DBIA

Associate Professor in the School of Design and Construction
Washington State University

Dr. David E. Gunderson is an Associate Professor in the School of Design and Construction at Washington State University. He has 18 years teaching experience in construction management subjects at the graduate and undergraduate levels, and brings more than 30 years of work experience into the classroom. Most of that experience was in the commercial construction sector, and he stays current through his consulting and research. David has served on the Board of Directors for the Associated Schools of Construction (ASC) for 10 years and is in his last year of a 2-year term serving as ASC president. David's goals include: 1) Support the construction industry with applied research through professional development workshops and private research. 2) Bring this applied research into the classroom, strengthening construction education and making construction management education more relevant. David's research interests have included: 1) Construction superintendent competencies and attributes required for success. 2) The changing roles in construction delivery systems. 3) Alternative project delivery systems. 4) Challenges associated with the changing requirements for construction faculty.



Zhili (Jerry) Gao, Ph.D., PE, CPC

Associate Professor and Dept. Chair in the Department of Construction Management Engineering
North Dakota State University

Zhili (Jerry) Gao is an Associate Professor and Department Chair in the Department of Construction Management Engineering at the North Dakota State University, Fargo, ND. He obtained his Ph.D. degree in Civil Engineering at the Iowa State university. He is licensed Professional Engineer (PE) in the state of Minnesota and National Certified Professional Constructor (CPC). His current research interest includes lean construction, advanced concrete material and construction, and design and construction visualization. Currently he is a member for several Transportation Research Board Committees. As an instructor, He teaches the courses of Construction Scheduling and Project Control, Building Construction, and Construction Technology and Equipment etc.



Carlos Ibarra

Project Manager

Bartlett Cocke General Contractors

- Resident of San Antonio, TX
- Bachelor of Science in Architecture from the University of Texas at San Antonio
- Project Manager for Bartlett Cocke General Contractors
- Delivered multiple facilities, primarily higher education and healthcare
- With Bartlett Cocke and within the commercial construction industry for 15 years

The ACCE Accreditation Process Self Study and Site Visit – “Lessons Learned”

Charles McIntyre, Ph.D - Indiana University Purdue University Indianapolis

Summary

The Construction Management program at IUPUI recently completed a successful ACCE Self-Study and accreditation visit. The objective of this presentation is to provide the “lessons learned” concerning: Development of the Self-Study; Preparation for and communication with the visiting team prior to the site visit; and Discussions, negotiations, and actions taken during the site visit.

Opportunities for audience interaction and discussion will be provided.



Charles McIntyre, Ph.D

Professor and Director of the Construction Engineering Management Technology Program
Indiana University Perdue University Indianapolis

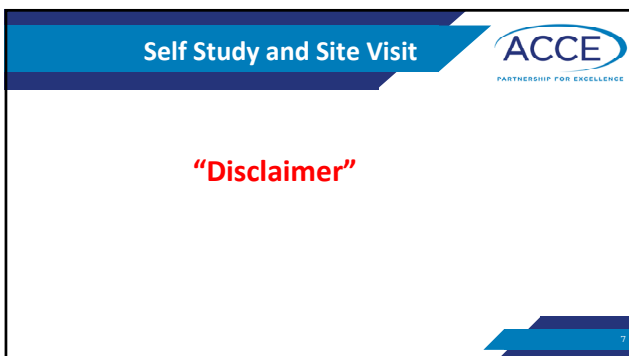
Charles McIntyre is currently a Professor and Director of the Construction Engineering Management Technology Program at Indiana University Perdue University Indianapolis (IUPUI). He received a B.S. from Springfield College in 1975, a B.S. from the University of Massachusetts in 1989, an M.Eng. from Penn State in 1991, and a Ph.D. from Penn State in 1996. Prior to joining IUPUI, he was a faculty member and former chair in the Department of Construction Management and Engineering at North Dakota State University in Fargo. His industry experience includes nine years as a department supervisor and manager in the area of water and wastewater systems. Prior to entering the construction and engineering industry, he was involved in the educational profession as an elementary and high school teacher both in the U.S. and Canada. Dr. McIntyre's current research includes sustainable construction / green building and pedagogical activities involving active learning. He has been involved in ACCE for over a decade and has been associated with the IAB Event since its inception in 2005. He is also an active member of the American Society for Engineering Education serving in a number of leadership positions and was recently elected as a "Fellow" of the Society.



1



2



3

Developing the Self-Study
ACCE
PARTNERSHIP FOR EXCELLENCE

Go Paperless (one hard copy for Volumes I & II)

Separate Report for each SLO (could be located in Volume II including graded student work)

Course reports/binders are not needed

Navigation of the Self-Study (Hyperlinks and Bookmarks)

Let's look at Volume II

8

4

Developing the Self-Study
ACCE
PARTNERSHIP FOR EXCELLENCE

BOOKMARKS
X

TABLE OF CONTENTS

APPENDIX A - CEMT COURSE SYLLABI

CEMT 10400 Fundamentals of Surveying

CEMT 10500 Introduction to Construction Technology

CEMT 11000 Construction Accounting

CEMT 12000 Construction Materials and Systems

CEMT 15000 Statics

CEMT 21000 Mechanical and Electrical Systems

CEMT 20000 Strength of Materials

CEMT 20700 Materials Testing

CEMT 21000 Applied Civil Engineering Drafting

CEMT 20300 Quantity Survey

CEMT 31200 Construction and Route Surveying

CEMT 30000 Construction Field Operations

CEMT 31100 Construction Scheduling and Project Control

CEMT 34100 Construction Cost and Bidding

CEMT 34700 Construction Contract Admin. & Specs

CEMT 35000 Construction Project Cost & Profit Control

CEMT 36000 Construction Experience

CEMT 41000 Site and Foundations

CEMT 42700 Construction Project Management

CEMT 45100 Hydraulics and Drainage

CEMT 45500 Construction Safety and Inspection

CEMT 46400 Road, Tunnel & Forensic Design

CEMT 48800 Reinforced Concrete Design & Construction

CEMT 54000 Engineering Economics for Construction

APPENDIX B - CEMT FACULTY AND ADJUNCT CURRICULA VITAE

Charles McIntyre

Don Rios

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Developing the Self-Study
ACCE
PARTNERSHIP FOR EXCELLENCE

BOOKMARKS
X

APPENDIX D - STUDENT LEARNING OUTCOME REPORTS (1-20)

APPENDIX E - STUDENT LEARNING OUTCOMES VS. COURSE LEARNING OUTCOMES

APPENDIX F - CEMT LAB EQUIPMENT

APPENDIX G - CEMT INDUSTRY ADVISORY BOARD MATERIALS

John McInnes

Don Rios

March 15, 2017

October 15, 2017

October 15, 2017

November 15, 2017

March 15, 2017

May 15, 2017

APPENDIX H - TRANSFER AGREEMENT BY TECH AND SUPPL

1

6

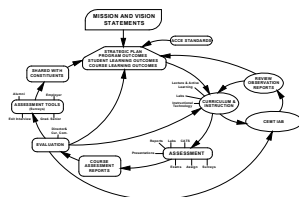
Developing the Self-Study



Keep it simple
 One Direct Assessment
 One Indirect Assessment
 One copy of student work (visible - easy to review) with grading
 criteria / rubric
 Footnote: Library Survey

7

Developing the Self-Study



Quality Improvement Plan (graphic)

8

Developing the Self-Study



Faculty review of the Self-Study (prior to submittal) and the
 program website (Public Information) to check for compliance

9

Prior to the Site Visit

Meeting with the VT Chair and VT members at the previous ACCE meeting (coordinate communications, schedules, and schedule)

The standard letter from ACCE is a decent guide to follow (although redundant in places)

The conference call / "webinar" is also helpful

54

10

Prior to the Site Visit

Create the VT schedule (share with VT)

If possible, assist in arranging local accommodations and local transportation

Secure local assistance (faculty, IT, adjuncts, IAB, etc.)

Responsive (immediate) communication with Visiting Team

Prepare and Stock VT room

55

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Prior to the Site Visit

56

12

During the Site Visit

Have faculty and staff prepared to make immediate response to concerns and issues raised by the VT (e.g. website updates)

Provide a welcoming environment

57

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During the Site Visit

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During the Site Visit

Most importantly...

Be very familiar with, and have a solid understanding, of the standards

Work with the team - they are there to help you


Polish up on your negotiation skills

59

15

The ACCE Accreditation Process
Self Study and Site Visit - “Lessons Learned”

Questions?



Student Learning Outcome (SLO) 9: Meeting the Standard for Multidisciplinary Teams

Charles McIntyre, Ph.D. - Indiana University Purdue University Indianapolis

Summary

The intent of this session is to present one method for the successful assessment of SLO 9 - Apply construction management skills as a member of a multi-disciplinary team. The Construction Management curriculum at IUPUI includes a capstone course where students work as a group to create construction management documents (estimates, schedules, safety plan, waste management plan, etc.) and an oral presentation attended by members of the Construction Management IAB. One segment of the capstone experience addresses SLO 9 as an individual assignment. Each student plays a role as a member of a multidisciplinary team (owner, architect, engineer, subcontractor, and supplier). Each role player asks the group questions which could be asked by that team member. All students, including the role player, must provide a written response to those questions from the perspective of a construction manager. All responses are reviewed and graded by the course instructors and the capstone group construction. An additional aspect of this process is the IAB involvement in the development of the questions and classroom presentations by multidisciplinary team members.



Charles McIntyre, Ph.D.

Professor and Director of the Construction Engineering Management Technology Program
Indiana University Perdue University Indianapolis

Charles McIntyre is currently a Professor and Director of the Construction Engineering Management Technology Program at Indiana University Perdue University Indianapolis (IUPUI). He received a B.S. from Springfield College in 1975, a B.S. from the University of Massachusetts in 1989, an M.Eng. from Penn State in 1991, and a Ph.D. from Penn State in 1996. Prior to joining IUPUI, he was a faculty member and former chair in the Department of Construction Management and Engineering at North Dakota State University in Fargo. His industry experience includes nine years as a department supervisor and manager in the area of water and wastewater systems. Prior to entering the construction and engineering industry, he was involved in the educational profession as an elementary and high school teacher both in the U.S. and Canada. Dr. McIntyre's current research includes sustainable construction / green building and pedagogical activities involving active learning. He has been involved in ACCE for over a decade and has been associated with the IAB Event since its inception in 2005. He is also an active member of the American Society for Engineering Education serving in a number of leadership positions and was recently elected as a "Fellow" of the Society.

Student Learning Outcome (SLO) 9: Meeting the Standard for Multidisciplinary Teams

Charles McIntyre - Indiana University Purdue University Indianapolis

1

SLO 9

"Disclaimer"
And
Introductions

2

SLO 9

Bloom's Taxonomy

**Student Learning Outcome 9 - Apply Construction Management Skills
as a Member of a Multi-Disciplinary Team**

3

Multi-Disciplinary Team Assignment

Background

The course instructors developed a set of questions that could be asked by members of a construction project multi-disciplinary team.

Questions were from the perspective of the owner, the architect, the engineer, the subcontractor, and the supplier.

The questions were sent to the IAB for review and revision.

8

4

Questions

Owner Questions:

We know the schedule is very important to this project. What do you think would be a good incentive to complete this project ahead of schedule?

You have a prepared a comprehensive budget for this project. Would you recommend any material substitutions that could reduce the cost of the project?

Your project management team has forecast your labor requirements for the project. How have you communicated your labor needs to your subcontractors and how will the labor requirements be included in your subcontractor agreements?

Architect Questions:

How do you ensure and maintain the quality of the materials and products delivered to the jobsite?

How do you handle change orders with your subcontractors?

What is your experience with sustainable (green) construction? How could sustainable construction be applied to this project?

9

5

Questions

Engineer Questions:

Underground construction (foundations, utilities, etc.) can often present unforeseen delays. Have you developed any contingencies for this phase of the project that will help to keep the project schedule on track?

Considering the structural components and the type of building construction, what is your experience comparable projects?

Storm Water Management includes the monitoring and control of runoff to the receiving waters (storm sewers, drainage ditches, streams and rivers) from a water quality perspective. How will you monitor and control the quality of runoff from your site?

Subcontractor Questions:

Within the subcontractor agreement that I must sign, what are the most important things I need to know about my payment schedule?

What do I need to do to adhere to the requirements of the project schedule (software required, level of detail, and updating)?

What do I need to do to conform to the requirements of your project safety and waste management?

10

6

Questions

Supplier Questions:

What is the role of the contractor and the subcontractor concerning the procurement and delivery of materials? Am I expected to work directly with the subcontractors, or do I need to work directly with the contractor?

How do you monitor inventory of materials at the jobsite and what role do I play?

Who is responsible for unloading and stockpiling materials at the laydown site and how does that affect my delivery schedules?

7

Capstone

Teams of 4-5 construction management students complete construction management functions using an actual construction project from our IAB.

In the capstone course we have a multi-disciplinary team assignment to address SLO 9.

8

Multi-Disciplinary Team Assignment

Each member of every capstone group will assume the role of another team member of a multi-disciplinary team, whose expertise is not construction management.

Those roles include: the owner, the architect, the engineer, the subcontractor, and the supplier.

While playing the role of another project participant (owner, architect, engineer, subcontractor, or supplier), the role player asks other members of group three (3) questions from the point of view of the role player. (Apply Construction Management Skills)

Other group member will respond to the questions from the role player from the perspective of a construction management team member.


The role player must also answer the questions.

Responses to all questions must be submitted in writing via Canvas.

In addition, all students must respond to the following question: "What did you learn from the role you played and the response to questions you asked the group - from a construction management perspective?" (Apply Construction Management Skills)

9

Multi-Disciplinary Team Assignment



Response to questions


90-100 pts	Superior (well documented, easily understood, proper grammar and spelling).
80-89+ pts	Very Good (most responses are well written, minor grammar and spelling errors).
70-79+ pts	Good (responses are fairly well written, some grammar and spelling errors).
60-69+ pts	Acceptable (responses poorly written, contain grammar and spelling errors).
<60 pts	Not acceptable (incomplete responses that may not relate to the specific questions).
0 pts	No submittal.

The assignments are reviewed and graded by the course instructors, the group mentors, and at least one additional member of the IAB.

54

10

Multi-Disciplinary Team Assignment



IAB Member: [REDACTED]

Overall score: 75

Numerous grammar errors

Owner Questions:

- Should offer an incentive
- Should recommend substitutions
- Close, should require subs to commit to certain manpower levels and commit to increasing manpower if falling behind on schedule

Architect Questions:

- Close --
 - confirm quality requirements from project documents
 - ensure submittals are in compliance with quality requirements
 - inspect deliveries, confirm compliance or corrective action
 - inspect installations, confirm compliance or corrective action
- ??? missing review and approval process with Architect and Owner
- Good


Engineer:

- Close -- include review and understanding of available geotechnical information
- Good -- don't reference profitability

55

11

Evaluation of Assessment Data



Indirect Measure for SLO 9 - Graduating Senior Exit Survey

ACCE SLO 9	Raw Score	Percent
Apply construction management skills as a member of a multi-disciplinary team.	4.5	90


Direct Measure for SLO 9 - Capstone - Multi-Disciplinary Teams Assignment

Multi-Disciplinary Assignment	N	Average Grade	Percent
Spring 2018	24	81.0	81.0

56

12

Proposed Actions



Guest Speakers
 Invite to an owner, architect, engineering, etc. to give a brief presentation on their role in a project to provide an additional exposure to the multi-disciplinary team environment.

In-Class Work Session
 Currently the assignment is done out of class. To possibly increase the effectiveness of the learning experience through class discussion, the assignment could be completed (or at least started in class).

Questions at the Oral Presentations
 Prior to the oral presentations, seed questions could be distributed to industry members in attendance at the presentations. The quality of student response to questions could be documented on the rubric used to evaluate the oral presentations. Industry feedback to the student responses could also be documented.

Group Mentor Meeting
 Each capstone group is assigned an industry mentor from the CM IAB. The mentor meets with the group approximately 4 or 5 times a semester to discuss project progress and to provide guidance for assembling their materials and organizing and refining their presentation materials. One of these meetings could be dedicated to a discussion of multi-disciplinary teams. Students would document the discussions and provide some response to "lessons learned."

97

13



Questions?

98

14

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small gaps between them. There are no margins, text, or other markings on the paper.

The Emergence and Importance of Program Leadership in Assessment & Accreditation

Theresa Martin – Purdue Polytechnic Institute

Summary

Theresa will describe her “start-up” position at Purdue Polytechnic, and the growth and the importance of creating college-level positions to oversee program assessment.

At Purdue University, program assessment used to be faculty taking a few minutes to submit the grades of a few students each semester, and giving college seniors a general survey right before graduation asking how they viewed their time at school. There may have been a follow-up survey a few years later to see how graduates were doing in the workforce. However, this is no longer enough.

In recent years, as assessment and accreditation functions take more and more time, the need became apparent for someone to be in charge of these activities. Students are our top priority, and the reason for Theresa’s position. With the importance of industry-specific accreditations on a college graduate’s resumé, universities are looking for ways to assist in the success of their graduates’ education and careers by earning and maintaining program accreditations. Part of this process includes aligning their programs with industries and working professionals.

At Purdue Polytechnic, in addition to our ACCE-accredited Construction Management Technology program, we have 10 other programs accredited by 4 industry-specific accrediting organizations. Theresa’s job is to manage and coordinate all assessment activities for these programs, while working to ensure all Purdue’s accreditations remain in good standing.

This is where the fun begins...



Theresa Martin

Assessment Program Specialist
Purdue Polytechnic Institute

As the Assessment Program Specialist in the Office of Assessment & Accreditation for Purdue Polytechnic Institute (PPI), Theresa is responsible for managing and coordinating all assessment and accreditation activities, and has the lead role in program assessment protocol for the college. Currently, PPI has 12 undergraduate programs accredited by 5 accrediting organizations. Working in assessment and accreditation has been such a wonderful experience, and there's always something new on the horizon. Staying on top of our accreditation policies and assessment activities, along with elevating PPI to become a leader in assessment and accreditation, keeps the Office of Assessment & Accreditation quite busy. Prior to assuming her current position, Theresa began her career at Purdue in 2016 working in the School of Aviation & Transportation Technology. Theresa received her Bachelor of Science degree in Business-Human Resources Management from Western Governors University, and is currently pursuing a Master of Science degree in Management & Leadership.


Having grown up in San Antonio, Texas since she was 6 weeks old (born in Los Angeles), Theresa considers herself a Texan. A lifelong Dallas Cowboys and San Antonio Spurs fan, Theresa can often be heard sharing game highlights and stories of her football and basketball teams.


When Theresa takes a break from her quest for world domination, she spends her downtime with her husband, Patrick, daughters Alexyse and Payton, and grandson Kameryn. She also makes time to read, and work with several of her favorite authors alpha/beta reading, proofreading, and reviewing books.

The Emergence & Importance of Program Leadership in Assessment & Accreditation

Theresa Martin
Assessment Program Specialist
Office of Assessment & Accreditation


ACCE 2020 IAB Best Practices Event
February 19, 2020


 Polytechnic Institute



1

Home of the Boilermakers



 Polytechnic Institute

2


About Purdue

University Enrollment as of Fall 2019:

- Undergraduate – 37,599
- Graduate – 9,963

Number of Colleges: 13

1. College of Agriculture
2. College of Education
3. College of Engineering
4. Exploratory Studies
5. College of Health & Human Sciences
6. College of Liberal Arts
7. Krannert School of Management
8. College of Pharmacy
9. **Purdue Polytechnic Institute**
10. College of Science
11. College of Veterinary Medicine
12. Honors College
13. The Graduate School

 Polytechnic Institute

3

About Purdue Polytechnic

Polytechnic Enrollment as of Fall 2019:

- Undergraduate – 5,061
- Graduate – 766
- **Construction Management Technology**
 - Undergraduate – 476
 - Graduate - 37

Number of Departments & Schools: 7


1. School of Aviation & Transportation Technology
2. Department of Computer Graphics Technology
3. Department of Computer & Information Systems
4. **School of Construction Management Technology**
5. Division of Military Science & Technology
6. School of Engineering Technology
7. Department of Technology Leadership & Innovation

Number of Accredited Programs: 12
Number of Accrediting Organizations: 5

PURDUE UNIVERSITY | Polytechnic Institute

4

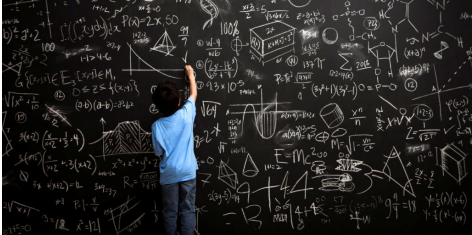
Traditional Assessment



PURDUE UNIVERSITY | Polytechnic Institute

5

Assessment Today



PURDUE UNIVERSITY | Polytechnic Institute

6

New Assessment Position

PURDUE UNIVERSITY Polytechnic Institute

7

My Boss and His Boss

Dr. Pat Connolly,
Associate Dean for Undergraduate
Programs & Learning Innovation

Dr. Gary Bertoline,
Purdue Polytechnic Institute Dean
& Distinguished Professor

PURDUE UNIVERSITY Polytechnic Institute

8

More Than Accreditation Preparation

Program assessment touches many areas:

PURDUE UNIVERSITY Polytechnic Institute

9

Office of Assessment & Accreditation

PURDUE UNIVERSITY

Polytechnic Institute

10

School of Construction Mgmt. Technology

PURDUE UNIVERSITY

Polytechnic Institute

11

Construction Management

If you could start over and create a new construction management program from scratch, what would you do?

PURDUE UNIVERSITY

Polytechnic Institute

12

Construction Management

- Challenge: Transform CM curriculum into an innovative learning environment that creates a seamless transition from college to industry.
- Concept: Horizontal/vertical integration of student learning outcomes in a project-based, authentic, team taught environment.
- Inception was during CM Faculty/Staff fall retreat in 2015.
- Implementation will go in stages, and began Fall 2017 for the freshman class.



13

Benefits Of PBL & Team Teaching

STUDENT BENEFITS

- Dynamic IMPACT style program in an authentic environment
- Subject areas are interconnected from day one
- Stronger faculty interactions in a small group
- Increased instructor variety over semester and curriculum
- Designated time for mentoring

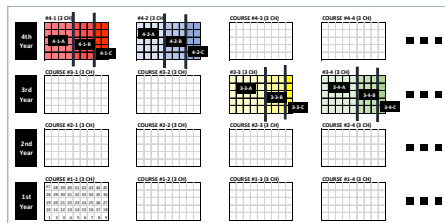
FACULTY BENEFITS

- Schedule Flexibility
- Mentoring opportunities with students from day one of their freshman year
- Continuous improvement of teaching and assessment methods in a team teaching atmosphere



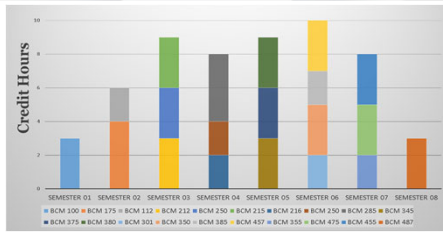
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Old Curriculum



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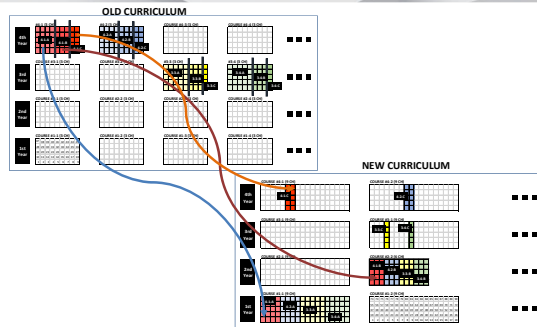
Old Plan Of Study



- Old/current plan of study provides content in subject-oriented courses without strong connections to other subjects.
- The new curriculum breaks down course content into modules which can be taught independently and interconnected with other subjects and a real world project.

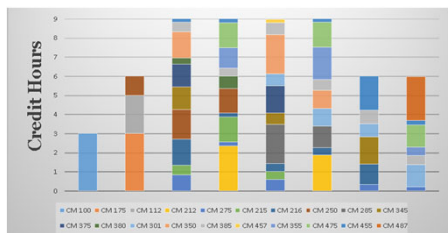
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OLD Vs. New Curriculum



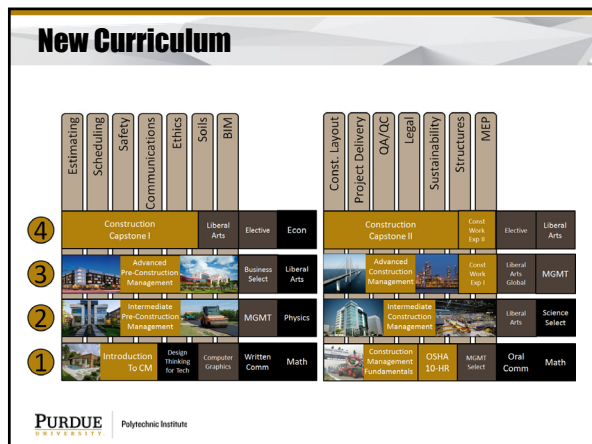
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New Plan Of Study

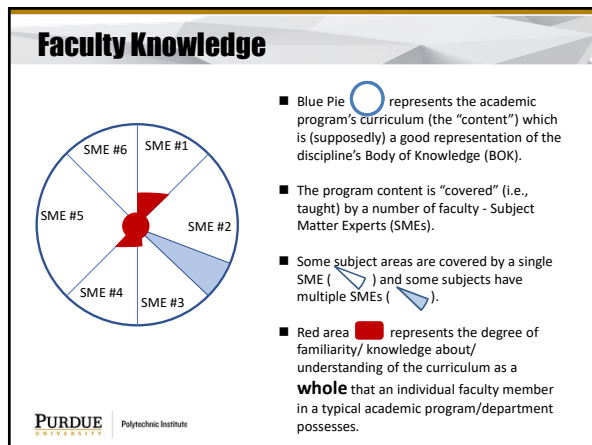


- Course content is redistributed for appropriate level (vertical integration) and connection with other subjects (horizontal integration)
- Rather than multiple separate courses each semester, students will take one integrated course

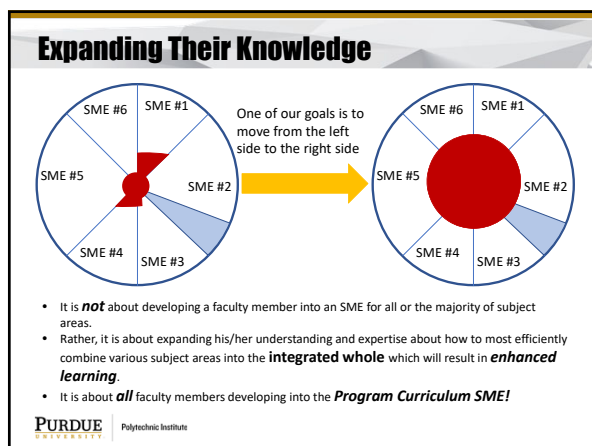
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Reporting for Work

Students are more prepared for their career in construction management, and therefore job-ready upon graduation.



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OAA Review of Curriculum Changes



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Future of Polytechnic Assessment



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Helpful Sources of Information

✓ Accrediting Organization Conferences - Network!!!

✓ National Institute for Learning Outcomes Assessment (NILOA)

✓ Assessment Institute in Indianapolis

✓ Association for the Assessment of Learning in Higher Education (AALHE) Listserv

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Polytechnic Institute

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Questions?

Theresa Martin

Assessment Program Specialist/Ninja/Goddess/Cat Herder/Chaos Coordinator/Lead Guitar/Head Coach

Office of Assessment & Accreditation

mart1280@purdue.edu

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Cell: 765/337-8131

polytechnic.purdue.edu/office-of-assessment

<https://www.linkedin.com/in/theresa-martin-02481b146/> - Connect with me; I'd love to hear from you!

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/TechPurdue

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Industry Involvement Instrumental in Developing Relationships with International Partner Institutions

Richard Burt, Ph.D., MRICS – Auburn University

Andrew Yantis, Jr., LEED AP BD+C – Holder Construction

Summary

Beginning in 2013 the College of Architecture, Design and Construction at Auburn University began developing a formal relationship with Beijing University of Civil Engineering (BUCEA) and Architecture in China with the aim of establishing agreements that would allow BUCEA students to study at Auburn and faculty to come to Auburn as visiting scholars. In 2015 faculty in the McWhorter School of Building Science (BSCI) made the first of several visits to BUCEA to meet with administrators, faculty and students. These visits resulted in the signing of Memorandum of Understanding to establish two separate programs that would allow BUCEA students to study in Auburn. The school's leadership provided continual updates on this initiative to the school's IAC and in 2018 two IAC members accompanied BSCI faculty to China to visit a construction project, meet with industry representatives and make a presentation on the US construction industry. During this visit it was discovered that BUCEA's Engineering Management program was accredited by the Ministry of Housing and Urban-Rural Development of the People's Republic of China (MOHURD). ACCE currently has a reciprocity agreement with this organization. Following this visit an invitation was extended to the author to observe the Engineering Management Professional Accreditation Assessment at Xi'an University of Architecture & Technology in May 2019. This presentation will outline how the relationship between BUCEA & BSCI has developed over time, the important role members of the BSCI IAC played in supporting this relationship, how this relationship has provided study abroad opportunities for BSCI students and research opportunities for BSCI faculty. The presentation will also provide an overview of the accreditation process in China and industry's role in that process.



Richard Burt, Ph.D., MRICS

Professor

McWhorter Endowed Chair & Head

CIB W089 – Education in the Built Environment - Coordinator

Auburn University

Professor Richard Burt trained and qualified as a Chartered Building Surveyor in the UK. He holds a Master's degree in Construction Management and a Ph.D. in Architecture from Texas A&M University. He is currently the McWhorter Endowed Chair & Head of the McWhorter School of Building Science at Auburn University in Alabama. His expertise is in construction history and the survey and documentation of historic buildings. He has worked on several building documentation projects in the US and France. He has published in numerous journals and conference proceedings and was a principal investigator in a multi-year federally funded project to investigate the building remains at the historic D Day landing site at Pointe du Hoc in Normandy.

He served as the chair of an American Council for Construction Education task force to develop learning outcomes-based standards for construction education and in this capacity, he conducted data gathering workshops in conjunction with the Associated General Contractors of America. He currently serves on the Board of Directors of the AGC Education and Research Foundation and the Board of Trustees of the American Council for Construction Education. Dr. Burt also serves as the co-coordinator of the International Council for Building (CIB) Working Group WG089 – Education in the Built Environment in this capacity he has organized workshops and paper sessions at conferences in England, Canada, United States, Finland and Australia.




Andrew C. Yantis, Jr., LEED AP BD+C

Senior Vice President

Holder Construction Company

Drew has over 30 years of experience providing Preconstruction and Construction Services with Holder Construction, focusing on Colleges and Universities. He is an active member of Holder's Senior Leadership Committee and was instrumental in establishing its Sustainable Services Committee. He is a LEED accredited professional and has been actively involved in over 30 LEED Certified and Registered Projects on University Campuses. In the past 25 years, Drew has provided leadership to project teams completing over \$3 billion of successful College and University construction projects. He received his BS in Building Construction from Auburn University in 1988 and is the past President of the Industry Advisory Council for the McWhorter School of Building Science at Auburn and past Chair of the Executive Advisory Board for the College of Architecture Design and Construction. Recently, Drew has served as a member of the Board of Trustees of the American Council for Construction Education and is currently a member of the ACCE's Standards Committee and Marketing and Communications Committee.

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How Industry Involvement helped develop a long-term relationship with an International Partner Institution

Auburn University Building Science (BSCI) & Beijing University of Civil Engineering & Architecture (BUCEA)

Drew Yantis
Holder Construction
&
Richard Burt
Auburn University

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Overview

- Developing Initial Contact at University, College & School Level
- Formalizing the Relationship at School Level
 - First visit by School Administration
 - Signing the MOU
- Implementation
 - Visiting Scholars
 - Students
 - First School Level Visit
- Consolidation
 - Visit with Industry Advisory Council Members
 - NBCMA Accreditation Visit
- Lessons Learned

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Development of the University Relationship

Prior to 2012:	College of Engineering develops relationship with BUCEA mainly through it's Materials Engineering Program
May to October 2012:	BUCEA Associate Dean of Architecture visiting Scholar at Auburn
Summer 2012:	BUCEA hosted BSCI Study Abroad group in their Hotel, and arranged for China travel, touring.
June 2013:	BUCEA Delegation visits Auburn. Delegation Includes University President, Dean and Research Director. Meet with University Leadership, Deans of Engineering & Architecture, Director of International Programs
October 2013:	"Engineering Management" identified as closest program to "Building Science" Program. Auburn College of Architecture, Design & Construction Associate Dean visits BUCEA with AU Delegation, exchanges and collects program information.

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Development of the College Relationship	
November 2013:	BUCEA Dean of the School of Economics and Engineering Management, and Associate Dean of the Department of Engineering Management express interest in a 3+1+1 model where their students would complete the senior year at Auburn and then stay on for a Masters in either Construction Management or Integrated Design and Construction. Request syllabi of Auburn BSCI classes
March 2014:	First College of Architecture, Design & Construction (CADC) visit to BUCEA. Chair of the Industrial Design graduate program, School Head of Architecture, Planning and Landscape Architecture, a member of the Advisory Council for the School of Industrial and Graphic Design and Associate Dean.
September 2014:	BUCEA Associate Dean, Department of Engineering Management, expresses formal interest in pursuing "x + x" program(s). Full list of BSCI classes & Curriculum models provided to BUCEA.

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Development of the School Relationship	
October 2014:	2 nd CADC visit to BUCEA. Chair of the Industrial Design Graduate Program, School Head of Architecture, Planning and Landscape Architecture, Recruiter and BSCI Associate Professor (Former Chinese National) .
January 2015:	CADC Dean formally requests permission to develop academic partnerships with 6 Chinese Universities including BUCEA. BSCI School Head invited to BUCEA (Visa Requirement) to discuss possibility of "x + x" programs, meet faculty and students and tour facilities.
February 2015:	19 BUCEA students at Auburn for a short ESL course visit Gorrie Center.
February to August 2015:	Assistant Professor in School of Science at BUCEA is Visiting Scholar at Auburn hosted in BSCI.

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Formalizing the Relationship	
October 2015:	3 rd CADC visit to BUCEA. Chair of the Industrial Design Graduate Program, School Head of Architecture, Planning and Landscape Architecture, School Head of Building Science , Program Chair of Environmental Design. Meeting to discuss "3+2" + "1+2+1" programs. Meet with faculty, make presentation, tour facilities, interview potential "3+2" students.
Proposed MOU sent to faculty for review:	
Highlights of the proposed program:	
<ul style="list-style-type: none"> Participating BUCEA students spend their first 3 years in China, and last 2 years at Auburn Up to 5 BUCEA students to be accepted in the program each year At the end of their 1st year at Auburn and upon completion of all required course work, BUCEA students will receive Bachelor's Degree from BUCEA. In the 2nd year in Auburn they enroll in MBC program as regular international applicants WITH a construction undergraduate degree (to skip the summer foundation courses) 	

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Implementation

November 2015:	BSCI Faculty discuss Draft MOU
December 2015:	Dr. Zhang Hong (Julie) arrives as visiting scholar to BSCI.
February 2016:	BUCEA Winter Camp @ Auburn. 12 students to join in the Winter Camp 2016 inc. 2 potential BSCI students
August 2016:	One BUCEA "3+2" student & Two "1+2+1" students arrive as transient (non-degree seeking) students.
January 2017:	23 BUCEA students attend AU for the annual winter camp
	After repeated revision by International Programs Office & legal council MOU approved by graduate council.

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The First BSCI Visit

May 2017	First BSCI Visit to BUCEA School Head, Graduate & Distance Learning Program Chairs Visit BUCEA Sign MOU, Meeting with Faculty, interaction with Students, Presentations, etc. Construction site visit to new Beijing Airport
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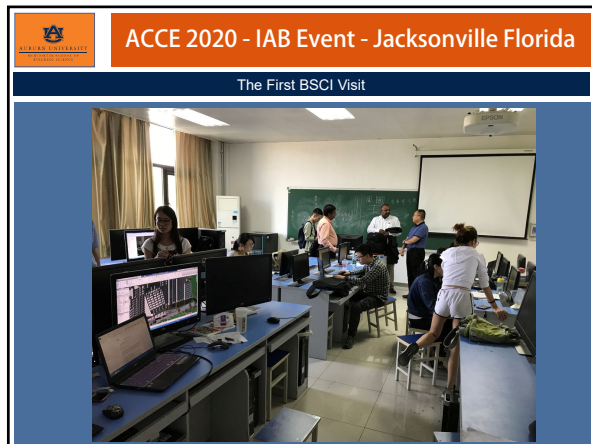


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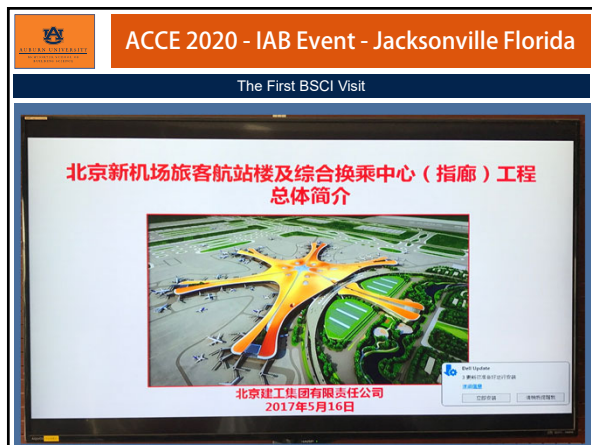
The First BSCI Visit



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The First BSCI Visit



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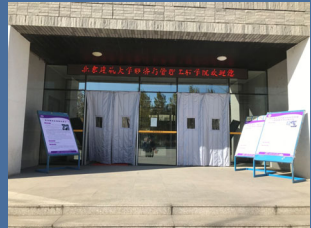

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Consolidating the Relationship

August 2017: One "3+2" & Three "1+2+1" BUCEA students arrive at Auburn

November 2017: 2nd BSCI Visit to BUCEA. Delegation Includes. Associate Dean & College Recruiter

August 2018: Three "3+2" BUCEA students arrive at Auburn

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Cementing Relationships & Sharing Ideas



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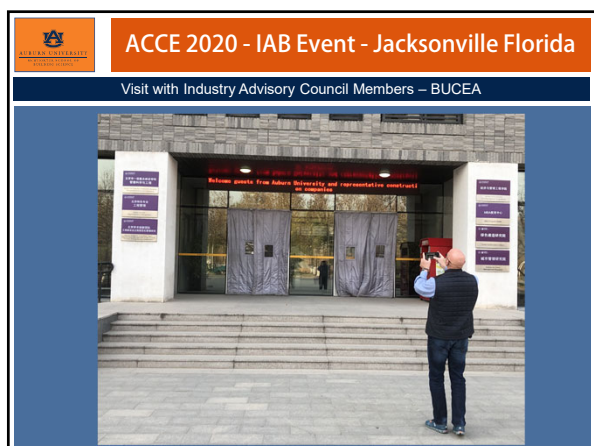
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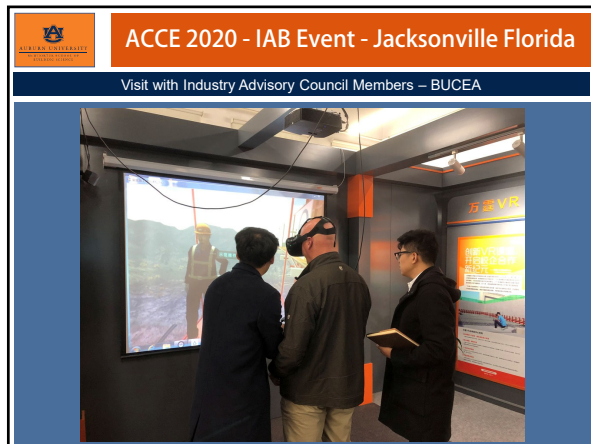
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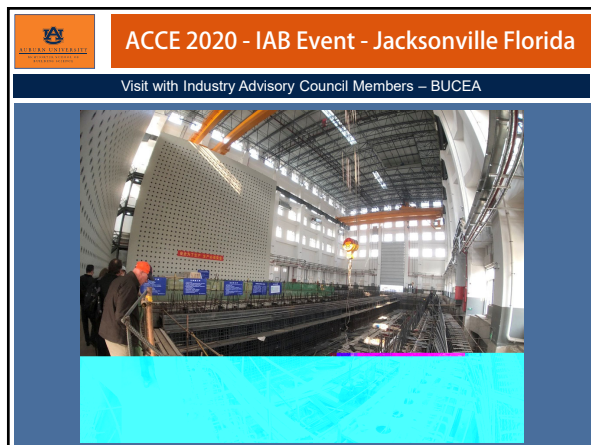
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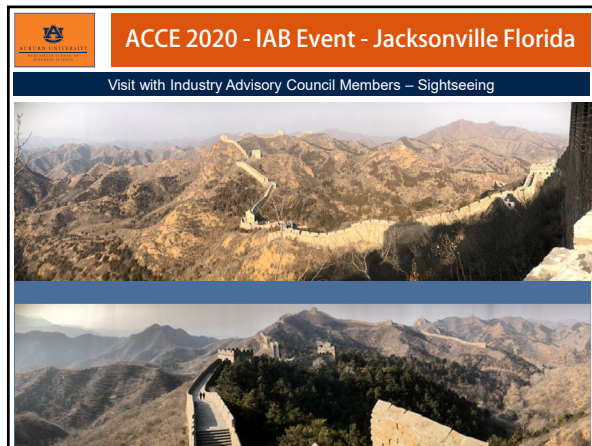
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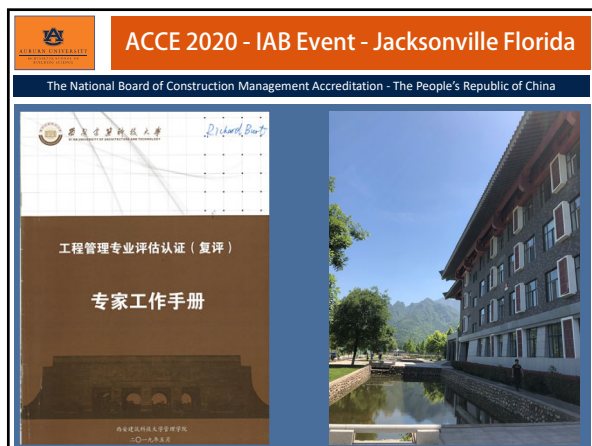
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The National Board of Construction Management Accreditation - The People's Republic of China				
工程管理服务评估认证（复评）专家考查工作日程表				
日期	时间	工作内容	参加人员	地点
5月21日	18:40-19:30	晚餐		西工大南山麓地龙阁餐厅
	19:30-20:30	专家组预备会 - <i>preparation conference of the experts</i>	专家组成员 <i>the members of experts</i>	西工大南山麓地龙阁餐厅（会议室）
	7:30-8:00	自由早餐	专家组成员	西工大南山麓地龙阁餐厅
	8:30-9:00	8:30-9:00 学院领导致欢迎词 <i>the leader of school make a speech</i>	专家组成员	西工大南山麓地龙阁餐厅
	8:40-9:00	8:40-9:00 学校领导致欢迎词 <i>the headmaster of university make a speech</i>	校领导、全体院领导、教	草堂校区综合楼会议室
	8:50-9:00	8:50-9:00 考察组组长发言 <i>the group leader make a speech</i>	院代表；	
	9:00-9:15	领导专家合影	全体参会人员	草堂校区综合楼门口
	9:15-10:00	专业汇报 - <i>reporting and inquiries</i>	全体参会人员	草堂校区综合楼会议室
	10:00-10:30	3-4 节听课 1: 工程估价（工程造价 16 级） <i>16 grade</i>	（专家 1:）（李学）	课室教室：学研楼 9-111
	10:25-12:00	3-4 节听课 2: 混凝土结构原理与设计（工程造价 17 级） <i>17 grade</i>	（专家 2:）（王继松、马乐为）	课室教室：学研楼 9-404 13-208
5月22日	10:25-12:00	3-4 节听课 3: 基础会计学（会计学 18 级） <i>18 grade</i>	（专家 3:）（张健博）	课室教室：学研楼 13-215
	12:10-12:50	3-4 节听课 4: 计算机程序设计语言（计算机 18 级） <i>18 grade</i>	（专家 4:）（高志宝）	课室教室：学研楼 9-204
	12:50-13:30	专家午餐 <i>lunch</i>	专家组成员	西工大南山麓地龙阁餐厅
	13:30-14:00	专家午餐 <i>lunch</i>	专家组成员	西工大南山麓地龙阁餐厅
	14:00-15:30	学生座谈 <i>conversation with the students</i>	（专家 1:）（李学）	学研楼 3-402
	14:00-15:30	学生座谈 <i>conversation with the students</i>	（专家 2:）（王继松、马乐为）	学研楼 3-302
	14:00-15:30	学生座谈 <i>conversation with the students</i>	（专家 3:）（张健博）	学研楼 3-405
	14:00-15:30	学生座谈 <i>conversation with the students</i>	（专家 4:）（高志宝）	学研楼 1-405
	15:30-17:00	专家晚餐 <i>dinner</i>	专家组成员	学研楼 3-402
	15:30-17:00	专家晚餐 <i>dinner</i>	专家组成员	学研楼 3-302

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The National Board of Construction Management Accreditation - The People's Republic of China				
工程管理服务评估认证（复评）专家考查工作日程表				
日期	时间	工作内容	参加人员	地点
5月21日	17:00-18:00	晚餐		学研楼 3-405
	18:00-18:30	晚餐		学研楼 1-405
	18:30-19:00	晚餐		学研楼 11-401、11-402、13-503、1-502、1-503BIM 实验室
	19:30-21:30	晚餐		西工大南山麓地龙阁餐厅（会议室）
	7:30-8:00	专家早餐	专家组成员	西工大南山麓地龙阁餐厅
	8:30-9:00	专家早餐	专家组成员	西工大南山麓地龙阁餐厅
	9:00-9:30	专家早餐	专家组成员	西工大南山麓地龙阁餐厅
	9:30-10:00	专家早餐	专家组成员	西工大南山麓地龙阁餐厅
	10:00-10:30	专家早餐	专家组成员	西工大南山麓地龙阁餐厅
	10:30-12:00	专家早餐	专家组成员	西工大南山麓地龙阁餐厅
5月22日	12:10-12:50	专家午餐	专家组成员	学研楼 3-406
	12:50-13:30	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	14:00-15:00	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	15:00-15:30	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	15:30-16:00	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	16:00-16:30	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	16:30-17:00	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	17:00-17:30	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	17:30-18:00	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
	18:00-19:00	专家午餐	专家组成员	西工大南山麓地龙阁餐厅
5月23日	19:30-21:30	晚餐		西工大南山麓地龙阁餐厅（会议室）
	7:30-8:00	专家早餐	专家组成员	西工大南山麓地龙阁餐厅
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	12:00-12:30	专家早餐	专家组成员	西工大南山麓地龙阁餐厅

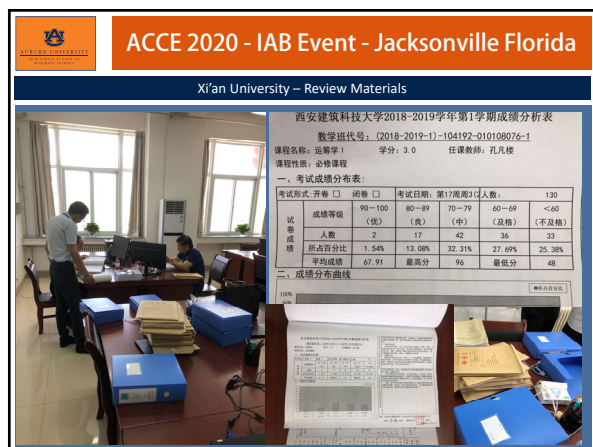
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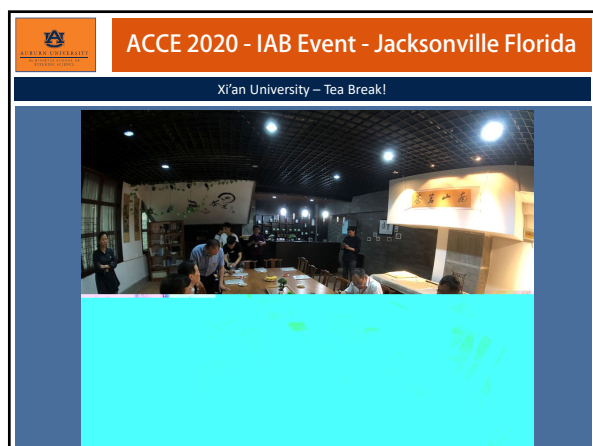
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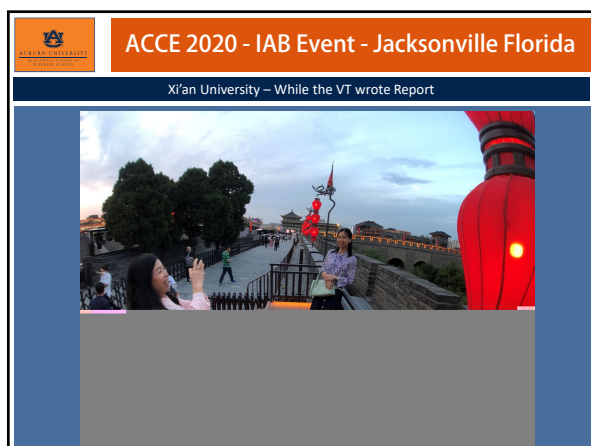
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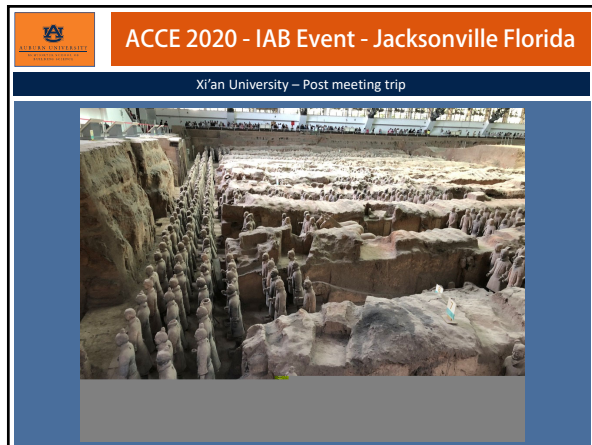
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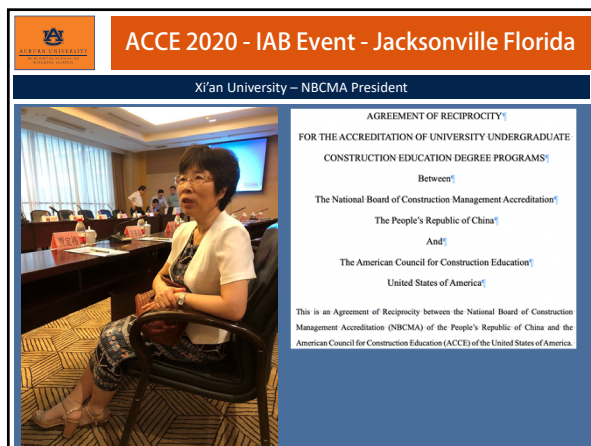
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Lessons Learned

- There needs to be an interest in creating international partnerships
 - University
 - College
 - School
 - Industry
 - Partner Program
- Relationship requires support at University & College Level
- It's good to work initially with College partners and maintain support from administration, but ultimately you need to work at the school or program level to be successful.
- Face to Face meetings are extremely important
 - Interviews with potential students
 - Dinners are a great source for cementing relationships and sharing ideas
 - Industry Visit
 - Accreditation Visit
 - Research Partnerships
- Be prepared to invest resources, time & money

ACCE Industry Caucus

Facilitators: Joy Svoboda - ViewsValuesVisions
Charles Roesset – Simpson Strong-Tie

Summary

Synthesis, Discussion, Take-Home Lessons

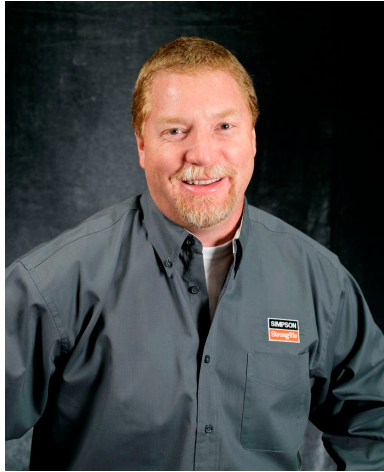
1. Industry Association Support & Involvement
2. Industry Association Scholarships
3. Faculty Internships
4. Accreditation Process, Assessment & Training
5. Board of Trustees Industry Caucus nomination
6. IAB Best Practices & Lessons Learned
7. Industry Caucus Charge discussion



Joy Svoboda

Owner/Executive Consultant
ViewsValuesVisions

Joy Svoboda has been involved in the commercial design and construction industry for over 25 years. Her primary focus as an industry professional has been marketing, research and strategy. The integrated, multi-state marketing programs she has led conceptually, and executed with tremendous performance metrics, have received national acclaim. Ms. Svoboda has been involved with ACCE since 2013. She previously served as a member of the Dunwoody College of Technology Industry Advisory Board. Currently she is the ACCE Marketing Committee Chair as well as Chair of the Industry Caucus. Joy resides in the Twin Cities area of Minnesota.



Charles Roesset

Director of Training
Simpson Strong-Tie

Charles Roesset has been in the building material industry since 1984. Since joining Simpson Strong-Tie in January 1990, he has covered a sales territory encompassing south Texas, Louisiana, Mississippi, the Caribbean, and South and Central America. He held the position of Education and Training Manager for the McKinney, Texas, office for six years, where he built, managed, and operated both the McKinney and Jacksonville, Fla., training centers. These training centers became accredited to offer continuing education and professional development hours to a variety of trade groups, including inspectors, architects, and contractors. In October 2001, Charlie accepted the role of Company Wide Training Manager, where his responsibilities include managing all aspects of employee training and supporting branches with their customer training initiatives. He has been part of developing a certified training program in cooperation with the NAHBRC, and helps Simpson lead the industry in promoting construction industry education.

[illegible]

**2020 IAB Event
Jacksonville, Florida**

Resolutions Report

WHEREAS, the ACCE and the IAB Event have taken full advantage of the fantastic location at the Omni Jacksonville Hotel to deliver programs and sessions that supported the theme of the 2020 IAB Event - *"2020 - A Clear Vision of the Future."*

WHEREAS, the presentations and discussions on a variety of issues provided guidance and encouragement for IAB members and academic attendees to excel in the services, programs, and deliverables provided for the benefit of their students and all constituents of their associated academic programs with a gracious thank you to all presenters, speakers, panelists and facilitators.

WHEREAS, generous support was provided by the following sponsors of the 2020 IAB Event:

At the Diamond Level:

Simpson Strong-Tie
Louisiana State University - LSU Online

At the Platinum Level:

Louisiana State University Construction Industry Advisory Council
Holder Construction Group
University of Southern Mississippi
Florida International University

At the Gold Level:

National Association of Home Builders
National Center for Construction Education and Research
University of Florida

At the Silver Level:

TMG Construction
Link Construction Group
Kiewit Corporation
Construction Management Industry Advisory Board at IUPUI
ABC-Florida East Coast

WHEREAS, with warmest heartfelt thanks to all in attendance;

THEREFORE, BE IT RESOLVED, that this concludes the 2020 IAB Event and we hope to see you next year at the 2021 IAB Event in Irving, Texas.

Dated this 19th day of February 2020, as presented by the IAB Event Resolutions Committee.

Respectfully Submitted,
Charles McIntyre
Susan Labas

2020 IAB Event

Participating Construction Management Programs “At a Glance” Forms

Colleges / Universities

- **Auburn University**
- **Indiana University – Purdue University Indianapolis**
- **LSU – Department Construction Management**
- **North Dakota State University**
- **Ohio State University**
- **Seminole State College of Florida, Wharton-Smith Center for Construction**
- **University of Florida**
- **University of North Florida**
- **University of Washington**
- **Utica College**
- **Washington State University**

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **Auburn University**

Item	#	Notes
Institution Founded (Year)	1856	As East Alabama Male College
Construction Management Program Established (Year)	1945	Auburn’s Building Construction Program is one of the oldest continuous degree program in the US.
ACCE Accreditation Received (Year)	1980	
Other Accrediting Bodies? (list, if applicable)		
Current Number of Students		
Undergraduate	566	
Graduate	85	Includes Certificate Students
Faculty		
Tenure-Track	7	
Tenured	9	
Adjunct Faculty / Instructors	4	
Other	3	Lecturers
Degrees Offered:		
Associate of Science		
Bachelor of Science	1	Building Construction
Masters of Science	2	Master of Building Construction, Master of Building Construction –program for US Army Corp of Engineers
Ph.D.	1	Starts Fall 2020
Others (certificate program, minor, on-line, etc.):	3	12 credit hour Executive Distance Graduate Certificate Programs for ACOE for US Army Corp of Engineers
Industry Advisory Board or Council Created (Year)	1992?	Industry Executive Board & Industry Advisory Council
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	37	Including Emeritus Members
Board Members’ Primary Industry Affiliation (Indicate #'s):		
Construction	33	
Architecture	1	
Engineering		
State Agency		
Trade Association	2	
Supplier		
Construction Law		
Others (list)	1	Tuskegee University
IAB Term of Service	3	

Number of IAB Meetings Per Year	2	
Do IAB Members Pay Dues? (If yes, list \$ amount)	No	
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	36	
Out of State/Region	1	

The McWhorter School of Building Science (BSCI) at Auburn University is one of the premier construction education institutions in the United States. The four-year undergraduate degree in Building Construction first appears in the catalog for 1944-45 session of the Alabama Polytechnic Institute. This degree was first offered in the Department of Building Technology within the College of Architecture and is most likely one of the oldest Building Construction degree in the United States.

The school is an active member of the Associated Schools of Construction (ASC) and is fully accredited by the American Council for Construction Education (ACCE). Auburn Building Science faculty play significant leadership roles in both of these organizations.

The construction industry and BSCI alumni are extremely supportive of the school and its activities. The school has a unique Construction Industry Fund supported by Alabama contractor's licensing fees (since 1992). The Fund supports research for the construction industry, program enhancement, faculty development and continuing education. Substantial recurring funds have been committed to support the school in its mission to deliver the highest quality construction education. The LEED® Gold, M. Miller Gorrie Center (Building Science Facility) became a reality as a result of industry and alumni generosity and leadership.

The school is a leader in exploring Information Technology applications in construction and construction education, working with industry leaders in seeking solutions to construction industry challenges, creating collaborative opportunities between disciplines, and maintaining outreach activities and providing study abroad and other high impact opportunities for faculty and students.

The school maintains an active study abroad program for undergraduate and graduate students. This program helps our students have an awareness of construction on a global scale while exposing them to other cultures. Approximately 25% of our students gain an international experience before they graduate.

The school has a 36,000 state-of-the-art, LEED Gold building completed in 2006 that provides a progressive learning environment for faculty and students to explore solutions to challenges facing the construction industry. This building includes multimedia classrooms, a BIM lab, computer labs.

As a result of significant industry support the school has recently added space for a Construction Visualization Lab and three competition team rooms and renovated a traditional classroom into an Engaged Active Student Learning (EASL) space. This past month the school took possession of the Robins & Morton Construction Field Lab following a significant gift in kind donation.

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **IUPUI, Construction Management**

Item	#	Notes
Institution Founded (Year)	1969	
Construction Management Program Established (Year)	1977	
ACCE Accreditation Received (Year)	2019	
Other Accrediting Bodies? (list, if applicable)	ABET	Through 2020
Current Number of Students		
Undergraduate	150	
Graduate	0	
Faculty		
Tenure-Track	1	
Tenured	1	
Adjunct Faculty / Instructors	6	
Other: Clinical Professor and Full-Time Instructors	3	
Degrees Offered:		
Associate of Science		
Bachelor of Science	X	
Masters of Science		
Ph.D.		
Others (CM certificate, 2+2 Ivy Tech, and 4+1 UIndy)	X	
Industry Advisory Board or Council Created (Year)	1998	(Restructured 2016)
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	75	
Board Members' Primary Industry Affiliation (Indicate #'s):		
Construction	59	
Architecture	2	
Engineering	7	
State Agency	0	
Trade Association	2	
Supplier	2	
Construction Law	0	
Others (list) - Professional and Trade Associations	3	
IAB Term of Service	N/A	Unlimited (Officers are 2 yrs.)
Number of IAB Meetings Per Year	4-5	
Do IAB Members Pay Dues? (If yes, list \$ amount)	Yes	\$250/yr. [501(c)(3) - 10/2017]
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	75	
Out of State/Region	0	

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **LSU – Department of Construction Management**

Item	#	Notes
Institution Founded (Year)	1860	
Construction Management Program Established (Year)	1972	
ACCE Accreditation Received (Year)	1982	
Other Accrediting Bodies? (list, if applicable)		
Current Number of Students		
Undergraduate	840	721 BSCM + 119 CCM
Graduate	92	61 MSCM + 31 PhD
Faculty		
Tenure-Track	3	
Tenured	5	
Adjunct Faculty / Instructors	6	
Degrees Offered:		
Bachelor of Science (BSCM)	1	On campus
Masters of Science (MSCM)	1	On campus
Ph.D.	1	On campus; Engineering Science with Concentration in CM
Others (certificate program, minor, on-line, etc.):		
Minor in Construction Management	1	Undergraduate minor offer to other degree programs
Master of Science (MSCM)	1	LSU Online degree program
Post Baccalaureate Certificate in CM (CCM)	1	LSU Online degree program; also used to “level” students entering into the Master of Science program
Industry Advisory Board or Council Created (Year)	1997	
Written By-Laws (Yes or No)	Yes	It is a 501(c)(3) organization named the Construction Industry Advisory Council (CIAC)
Current Number of Board Members (Executive Board)	20	202 total CIAC members representing 77 different companies
Board Members’ Primary Industry Affiliation (Indicate #'s):		
Construction	20	This is the Executive Board in charge of operations.
Architecture		
Engineering		
IAB Term of Service	1 year	
Number of IAB Meetings Per Year	7	Sub committees (3) each meet 8 times a year
Do IAB Members Pay Dues? (If yes, list \$ amount)	varies	Tiered dues structure: \$1000 regular, \$500 associate, and \$250 for junior membership
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	180	
Out of State/Region	22	

2020 IAB Event - Participating Construction Management Programs “At a Glance”
Institution Name: Northern Dakota State University – Construction Management

Item	#	Notes
Institution Founded (Year)	1890	
Construction Management Program Established (Year)	1969	
ACCE Accreditation Received (Year)	1984	
Other Accrediting Bodies? (list, if applicable) ABET	1983	
Current Number of Students	280	
Undergraduate	248	
Graduate	32	
Faculty		
Tenure-Track	4	
Tenured	2	
Adjunct Faculty / Instructors	6	
Other		
Degrees Offered:		
Associate of Science	0	
Bachelor of Science	2	
Masters of Science	1	
Ph.D.	1	
Others (certificate program, minor, on-line, etc.):	1	
Industry Advisory Board or Council Created (Year)	1991	No minutes found – based on Memory
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	36	
Board Members’ Primary Industry Affiliation (Indicate #'s):		
Construction	23	
Architecture	0	
Engineering	1	
State Agency	3	
Trade Association	2	
Supplier	1	
Construction Law	0	
Others (list) trade Subcontractors	6	
IAB Term of Service	None	
Number of IAB Meetings Per Year	2	
Do IAB Members Pay Dues? (If yes, list \$ amount)	\$100	
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	30	
Out of State/Region	6	

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **The Ohio State University – Construction Management**

Item	#	Notes
Institution Founded (Year)	1870	
Construction Management Program Established (Year)	1991	
ACCE Accreditation Received (Year)	2015	
Other Accrediting Bodies? (list, if applicable)	0	
Current Number of Students	247	
Undergraduate	247	
Graduate	0	
Faculty		
Tenure-Track	2	
Tenured	1	
Adjunct Faculty / Instructors	11	
Other		
Degrees Offered:		
Associate of Science	1	
Bachelor of Science	1	
Masters of Science	0	
Ph.D.	0	
Others (certificate program, minor, on-line, etc.):	0	
Industry Advisory Board or Council Created (Year)	Early 90s	
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	104	
Board Members' Primary Industry Affiliation (Indicate #'s):		
Construction	42	
Architecture	0	
Engineering	6	
State Agency	4	
Trade Association	6	
Supplier	7	
Construction Law	3	
Others – Owner/Developer	9	
Others – Subcontractors	20	
Others – Consultants	7	
IAB Term of Service	2 years	Members can serve up to 3 consecutive terms
Number of IAB Meetings Per Year	2	
Do IAB Members Pay Dues? (If yes, list \$ amount)	\$250 annual donation	CSM grads receive a their first year post-graduation free
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	Nearly all	
Out of State/Region		

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **Seminole State College of Florida, Wharton-Smith Center for Construction**

Item	#	Notes
Institution Founded (Year)	1965	
Construction Management Program Established (Year)	1973	Associate of Science – 1973; Bachelor of Science- 2011
ACCE Accreditation Received (Year)		Pursuing
Other Accrediting Bodies? (list, if applicable)		Southern Association of Colleges and Schools (SACS); Engineering Technology Degrees pursuing ABET
Current Number of Students		
Undergraduate	293	As of 2018-2019 data provided (combined between AS and BS programs)
Graduate		
Faculty		
Tenure-Track	6	Includes Construction and Eng. Technology faculty
Tenured	2	Includes Construction and Eng. Technology faculty
Adjunct Faculty / Instructors	20	Includes Construction and Eng. Technology faculty
Other		
Degrees Offered:		
Associate of Science	Yes	Construction Management
Bachelor of Science	Yes	Construction
Masters of Science	N/A	
Ph.D.	N/A	
Others (certificate program, minor, on-line, etc.):		Building Construction Technical Certificate (college credit) / No. of Students: 70
Industry Advisory Board or Council Created (Year)	2006	
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	23	
Board Members' Primary Industry Affiliation (Indicate #'s):		
Construction	16	Variety of sizes, industry segments
Architecture	2	
Engineering	3	
State Agency		
Trades Association	2	
Supplier		
Construction Law		
Others (list)		
IAB Term of Service	1 Year	Renewal option/ Spring term

Number of IAB Meetings Per Year	2	Subcommittees (4) meet more frequently, varies per subcommittee
Do IAB Members Pay Dues? (If yes, list \$ amount)	No	Suggested Annual Donation \$500
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	23	
Out of State/Region	N/A	

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **University of Florida, M.E. Rinker, Sr. School of Construction Management**

Item	#	Notes
Institution Founded (Year)	1853	
Construction Management Program Established (Year)	1935	
ACCE Accreditation Received (Year)	1976	
Other Accrediting Bodies? (list, if applicable)	no	
Current Number of Students		
Undergraduate	327	
Graduate	118	Masters + PhD
Faculty		
Tenure-Track	4	
Tenured	10	
Adjunct Faculty / Instructors	6	
Other		
Degrees Offered:		
Associate of Science	no	
Bachelor of Science	1	BSCM
Masters of Science	4	MSCM, MCM, MICM, MSCM w/ Sustainability focus
Ph.D.	1	Design, construction and Planning
Others (certificate program, minor, on-line, etc.):	2	ICM Project Management and ICM Sustainability
Industry Advisory Board or Council Created (Year)	1986	
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	25	
Board Members' Primary Industry Affiliation (Indicate #’s):		
Construction	23	Includes 3 sub-contractors
Architecture	0	
Engineering	0	
State Agency	0	
Trade Association	0	
Supplier	1	
Construction Law	0	
Others (list)	0	
IAB Term of Service	5 years	
Number of IAB Meetings Per Year	2	
Do IAB Members Pay Dues? (If yes, list \$ amount)	no	
IAB Member Locations (Indicate #’s):		
Within reasonable driving distance	22	
Out of State/Region	3	

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **University of North Florida – Construction Management**

Item	#	Notes
Institution Founded (Year)	1972	
Construction Management Program Established (Year)	1987	
ACCE Accreditation Received (Year)	2014	
Other Accrediting Bodies? (list, if applicable)	1	ABET
Current Number of Students		
Undergraduate	272	
Graduate	0	
Faculty		
Tenure-Track	2	
Tenured	2	
Adjunct Faculty / Instructors	10	
Other	1	
Degrees Offered:		
Associate of Science	0	
Bachelor of Science	1	
Masters of Science	0	
Ph.D.	0	
Others (certificate program, minor, on-line, etc.):	0	
Industry Advisory Board or Council Created (Year)		
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	21	
Board Members' Primary Industry Affiliation (Indicate #'s):		
Construction	16	
Architecture		
Engineering	1	
State Agency		
Trade Association	3	
Supplier		
Construction Law	1	
Others (list) trade Subcontractors		
IAB Term of Service	3 yrs.	
Number of IAB Meetings Per Year	11	
Do IAB Members Pay Dues? (If yes, list \$ amount)	No	
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	21	
Out of State/Region	0	

2020 IAB Event - Participating Construction Management Programs “At a Glance”
Institution Name: University of Washington – Construction Management

Item	#	Notes
Institution Founded (Year)	1861	
Construction Management Program Established (Year)	1964	
ACCE Accreditation Received (Year)	1987	
Other Accrediting Bodies? (list, if applicable)		
Current Number of Students		
Undergraduate	135	
Graduate	30	
Faculty		
Tenure-Track		
Tenured	8	
Adjunct Faculty / Instructors	18	About 4 FTE
Other		
Degrees Offered:		
Associate of Science		
Bachelor of Science	Yes	
Masters of Science	Yes	
Ph.D.	Yes	Interdisciplinary in College
Others (certificate program, minor, on-line, etc.):		
Industry Advisory Board or Council Created (Year)	1980s	
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	34	
Board Members' Primary Industry Affiliation (Indicate #'s):		
Construction	28	
Architecture		
Engineering		
State Agency	1	
Trade Association	3	
Supplier	1	
Construction Law		
Others (list) Construction Insurance	1	
IAB Term of Service	4	
Number of IAB Meetings Per Year	4	
Do IAB Members Pay Dues? (If yes, list \$ amount)	Yes	\$700
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	34	
Out of State/Region	0	

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **Utica College**

Item	#	Notes
Institution Founded (Year)	1946	
Construction Management Program Established (Year)	2008	But existed prior, eliminated in 2000
ACCE Accreditation Received (Year)	2015	
Other Accrediting Bodies? (list, if applicable)	none	
Current Number of Students		
Undergraduate	120 ±	
Graduate	N/A	
Faculty		
Tenure-Track	1	
Tenured	1	
Adjunct Faculty / Instructors	4	
Other:	1	Professor of Practice
Degrees Offered:		
Associate of Science	N/A	
Bachelor of Science	X	
Masters of Science	N/A	
Ph.D.	N/A	
Others (certificate program, minor, on-line, etc.):	N/A	
Industry Advisory Board or Council Created (Year)	2008	(Restructured 2016)
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	12	(not including Professors)
Board Members' Primary Industry Affiliation (Indicate #'s):		
Construction	10	
Architecture	2	
Engineering	N/A	
State Agency	N/A	
Trade Association	N/A	
Supplier	N/A	
Construction Law	N/A	
Others (list) - Professional and Trade Associations	N/A	
IAB Term of Service	4 years	
Number of IAB Meetings Per Year	4	
Do IAB Members Pay Dues? (If yes, list \$ amount)	Yes	\$1,000/yr Jr. members / new grads \$500
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	11	
Out of State/Region	1	

2020 IAB Event - Participating Construction Management Programs “At a Glance”

Institution Name: **Washington State University – Construction Management**

Item	#	Notes
Institution Founded (Year)	1890	
Construction Management Program Established (Year)	1945	
ACCE Accreditation Received (Year)	1986	1 st time - 1986/most recent - 2016-2022 (6 years)
Other Accrediting Bodies? (list, if applicable)	N/A	
Current Number of Students		
Undergraduate	160	
Graduate	0	
Faculty		
Tenure-Track	5	
Tenured	1	
Adjunct Faculty / Instructors	2	
Other	0	
Degrees Offered:		
Associate of Science	No	
Bachelor of Science	Yes	
Masters of Science	No	
Ph.D.	No	
Others (certificate program, minor, on-line, etc.):	CMMinor	
Industry Advisory Board or Council Created (Year)		Re-established in 2013
Written By-Laws (Yes or No)	Yes	
Current Number of Board Members	13	
Board Members' Primary Industry Affiliation (Indicate #'s):		
Construction	11	(includes 1 mechanical contractor and 1 electrical contractor)
Architecture		
Engineering		
State Agency		
Trade Association		
Supplier		
Construction Law	1	
Others (list)	1	scheduling/claims consultant
IAB Term of Service	5 year	renewable
Number of IAB Meetings Per Year	4	
Do IAB Members Pay Dues? (If yes, list \$ amount)		\$1,250 gift expected
IAB Member Locations (Indicate #'s):		
Within reasonable driving distance	13	5 ½ hour drive
Out of State/Region	0	

Comparison of Baccalaureate Accreditation Standards/Criteria

ACCE vs. ANSAC/ABET

Summary

Selection of an accrediting body with which to align is very significant. The university administration considers accreditation a measure of guaranteed quality while the industry views it as an assurance of a foundational level of education prior to entry into a full-time career. Industry Advisory Board members are essential partners to any construction program. They should have a strong presence and voice during selection.

The Construction Management Association of America (CMAA) recently joined the Accreditation Board for Engineering and Technology (ABET).

Industry Advisory Boards (IAB) are finding themselves at a crossroad with some of their construction programs, especially those housed in an engineering college. Pressures from university administrators are being placed on programs to switch to ABET while other programs are in the process of evaluating their status of accreditation. Industry is asking which accreditation is better and which one should they insist upon? To answer this question, it is very important to get past perception, innuendos, and rumors to get an answer. A lot has been heard about ABET accreditation, but what is it really? What is fact and what is myth as it relates to accrediting construction programs? This one-page chart provides a straight forward comparison between ACCE and ABET. Also included are a series of questions to use in the decision-making process. This will provide the IABs with the tools needed to advocate for the “Gold Standard” during any accreditation discussion generated at their program’s university or college.

Comparison of Baccalaureate Accreditation Standards/Criteria

American Council for Construction Education (ACCE) Standards (Document 103) for All Programs	Applied and Natural Sciences Accreditation Commission (ANSAC/ABET) General Criteria and Specific Criteria from CMAA																				
<div data-bbox="110 258 727 338" data-label="Image"> </div> <p data-bbox="94 380 699 436"><i>Only accredits Construction Management and similarly named programs (Construction Science, Building Science, etc.):</i></p> <p data-bbox="94 468 621 495">“Summary of Category Semester Hour Requirements:”</p> <table border="1" data-bbox="94 552 695 972"> <thead> <tr> <th>Curriculum Categories</th><th>Semester Hours</th></tr> </thead> <tbody> <tr> <td>A. Communication</td><td>6 minimum</td></tr> <tr> <td>B. Mathematics (beyond Trigonometry)</td><td>3 minimum</td></tr> <tr> <td>C. Physical Science (analytical, not descriptive)</td><td>6 minimum</td></tr> <tr> <td>D. Business and Management</td><td><u>12 minimum</u></td></tr> <tr> <td>Total Combined A, B, C, and D</td><td>33 minimum</td></tr> <tr> <td>Construction Coursework</td><td><u>50 minimum</u></td></tr> <tr> <td>Subtotal prescribed category credits</td><td>83 minimum</td></tr> <tr> <td>Other credits</td><td><u>37 minimum</u></td></tr> <tr> <td>Total ACCE Accreditation Requirements</td><td>120 Sem. Hrs.</td></tr> </tbody> </table> <p data-bbox="94 1031 777 1087">“Upon graduation from an accredited ACCE Bachelor Degree program, a graduate shall be able to:</p> <ol data-bbox="94 1119 777 2018" style="list-style-type: none"> 1. Create written communications appropriate to the construction discipline. 2. Create oral presentations appropriate to the construction discipline. 3. Create a construction project safety plan. 4. Create construction project cost estimates. 5. Create construction project schedules. 6. Analyze professional decisions based on ethical principles. 7. Analyze construction documents for planning and management of construction processes. 8. Analyze methods, materials, and equipment used to construct projects. 9. Apply construction management skills as a member of a multi-disciplinary team. 10. Apply electronic-based technology to manage the construction process. 11. Apply basic surveying techniques for construction layout and control. 12. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process. 13. Understand construction risk management. 14. Understand construction accounting and cost control. 15. Understand construction quality assurance and control. 16. Understand construction project control processes. 17. Understand the legal implications of contract, common, and regulatory law to manage a construction project. 18. Understand the basic principles of sustainable construction. 19. Understand the basic principles of structural behavior. 20. Understand the basic principles of mechanical, electrical and piping systems.” 	Curriculum Categories	Semester Hours	A. Communication	6 minimum	B. Mathematics (beyond Trigonometry)	3 minimum	C. Physical Science (analytical, not descriptive)	6 minimum	D. Business and Management	<u>12 minimum</u>	Total Combined A, B, C, and D	33 minimum	Construction Coursework	<u>50 minimum</u>	Subtotal prescribed category credits	83 minimum	Other credits	<u>37 minimum</u>	Total ACCE Accreditation Requirements	120 Sem. Hrs.	<p data-bbox="808 222 1451 302"><i>For all ANSAC accredited programs (Environmental, Health, and Safety; Health Physics; Industrial Hygiene; Surveying; Construction Mgmt.):</i></p> <p data-bbox="808 338 1477 365">“Baccalaureate degree programs must demonstrate graduates have:</p> <ol data-bbox="808 369 1495 856" style="list-style-type: none"> a) an ability to apply knowledge of mathematics, science, and applied sciences b) an ability to design and conduct experiments, as well as to analyze and interpret data c) an ability to formulate or design a system, process, or program to meet desired needs d) an ability to function on multidisciplinary teams e) an ability to identify and solve applied science problems f) an understanding of professional and ethical responsibility g) an ability to communicate effectively h) the broad education necessary to understand the impact of solutions in a global and societal context i) a recognition of the need for and an ability to engage in life-long learning j) a knowledge of contemporary issues k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.” <p data-bbox="808 863 1102 890">“The curriculum must include:</p> <ol data-bbox="808 894 1490 1062" style="list-style-type: none"> a. a combination of college-level mathematics and basic sciences (some with experimental experience) appropriate to the discipline b. applied science topics appropriate to the program c. a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.” <p data-bbox="808 1094 1344 1121"><i>For Construction Management Programs (from CMAA):</i></p> <p data-bbox="808 1152 1359 1180">“The professional component must include these topics:</p> <ol data-bbox="808 1211 1456 1948" style="list-style-type: none"> 11. business and communication skills. 3. health and safety, accident prevention, and regulatory compliance. 8. cost management including plan reading, quantity take offs and estimating. 7. planning and scheduling. 1. construction project management from pre-design through commissioning. 5. materials, labor and methods of construction. 10. leadership and managing people. 9. project delivery methods. 6. finance and accounting principles. 4. law, contract documents administration, and dispute prevention and resolution. 2. project life-cycle and sustainability.” <p data-bbox="808 1986 1476 2043">(Note: CMAA Program Specific Criteria are presented out of order to make direct comparison with ACCE Standards to the left.)</p>
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Questions to ask your Program about Accreditation...

How do you want your program to be viewed by other professionals?

- The American Council for Construction Education (ACCE) has been accrediting construction higher education programs for over 40 years. Founded in 1974 by Associated General Contractors of America (AGC), Associated Schools of Construction (ASC), and the American Institute of Constructors (AIC). ACCE maintains an appropriate balance among foundational courses needed in business, engineering, architecture, science, and communications, as well as the entire range of construction specific courses. ACCE accreditation is not seen through the “lens” of another discipline (like engineering). Construction education programs are unique and not a subset of any other discipline but are built on a combination of disciplines. This makes a graduate of an ACCE program a highly desirable employee.
- Construction Management has been categorized under the ABET’s Applied and Natural Sciences Accreditation Commission (ANSAC). ANSAC accreditation DOES NOT lead to PE registration and is NOT associated with engineering. Construction management has now been aligned with ANSAC accredited programs: Environmental Health, Safety, Industrial Hygiene, Health Physics, and Surveying. This implies CM graduates are para-professionals who serve in support of the Engineer as a “junior engineer”.

Is the accreditation agency’s primary focus on construction education?

- ACCE is focused solely on construction. It addresses and establishes appropriate Standards for a wide variety of construction programs in the U.S.
- ABET is not focused on construction education. It is focused on engineering or engineering technology types of education...note their name – Accreditation Board for Engineering and Technology. From their website: “We are a not-for-profit, non-governmental accrediting agency for programs in applied science, computing, engineering, and engineering technology”. No construction in the title or in their overall mission.

Do you have to be an organizational member to be involved with the accreditation agency?

- No membership or membership dues are required at ACCE...it is all inclusive. ACCE encourages participation of program IAB members on its committees. ACCE requires a representative from industry be included on every accreditation Visiting Team. ACCE standards were developed by and are enforced by BOTH academic professionals and construction industry professionals.
- One must be a member of the Construction Management Association of America (CMAA) to participate in the official ANSAC accreditation process.

What is the US Department of Education’s view of construction management?

- Construction Management is not engineering, it is more closely related to Business. The federal government Classification of Instruction Program (CIP) codes place Construction Management (52.2001) under Business (52.xxxx) not Engineering (14.xxxx). This provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. Academic and the federal government use these codes primarily for resource allocation.

What is the construction emphasis of your program?

- Most construction programs in the US focus on the management of construction with varying emphasis in construction technology, business, architecture or engineering (or equal emphasis on all four). ACCE Standards require a mix of coursework in Construction, Communications, Mathematics, Physical Science, Business, and Management.
- The ANSAC Construction Management accreditation is defined for owner representatives. CMAA uses a very narrow definition of CM. Very few construction programs in the United States focus only on this type of a career path.

Questions to ask your Program about Accreditation...continued

As it relates to academic standards – where is the “bar” for construction programs?

- ACCE focuses solely on construction can address and establish appropriate Standards for most all construction related programs in the U.S. ACCE Standards (Document 103) is a fully integrated 28-page document outlining a broad range of requirements that must be met by accredited programs at both Associate and Bachelor’s levels. Standards are clear and concise. They focus on learning outcomes with some prescriptive requirements that maintain student interaction with other disciplines (engineering, business, architecture, etc.) They include a list of 13 Student Learning Outcomes that must be met by Associate degree programs that align well with the 20 Student Learning Outcomes required for students at the Baccalaureate level.
- ☐ ANSAC’s construction management standards have 11 learning outcomes with some prescriptive elements. They place emphasis on the narrow definition of construction management as an owner’s agent. ANSAC Criteria consist of a four-page document describing the criteria that all Applied Science programs must meet accompanied by a one-page document of Criteria specific to construction management. A national comparison would not be to other construction education programs in the U.S. but to programs in their same ANSAC area (i.e. Environmental Health, Safety, Industrial Hygiene, Health Physics, Surveying, Physics, Biology and Chemistry etc.).

Are advisory boards important to the accrediting agency?

- ACCE Standards recognize and require support from industry: that “an advisory committee, consisting of representatives from the construction industry, be actively involved in an advisory role for the construction program”.
- ANSAC does not require the program to have an industry advisory board. They only require the use of “stakeholders” to review their learning outcomes. This could be industry, alumni, or students.

How are standards determined?

- ACCE mandates that industry and academics have equal partnership in the development of accreditation standards for construction education.
- The newly developed ANSAC construction management standards were the responsibility of CMAA. Input was provided from various stakeholders, but ultimately these standards were approved solely by ANSAC (CMAA members).

Do the accreditation standards facilitate industry needs?

- All ACCE standards were developed, approved and enforced by BOTH academic professionals and construction industry professionals. ACCE has a broad representation of geographic areas and construction types. ACCE Board includes an equal number of Industry (Association & IAB members) and academic representatives to ensure its policies, procedures and standards align with current construction industry needs and requirements. ACCE was jointly founded by Industry Associations and ASC in 1974 and has involved industry practitioners since inception. It accredits associate, bachelor, and master’s degree programs to facilitate industry needs. It also recognizes industry associations’ non-degree programs.
- CMAA approved a mix of student learning outcomes with some prescriptive elements. These ANSAC standards have no requirement for an industry advisory board. Additionally, it excludes associate degree programs.

Easy –or Quality?

- If IAB members are looking for rigor and the “gold standard” that compares your program to the nearly 100 construction education programs already accredited in the nation, then look to ACCE.
- “Easy” does not equate to quality. Programs may gravitate towards ANSAC as it is an easier accreditation process due to the fewer number of standards (as compared to ACCE) and due to its narrow definition of construction management. If an IAB member is looking for simple and owner agents as employees, then ANSAC would be the way to go.

ACCE vs another Accreditation: Which is the Gold Standard?

Al Hauck
Chuck Berryman



What is the issue?



- Recently, the Applied and Natural Sciences Accreditation Commission (ANSAC) of ABET and the Construction Management Association of America (CMAA) have established an alternative route to accreditation for post-secondary CM programs.
- As Industry Advisory Board (IAB) members, you may well be asked to play a role in determining which route to take – ACCE or ANSAC – to accredit or reaccredit the CM programs that you represent.
- You need to understand the issues to make this decision

2

Three Key Questions to Consider:



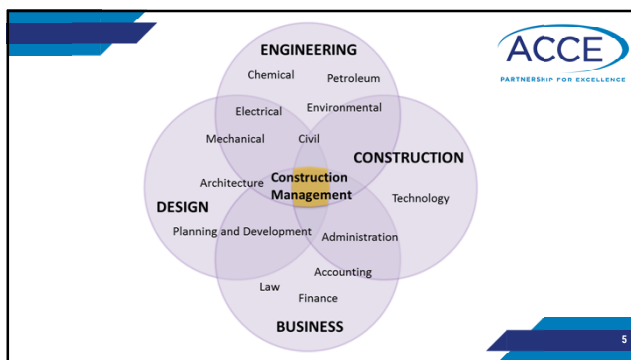
- Is the management of construction – the profession defined as being a “Constructor” – part of the larger field of engineering?
- What should be the role of industry – all representatives of the Constructor profession – in the establishment of standards for quality construction education?
- Which set of accreditation standards – ACCE or ANSAC – will lead to the highest levels of quality for university programs in construction education?

3

Three Key Questions to Consider:

- Clearly, many constructors have come and continue to come to the field with engineering degrees.
- Construction is clearly an engineering related field, but it is also related to architecture and business.
 - A core academic preparation in all three of these fields is essential and should be required for a quality program.
 - It is on these three foundations that a CM program is built.
- Should construction programs be accredited by an engineering association any more than it should be by architecture or business accrediting bodies?
 - It needs an accrediting body of its own.

4




Constructor as part of Engineering?

- ABET appears to categorize construction as an "engineering paraprofessional."
- Construction Management has been categorized under the ABET's Applied Science Accreditation Commission (ANSAC).
 - ANSAC accreditation DOES NOT lead to PE registration.
 - This accreditation is not associated with engineering.
 - The other ANSAC accredited programs are Environmental Health, Safety, Industrial Hygiene, Health Physics, Surveying, Physics, Biology and Chemistry.
 - Implication that CM serves in support of the Engineer as a "Junior Engineer."

6


Constructor as part of Engineering?



- ABET is not focused on construction education: note their name – Accreditation Board for Engineering and Technology. From the ABET website: “We are a not-for-profit, non-governmental accrediting agency for programs in applied science, computing, engineering, and engineering technology.” No “construction” in the title or in their overall mission.
- American Council for Construction Education has been solely committed to accrediting only construction education programs for over 40 years.

7

Constructor as part of Engineering?



- What is the federal government’s view of the field of construction management?
- Construction Management is not engineering, it is more closely related to Business. The federal government Classification of Instruction Program (CIP) places Construction Management (52.2001) under Business (52.xxxx) not Engineering (14.xxxx). This provides a scheme that supports the accurate tracking and reporting of fields of study. Academics and the federal government use these codes primarily for resource allocation.

8

Role of all Representatives from Industry?



- Are Industry Advisory Boards important to quality?
- ANSAC does not require that construction programs have an Industry Advisory Board. They only require the use of “stakeholders” to review their learning outcomes.
- ACCE Standards requires support from industry: that “an advisory committee, consisting of representatives from the construction industry, be actively involved in an advisory role for the construction program”.
- ACCE Standards requires support for industry: “there must be an active program of continuing education and research directly applicable to and in support of the construction industry”.

9

Role of all Representatives from Industry?

- Does the accreditation process recognize all forms of construction delivery methods?
- The ANSAC Construction Management accreditation is defined for agency CM and owner representatives. CMAA uses a very narrow definition of CM. Very few construction programs in the United States focus only on this type of a career path.
- Most construction management programs in the US (over 120) focus on the management of construction at all contract levels and all approaches to delivery.

10

Role of all Representatives from Industry?

- Do all constructors help to develop standards?
- ANSAC construction management standards were developed and guided by CMAA.
- ACCE invites all industry representatives and requires an equal partnership between industry and academics in both standards development and on all visiting teams.
 - ACCE Board includes an equal number of practitioners and academics to ensure its policies and standards align with current construction industry practices.
 - ACCE was jointly founded by industry Associations and ASC in 1974 and has involved industry since inception

11

Accreditation Standards and Quality?

- This is the major reason for accreditation in the first place – to ensure the same standards among programs from across the country.
- Both ANSAC and ACCE use an “outcomes based” approach to developing standards.
 - Requires programs to measure and report on the student attainment of learning outcomes, not just teaching inputs.
- When asked about which accreditation option to pursue, take the time to lay the ANSAC Criteria side by side with the ACCE Standards.

12

Accreditation Standards and Quality?

- ANSAC Criteria consist of a four-page document describing the criteria that all Applied Science programs must meet accompanied by a one-page document of Criteria specific to CM.
- ACCE Standards (Document 103) is a fully integrated 28-page document outlining a broad range of requirements that must be met by accredited programs at both Associate and Bachelor's levels.

13

Accreditation Standards and Quality?

- CMAA developed 11 outcomes plus the ANSAC General Criteria with no requirement for industry involvement and excludes associate degrees.
- ACCE standards were developed and are enforced by both academic and industry professionals.
 - Current Standards require a mix of coursework in Communications, Mathematics, Physical Science, Business, and Management plus construction specific course content allowing for unique approaches to field.
 - They include a list of 13 Student Learning Outcomes that must be met by Associate degree programs that align well with the 20 Student Learning Outcomes required for students at the Baccalaureate level.

14

Accreditation Standards and Quality?

- "Easy" does not equate to quality. Programs may gravitate towards ANSAC as it is an easier accreditation process (especially those construction programs in engineering colleges) due to fewer standards as compared to ACCE.
- However, if IAB members are looking for rigor and the "gold standard" that compares your program to the nearly 100 construction education programs already accredited in the nation, then look to ACCE.

15

Conclusion



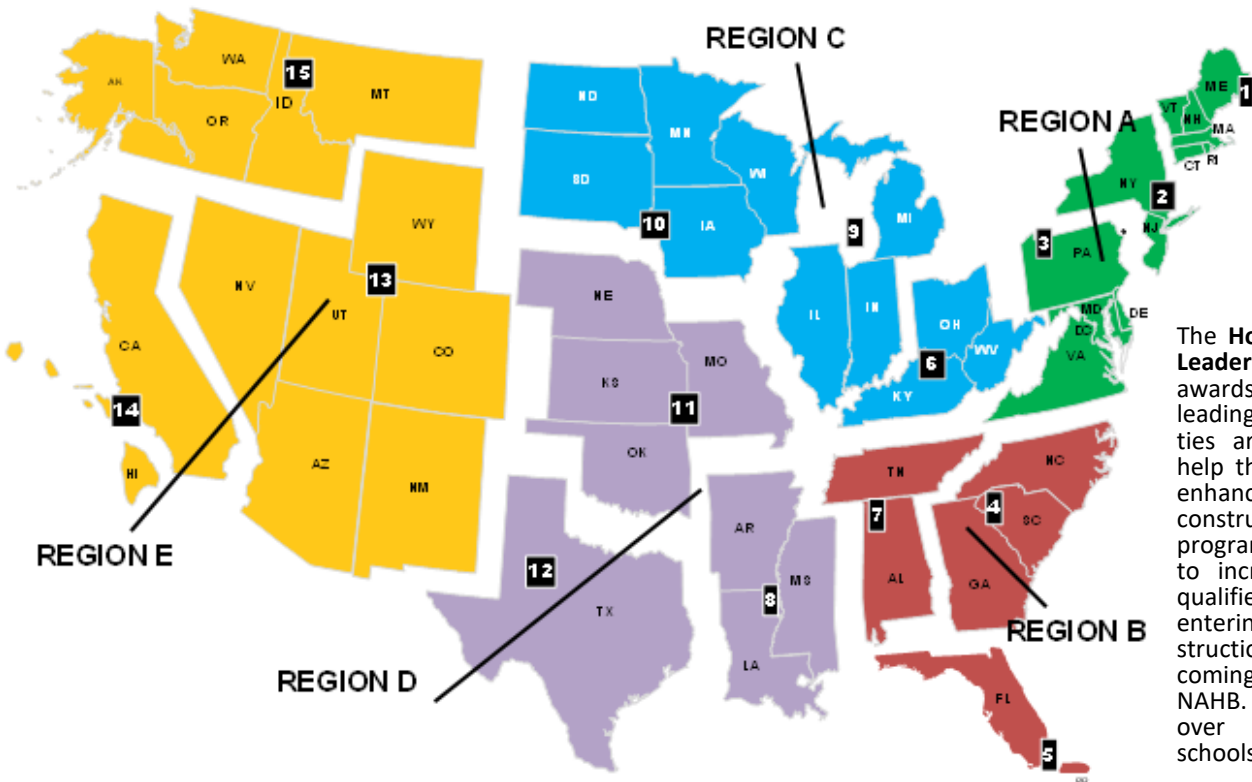
Ultimately, all Industry Advisory Committee members and everyone who hires from a university program must decide for themselves which option represents the "gold standard." But you owe it to the programs you represent to make the side by side comparison to ensure quality construction education programs.

QUESTIONS?

Al Hauck
Chuck Berryman

16

How We Are HELPing In Your Region



The **Homebuilding Education Leadership Program (HELP)**, awards multi-year grants to leading colleges and universities around the country to help them create, expand or enhance existing residential construction management programs. HELP's key goal is to increase the number of qualified college graduates entering the residential construction profession and becoming future members of NAHB. We have committed over \$4.7 million to 41 schools around the country.

Area 2

State University of New York at Delhi, \$100k (2014)

Area 3

Pennsylvania College of Technology, \$73,838 (2018)
Pennsylvania State University, \$100k (2011)
University of Maryland Eastern Shore, \$100k (2007)

Area 4

East Carolina University, \$120k (2007), \$93,638 (2013)
Western Carolina University, \$100k (2010)
Georgia Tech, \$50k (2007), \$99,535(2012)
Kennesaw State University, \$60k (2017)
North Carolina A&T, \$100k (2018)
Clemson University, \$100k (2019)

Area 5

University of Florida, \$98k (2013)
University of North Florida, \$100k (2016)

Area 6

Northern Kentucky University, \$100k (2010 co-grant w/ Cincinnati State)
Cincinnati State Technical & Community College, \$100k (2010 co-grant w/ Northern Kentucky University)

Area 7

Jefferson State Community College, \$100k (2008)
Middle Tennessee State University, \$100k (2008)

Area 8

Louisiana State University, \$99,236(2012)

Area 9

John A. Logan College, \$100k (2008)
Michigan State University, \$99,487(2013), \$100k (2018)
Purdue University, \$100k (2009), \$100k (2018)

Area 10

Dunwoody College of Technology, \$60k (2016)
Kirkwood Community College, \$100k (2020)
North Dakota State University, \$50k (2009)
South Dakota State University, \$97,411(2014)

Area 11

Pittsburg State University, \$95k (2011)
University of Nebraska – Kearney, \$75k (2010), \$64k (2014)
University of Nebraska – Lincoln, \$75k (2010)
University of Oklahoma, \$27,054 (2015), \$95,600 (2019)

Area 12

Texas A&M University, \$100k (2009 co-grant w/ Prairie View A&M), \$99,943 (2015)
Prairie View A&M University, \$100k (2009 co-grant w/ Texas A&M)
Tarrant County College South, \$75k (2017)
University of Nevada- Las Vegas, \$100k (2020)

Area 13

Arizona State University, \$100k (2018)
Colorado State University, \$38,433(2009)
University of Denver, \$100k (2017)

Area 14

California Baptist University, \$1,000,000 (2009)
Cal Poly – San Luis Obispo, \$100k (2008), \$50k (2013), \$100k (2019)
California State University, Fresno, \$100k (2015)

Area 15

University of Washington, \$45k (2013)

NATIONAL HOUSING ENDOWMENT

An Investment In the Future of Our Industry

The National Housing Endowment is dedicated to helping the housing industry develop more effective approaches to home building by supporting innovative and effective programs that further Education, Training and Research in the residential construction industry.

**\$15.1
Million**

grants &
scholarships
awarded to date

**EDUCATION
TRAINING
RESEARCH**

Building Strong Partnerships for a Lasting Impact



The Endowment channels much of its support to expand on the successes of affiliate programs and to fortify the relationship between industry and institutions of higher learning.

SUPPORTING SKILLED TRADES

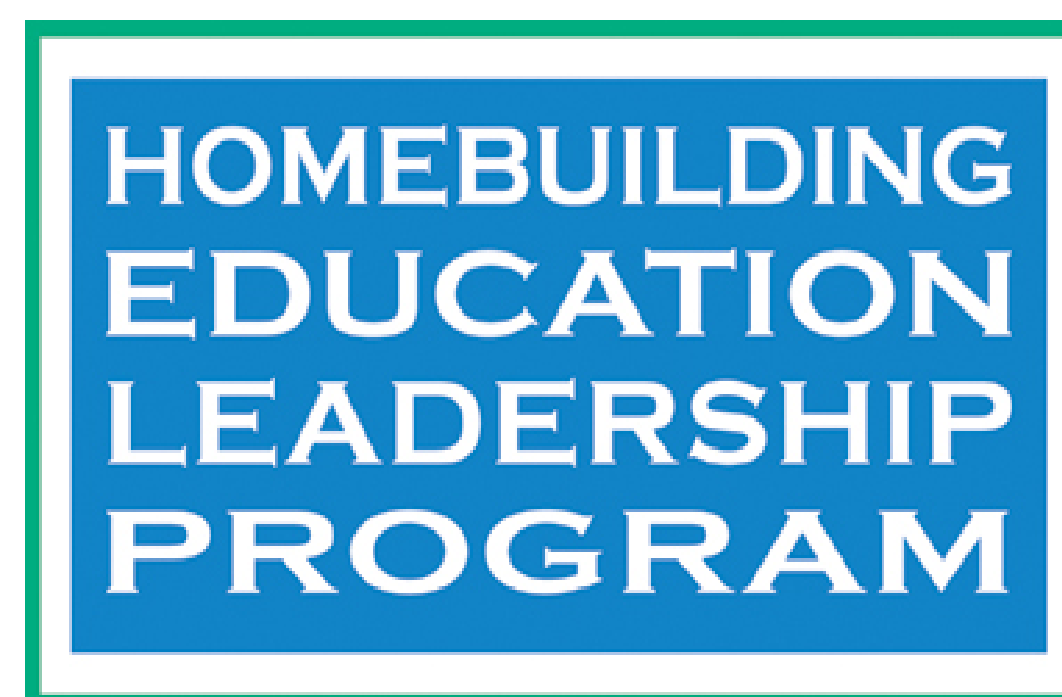
The Endowment is committed to the needs of the housing industry. We have directly addressed labor shortage by establishing and promoting scholarship and grant opportunities like the **Skilled Labor Fund**. The Skilled Labor Fund is in partnership with NAHB, NKBA, NARI, and SGC Horizon.



Scholarship Opportunities INCREASING ACCESS TO EDUCATION



The Endowment awards scholarships to deserving students studying residential construction management & trades. **66%** of our graduates are currently working in residential construction.



The **Home Building Education Program (HELP)**, the Endowment's flagship grant program awards major, multi-year grants to colleges and universities to create or enhance residential management and trades construction education programs. HELP ensures that future builders will enter the workforce as the **best & brightest**.

**\$4.7
million** awarded to **41**
colleges & universities
nationwide

BE A PART OF THE SOLUTION!

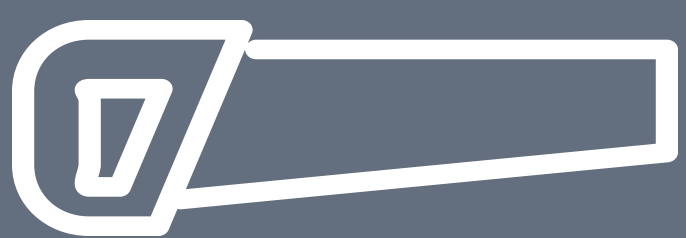
Contribute to the future of home building today.

Companies and Individuals make a difference.

Join those who support the future of our industry!

CAREERS in the CONSTRUCTION TRADES

CARPENTRY



\$51,120

If you like working with wood and take pride in seeing something made with your own hands, then this is the trade for you. Carpenters are needed in all areas of construction and are often employed through the entire construction process. Thus, it is one of the most secure jobs within the industry.

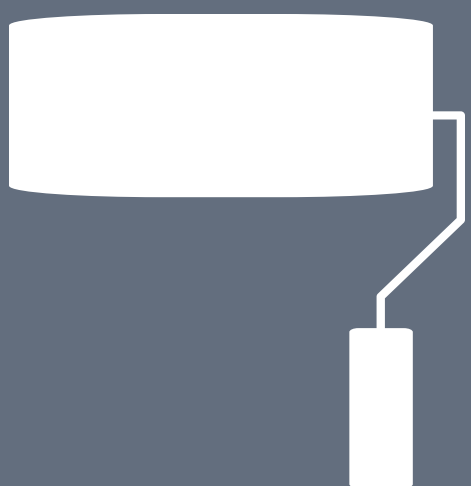
ELECTRICAL



\$59,190

Modern life would not be possible without electricians. If you like to know how electric currents make things work, then this is the trade for you. Qualified electricians are always in demand. With your tools and knowledge, you can go practically anywhere in the country.

PAINTING

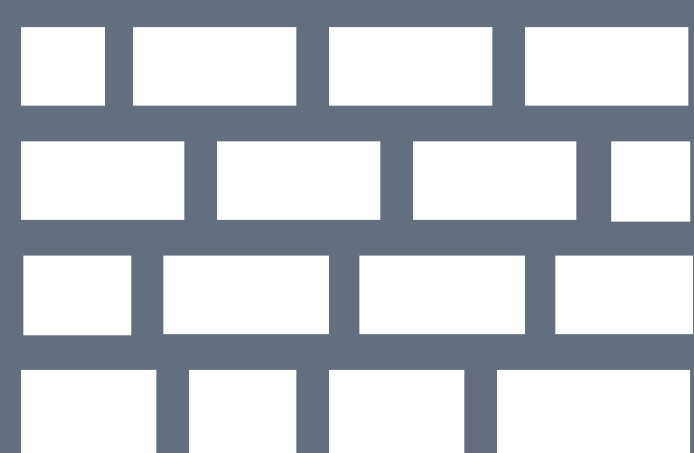


\$43,050

Whenever a home is built, nearly all of the interior and some of the exterior surfaces need to be painted to protect them from damage by water, mold and corrosion. Painting and maintaining painted surfaces improves the appearance and increases the value of a house. There is always great demand for experienced painters.

CAREERS in the CONSTRUCTION TRADES

MASONRY



\$54,430

Laying brick is one of the oldest and most respected trades in the construction industry. Masonry construction uses brick, stone, marble, granite, travertine, limestone, cast stone, concrete block, glass block, stucco, and tile. Qualified cement masons are always in demand to place foundations, patios, sidewalks and curbs.

HVAC



\$50,160

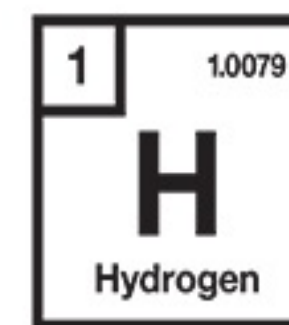
Install or repair heating, ventilation, and central air conditioning or refrigeration systems, including oil burners, hot-air furnaces and heating stoves. Use your knowledge of green technology to ensure safe and healthy building conditions in homes, hospitals, schools and office building. Consumers are replacing older, less efficient systems with new green models increasing the demand HVAC technicians.

PLUMBING



\$58,150

Nearly all areas of construction rely on plumbers. If you enjoy working with your hands and using your brain, then this is the trade for you. As long as there are drainage and water systems, there will be a need for reliable plumbers. Plumbers install, repair, and maintain pipes in residential, commercial and/or industrial buildings. Their job includes welding and connecting pipes, opening walls and floors to reach or install pipes, and testing pipes for leaks.



ACCE Founder's Award, DuPree Scholarship and NHE Scholarship

Information on the following awards can be found on the ACCE-HQ.org website

Overviews:

Founders Award

The ACCE Founder's Award is bestowed annually upon an individual, company or organization that has demonstrated a profound effect on construction education during the last year.

DuPree Construction Education Fund Scholarship

Applicants must be accepted in a Masters or PhD construction-related program, in an institution with an ACCE-accredited program. Scholarship(s) of at least \$5,000 each will be awarded. Applicants must desire a career as faculty in an ACCE-Accredited Construction Management program after completing their studies. Current, full-time faculty are not eligible.

DuPree Construction Education Fund/National Housing Endowment Scholarship

Applicants must be accepted in a Masters or PhD construction-related program, in an institution with an ACCE-accredited program. Scholarship(s) of at least \$7,500 each will be awarded. Applicants are expected to become faculty at an ACCE-Accredited program. Residential experience is required.

Mark Benjamin Lifetime Achievement Award

Nominees must be a construction practitioner, educator or retired from the industry. They must have given distinguished service to construction education, and be above the age of 55.



AMERICAN COUNCIL FOR
CONSTRUCTION EDUCATION
PARTNERSHIP FOR EXCELLENCE

***Thank you
for attending our
11th Annual
ACCE Mid-Year Meeting
& IAB Best Practices Event***

We hope to see you at future events!





AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

PARTNERSHIP FOR EXCELLENCE

The Council holds two meetings every year. All meetings are open to everyone interested in providing excellence in education for Construction Management students at our programs. Your involvement at the local level is so important to our programs, but we need your input on the national level also.

ACCE Annual Meeting
July 22-25, 2020
Minneapolis, MN

*Marriott Minneapolis Airport
2020 American Blvd E
Bloomington, MN 55425*



ACCE Mid Year Meeting
& IAB Best Practices Event
February 17-19, 2021
Las Colinas, TX

*Hotel
Information
Coming Soon!*



We hope to see you there!