



AMERICAN COUNCIL FOR  
CONSTRUCTION EDUCATION  
PARTNERSHIP FOR EXCELLENCE

# Advanced Visiting Team Member Training Handbook



**2020 Midyear Meeting**

**Jacksonville FL - February 19 – 21, 2020**

*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.*

**American Council for  
Construction Education  
2020 Midyear Conference**

**Advanced  
Visiting Team  
Member  
Training**

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Anderson, P.E., Chair  
  
California State  
University, Sacramento**



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# **Advanced Visiting Team Member Training Handbook**

Welcome to our training session for becoming a Team Member of an ACCE Accreditation Visiting Team! Previously you have been through our Initial Team Member Training and have been on a Visiting Team to a campus as a Member-in-Training. Now that you are in this course, you have taken the next step in our training to become a full member of a Visiting Team.

Let's review the qualifications of becoming a Visiting Team Member. As per Section 3.3.1.2 of ACCE Document 101 "Accreditation Manual", to be a qualified visitor an individual must have attended at least one scheduled Visiting Team Member Advanced Training session and served on a Visiting Team as a Member-in-Training.

Further, to be a qualified visitor:

- A construction industry practitioner must have knowledge of higher education and have had meaningful experience in construction at the middle management level or above. A degree in construction or an allied discipline (e.g., architecture or engineering) is desired.
- An educator must have a degree, preferably an advanced degree, in construction or an allied discipline (e.g., architecture or engineering), significant experience in construction education (preferably in an accredited construction program) and have had construction management experience.
- A public interest visitor must have knowledge of higher education and at least a bachelor's degree.

An additional requirement is to attend one session of our Visiting Team Case Studies workshop. This workshop discusses actual experiences from Visiting Teams' past campus visits and writing the Visiting Team Reports.

Since ACCE is a dynamic organization that has continuous process improvements along with new systems, process, and guidelines, for you to continue to be a qualified Visiting Team Member you must attend this Advanced Visiting Team Member training session and the Case Studies workshop at least once every three years.

We thank you for your time and efforts as a volunteer for this very important role in the accreditation process provided by ACCE for construction related education programs.

# **AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION**

## **DOCUMENT 101**

### **ACCREDITATION MANUAL**



# AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

## ACCREDITATION MANUAL

### DOCUMENT 101

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# **ACCREDITATION MANUAL DOCUMENT 101**

## **1. INTRODUCTION**

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

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

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

### **1.2. Purposes of Accreditation**

The purposes of ACCE's accrediting process are:

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

Accreditation serves the following purposes:

- **Assuring Quality:** Accreditation is the primary means by which institutions and programs assure quality to students and the public. Accredited status is a signal to students and the public that a program meets certain standards for its faculty, curriculum, student services, etc. Accredited status is conveyed only if the programs provide evidence of fiscal stability.
- **Engendering employer confidence:** Accredited status of a program is important to employers when evaluating credentials of job applicants, when deciding whether to provide tuition support for employees seeking additional education, and when deciding to support construction education programs.
- **Easing transfer:** Accreditation is important to students for a smooth transition of courses and credits among colleges, universities and programs.

### **1.3. Definition of Construction Programs**

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

- be located in an institution of higher learning that is legally authorized under applicable law to provide a program of education beyond that of the secondary level;
- in the case of those institutions in the United States, be accredited by the appropriate regional accrediting agency, and in the case of other countries, be accredited by the accrediting agency appropriate for its locale, if such exists; and

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

#### **1.4. Accredited Degree Programs**

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

## **2. ACCREDITATION ADMINISTRATIVE ORGANIZATION**

### **2.1. Board of Trustees**

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

### **2.2. Accreditation Committee**

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

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

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

### **2.3. Visiting Team**

The on-site accreditation visit for a construction education program requesting accreditation is accomplished by a Visiting Team selected by ACCE and consisting of at least three members for an associate degree or bachelor's degree program and at least two members for a master's degree program, as described in Section 3.3 of this Document.

The purpose of the Visiting Team is to evaluate the program based on the institution's stated goals and objectives for the program and to verify compliance with ACCE

standards and criteria in those areas that cannot be determined without visiting the institution. The Visiting Team shall submit a report of its findings along with a recommendation regarding accreditation to the Accreditation Committee in accordance with procedures established herein.

## **2.4. Appeals Committee**

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

# **3. ACCREDITATION POLICIES**

## **3.1. General Policies**

The accreditation procedure consists of the following major steps:

- Voluntary application by the institution to ACCE for candidate status and/or accreditation review.
- Preparation and submittal by the institution of a self-evaluation study to ACCE. For institutions seeking accreditation of both associate and bachelor's degree programs, a separate self-evaluation study will be required for each program for each accreditation visit, whether or not the institution requests a combined visit for both programs.
- Performance of an on-site evaluation by a Team of Visitors, selected by ACCE and acceptable to the institution, for the purpose of verifying and augmenting findings from the self-evaluation study report. Separate Visiting Team Reports will be prepared for each program visited during a site visit.
- Evaluation of the Visiting Team Report by ACCE's Accreditation Committee and evaluation of both the Visiting Team Report and Accreditation Committee Report by ACCE's Board of Trustees prior to taking an accreditation action. Possible accreditation actions are listed in Sections 4.6 and 4.7 of this Document.

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

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

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

### **3.3. Visiting Teams**

#### **3.3.1. Classification of Members – Associate and Bachelor’s Degree Programs**

1. Team Chair

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

2. Member

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

Further, to be a qualified visitor:

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

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

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

3. Member-in-Training

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

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

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

#### 4.Observer

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

Observers accompanying the Visiting Team may include:

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

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

#### 5.Industry Observer

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

### **3.3.2. Classification of Members – Master's Degree Programs**

#### 1. Team Chair

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

#### 2. Member

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

Further, to be a qualified visitor:

A practitioner must have knowledge of higher education, including graduate education, and have had meaningful experience in construction at

the middle management level or above. A graduate degree in construction or an allied discipline also is desirable.

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

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

### 3.Member-in-Training

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

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

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

### 4.Observer

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

Observers accompanying the Visiting Team may include:

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

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

### 5.Industry Observer

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

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

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

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

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

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

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

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

A Master's Degree Program Register of Visitors is maintained by the Accreditation Committee and is divided into two categories based on training and experience. Those individuals designated as "qualified Visitors" have been qualified as shown in paragraph 3.3.2.2; and have completed a Visitor training session during the past three years. Those shown as "trained" have been qualified

in accordance with paragraph 3.3.2.3. Visiting Team members are, as a general rule, drawn from the list of "qualified visitors" and members-in-training, as a general rule, from the list of those having been "trained."

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

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

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

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

### **3.4. Visiting Team Selection and Composition**

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

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

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

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

While there are desirable and indeed necessary reasons for authorizing observation of the accrediting process, observers nevertheless must not interfere with the process nor hamper an institution's right to a full and fair evaluation of its program(s). The observer must realize that his or her presence is a privilege which carries with it responsibility for adhering to the code of ethics for accreditation and to constraints and limitations on their participation in the visit. Any observer seeking permission to accompany a Visiting Team must agree to abide by the following limitations:

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

Representatives of any official and recognized accrediting agency or body such as the Council for Higher Education Accreditation (CHEA) should request and will receive these reports for the purpose of evaluating the accreditation process from ACCE's President before the visit. It will be considered a breach of ethics for any observer to

request or pressure the Chair or any member of a Visiting Team to have access to any confidential material. Observers are requested to refrain from making any such request.

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

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

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

### **3.6. Cost of Accreditation**

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

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

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

### **3.7. Publicity**

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

Information published for students and the general public should provide sufficient definition of the program to show that it meets ACCE accreditation criteria. Institutions are to broadly and accurately publish the objectives of the program, admission

requirements, the program assessment measures employed, and the information obtained through these assessment measures, the rate and type of employment of graduates, and any data supporting quantitative claims made by the program. Such information shall not be used in a self-serving or laudatory manner.

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

### **3.8.Complaints**

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

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

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

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

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

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

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

### **3.9. Appeals of Adverse Actions**

The appeals process is as follows:

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

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

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

- Based upon the institution's response, the ACCE Board Chair will finalize the panel membership, and within fifteen (15) days of receipt of that response, will appoint the members and chair of the special panel. All pertinent materials (candidate status application, self-study report, Visiting Team Report, Accreditation Committee report, and the institution's appeal) will be sent to the panel members for their examination.
- The panel chair will call a meeting of the panel within sixty (60) days of its appointment and advise the institution of the date and place of the meeting. All expenses incurred by the institution with respect to the appeal shall be borne by the institution, and all expenses incurred by ACCE with respect to the appeal shall be borne by ACCE.
- The hearing shall be conducted as an open proceeding unless the institution requests that it be closed. The chair shall conduct the hearing in an informal manner and the panel shall determine its own operating procedures. A panel member designated by the chair for that purpose shall keep minutes of the panel meeting.
- The institution shall present to the panel clear and acceptable evidence, documentary and/or oral, that the candidate status or accreditation decision being appealed is, in its view, unreasonable or erroneous.
- The discussion of the panel shall be based upon all the evidence presented to it and decisions shall represent a majority of its members. The decision shall be submitted

in writing to ACCE's Board Chair within fifteen (15) days of the closing of the hearing.

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

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

### **3.10. Program Changes During the Period of Accreditation**

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

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

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

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

### **3.11. Related Accreditation Agency Status**

#### **3.11.1. United Kingdom**

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

### **3.11.2. Canada**

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

### **3.11.3. China**

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

### **3.12. Outside Interests**

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

## **4. ACCREDITATION PROCEDURES**

### **4.1. Initial Accreditation**

#### **4.1.1. Application Procedures for Accreditation**

##### **4.1.1.1. Associate and Bachelor's Degree Programs**

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

Application procedures are as follows:

1. The institution desiring to pursue ACCE accreditation contacts the ACCE President to obtain the following materials:
  - ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review (Appendix A);
  - ACCE Document 101, Accreditation Manual;
  - ACCE Document 102A, Manual for the Preparation of the Self-Evaluation Study for Associate Degree Construction Education Programs, or ACCE Document 102B, Manual for the Preparation

of the Self-Evaluation Study for Bachelor's Degree Construction Education Programs;

- ACCE Document 103A, Standards and Criteria for Accreditation of Associate Degree Construction Education Programs, or ACCE Document 103B, Standards and Criteria for Accreditation of Bachelor's Degree Construction Education Programs; and
  - Information on how to obtain guidance and consulting services.
2. The institution will provide ACCE with the following information:
- Four (4) electronic copies each (thumb drive) of:
- ACCE Form A-1, Application for Candidate Status and/or Accreditation Review (Appendix A).
  - Website of Institution catalog.
  - Construction program mission and goals statement.
  - Construction program curriculum and course descriptions.
  - Program curriculum placed in the following categories:
    - General Education
    - Business and Management
    - Construction
    - Other Requirements
  - A syllabus for each course taught by the construction unit, stating course objectives in relation to the program goals and objectives, outlining instructional methods, and containing a topical outline; and resumes of all faculty members assigned to the construction program.
  - A brief description of the industry advisory committee for the program.
  - A description of the program's Quality Improvement Program.

#### **4.1.1.2. Master's Degree Programs**

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

Application procedures are as follows:

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

- Form A-1, Application for an Accreditation Review (Appendix A);
  - ACCE Document 101, Accreditation Manual,
  - ACCE Document 102M, Manual for Preparing a Self-Evaluation Study for Master's Degree Programs,
  - ACCE Document 103M, Standards and Criteria for Accreditation of Master's Degree Construction Education Programs,
  - and information on how to obtain guidance and consulting services.
2. The institution will provide ACCE with four (4) electronic (thumb drive) copies of the following:
- ACCE Form A-1, Application for an Accreditation Review (Appendix A);
  - Website of Institutional catalog.
  - Construction program mission and goals statement.
  - Construction program curriculum and course descriptions.
  - Description of Program Preliminary Learning Outcomes and how assessed.
  - A syllabus for each course taught by the construction unit, stating course objectives in relation to program goals and objectives, outlining instructional methods, and containing a topical outline.
  - Resumes of all faculty members assigned to the construction program.
  - A brief description of the industry advisory committee for the program.
  - A description of the program's Quality Improvement Program.

#### **4.1.1.3 Initial Accreditation Application Fee**

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

#### **4.1.2. Review of Applications**

The completed application and accompanying materials are submitted to an Application Screening Committee comprised of the Chair and Vice Chair of the Accreditation Committee and the Chair of the Guidance Committee for review as to the institution's status in the accreditation process. This committee will make their recommendation to the ACCE President. The recommendation can be one of the following:

- Candidate Status

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

- Candidate Status not Granted

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

#### **4.1.3. Candidate Status**

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

#### **4.1.4. Actions Required After Acceptance into Candidate Status**

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

Prior to submission of a self-evaluation study, the program submits the document to the mentor for review. If the mentor believes that the program is ready for an

initial site visit, the program submits four electronic files (thumb drive) each containing the self-evaluation study and one copy of a current ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review, to the ACCE President. Two of the electronic files are provided to the Chair and Vice Chair of the Accreditation Committee. These individuals review both documents and make their recommendations independently to the ACCE President for or against proceeding with the requested site visit. Candidate program must submit their self-evaluation studies no later than February 1 for a fall site visit or September 1 for a spring site visit.

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

- request reconsideration for cause,
- elect to have the on-site visit conducted regardless of the committee recommendation,
- elect to remain in Candidate Status, or
- withdraw its application.

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

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

## **4.2. Renewal of Accreditation**

### **4.2.1. Application Procedures for Accreditation**

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

### **4.2.2. Review of Applications**

Upon receipt of ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review, from the institution, the President requests submission of the self-evaluation study and initiates site visit procedures as outlined above.

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

In this event:

- The ACCE President will notify the Chief Executive Officer of the institution, the regional accrediting association serving the institution, and the ACCE Accreditation Committee of the failure on the part of the institution to respond and the lapsing of accreditation at the end of the period for which it was granted.
- If no action is taken by the institution on this matter, the ACCE President will, at the end of the period for which accreditation was granted, have the name of the institution removed from the list of Accredited Programs of Construction Education as published by ACCE, and notify the Chief Executive Officer of the institution of this action, returning the fees credited against the renewal visit upon the request of the program.

#### **4.3. Scheduling of Visits and Notifications**

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

The ACCE President then:

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

#### **4.4. On Site Visit**

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

- To ascertain the correctness of information presented.

- To assess qualitatively and quantitatively factors that cannot be documented, such as caliber of the student body and general morale of faculty and students.
- To inspect materials compiled by the institution, such as student work, course outlines, and documented classroom procedures.

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

#### **4.5. Visiting Team Report**

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

#### **4.6. Approval Sequence on Initial Accreditation Actions**

##### **4.6.1. Accreditation Committee**

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

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

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

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

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

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

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

- Accreditation for five years, with a progress report at the end of three years.
- Accreditation for five years, with a progress report at the end of the first year, or at the end of the first and second years in addition to the third-year report.
- Deferral of action by the Board until a date recommended by the committee. (This recommendation may include recommendations for additional information to be supplied by the institution or by other means and/or the assignment of a mentor.)
- Denial of accreditation.

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

- Accreditation for five years, with a status report at the end of each year.
- Deferral of action by the Board until a date recommended by the committee. (This recommendation may include recommendations for additional information to be supplied by the institution or by other means and/or the assignment of a mentor.)
- Denial of accreditation.

#### **4.6.2. Board Chair**

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

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

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

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

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

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

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

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

#### **4.6.3. Board of Trustees Actions**

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

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

If the action is to accredit, that decision will be announced in ACCE's newsletter and be published in the ACCE Annual Report, together with a listing of the specific construction program(s) accredited and the program(s) is added to the list of those currently accredited by ACCE.

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

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

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

#### **4.7. Approval Sequence on Renewal of Accreditation Actions**

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

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

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

- Renewal of accreditation for six years, with a progress report at the end of three years.
- Renewal of accreditation for six years, with progress report(s) at the end of the first year or at the end of the first and second years, in addition to the three-year report.
- Renewal of accreditation for three years with no progress report or with a progress report at the end of the first year, or progress reports at the end of the first and second years.
- Denial of accreditation.

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

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

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

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

- Limit its request for granting a six year accreditation to the six year period beginning with the date the Board granted the three-year accreditation.
- Apply for the extension through the Chief Executive Officer of the institution.
- Provide written evidence to justify a verification visit by ACCE. This must include an updated report of the status of all Weaknesses and Concerns identified during the most recent site visit.
- Agree to pay the ACCE administration fee and bear all costs associated with checking such an application, regardless of the eventual outcome.
- Agree to and provide all additional evidence requested by the ACCE appointed Visiting Team.

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

- Submit the written evidence to the Accreditation Committee Chair and Vice Chair(s) to determine whether it is prudent to proceed.
- Invoice the institution with the current administration fee if the application proceeds
- Appoint at least two Visiting Team members (no members in training) after consulting the Accreditation Committee Chair.
- Ensure the Visiting Team members are adequately briefed.
- Limit the focus of the Visiting Team to checking the progress of the program/institution's effort to correct the Weaknesses and Concerns noted in the last Visiting Team Report
- Submit the written evidence and the Visiting Team's Report to the Accreditation Committee for their recommendation to the Board of Trustees.

#### **4.8. Other Accreditation Actions**

##### **4.8.1. Probation**

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

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

##### **4.8.2. Loss of Accreditation**

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

##### **4.8.3. Extension of Accreditation Period**

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

## **5. ON SITE VISITATION PROCEDURES AND GUIDELINES**

### **5.1. Guidelines for ACCE Visits**

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

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

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

## **5.2. Procedures Prior to Visit**

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

The ACCE President then does the following:

- Establishes dates for the visit suitable to all persons involved, and, if requested by the institution indicates the desirability of doing so, cooperates in scheduling a joint visit.
- Requests the construction degree program's administrator to provide opportunities for visits with the executive officers of the institution, faculty and students, persons outside of the construction program who are familiar with it, and members of the local construction industry; and, for visits to classes, laboratories, and other facilities. Section 5.5 below outlines a typical schedule for a Visiting Team. Final coordination of the visit is the Visiting Team Chair responsibility.

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

## **5.3. Duties and Responsibilities of Visiting Team Members**

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

- evaluate or visit a program of study in construction only on the express invitation of the Chief Executive Officer or that officer's officially designated representative, or, when the action is initiated by ACCE with respect to a program already accredited by them, with the specific authorization of the Chief Executive Officer of the institution, or that officer's officially designated representative;
- permit an institution to withdraw a request for accreditation of a construction program at any time (even after evaluation) prior to final action by the Board of Trustees;
- recognize the right of a program to be evaluated in the light of its own stated purposes, so long as those purposes demonstrably fall within and reflect the definitions of general purpose established by ACCE;
- consider a construction program(s) at an institution, including its administration and financing, not on the basis of a single predetermined pattern but rather in relationship to the operation and goals of the entire institution;

- rely upon the regional accrediting agency for evaluation of the general quality of the institution;
- state relevant qualitative, and quantitative information in its evaluation process and in its report;
- stimulate and assist in improvement of the educational effectiveness of a construction program, and, to this end, be prepared to provide advisory assistance separate from the accrediting process;
- encourage sound educational experimentation and innovation;
- conduct an evaluation visit to a construction program by experienced and qualified examiners under conditions that assure impartial and objective judgment, including representation from the staffs of institutions offering programs of study in construction;
- avoid appointing visitors who may not be acceptable to an institution while retaining final authority in the formation of Visiting Teams;
- cooperate with other accrediting agencies so far as possible in scheduling joint visits when an institution so requests;
- provide for adequate consultation during the visit between the Team of visitors and the faculty and staff of an institution, including the Chief Executive Officer or that officer's designated representative;
- provide adequate opportunity for inclusion of students in the interviewing process during accrediting visits;
- provide the Chief Executive Officer of an institution being evaluated an opportunity to become acquainted with the factual part of the report prepared by the Visiting Team and to comment on its accuracy before final action is taken;
- consider decisions relative to accreditation only after an opportunity has been given to the Chief Executive Officer of the institution to submit comment, as provided above, and when the chair of the Visiting Team is present or the views of the evaluation Team are otherwise adequately represented through a written report of the Visiting Team;
- regard the text of the self-evaluation study as confidential between the institution and ACCE, with the exception that it may be made available by ACCE to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking;
- permit, except as provided herein, an institution to make such disposition of the self-evaluation study as it desires

A primary purpose of ACCE accreditation is to provide recognition of the attainment of a certain level of achievement in professional construction education. A secondary purpose is to encourage others to strive toward this goal. Each curriculum pattern will be reviewed in terms of its own stated objectives, content, methods, and evaluation. These curricula will be within the framework of ACCE's definitions and purposes which are

presented in its Document 103A, Standards and Criteria for Accreditation of Associate Degree Construction Education Programs, Document 103B, Standards and Criteria for Accreditation of Bachelor's Degree Construction Education Programs, and Document 103M, Standards and Criteria for Accreditation of Master's Degree Construction Education Programs. Each member of the Visiting Team must be familiar with these standards and criteria.

The following describe guidelines for Visiting Team Members' responsibilities:

- A major purpose of accreditation is to help program administrator(s) achieve professional standards in their construction program(s). In conveying this purpose, much will depend on the Team. An objective attitude and a courteous manner are essential characteristics of a good Team. They should approach their task as colleagues, deeply interested in understanding the institution within its own framework and objectives. They should never surrender their keenest critical faculties but should always use them constructively.
- Members of the Team should not attempt to judge a program based on any present notion or on formats used in the institution in which the member teaches or is otherwise associated, or those of his alma mater. Above all, Visiting Team members should refrain from telling "how we do it!"
- Quantitative criteria shall not be considered as a list of required courses, but rather as a guide to subject matter which is desirable to include in varying amounts in all curricula in construction education. Sound educational experimentation and innovation should be considered with sympathy.
- A basic responsibility of each Team Member is: to act as a reporter to record information about the institution and to interpret that information in order to help ACCE and the institution assess the strong and weak points and undeveloped potential of the construction program. The entire procedure is of a confidential nature, both between Visiting Team Members and between Team Members and ACCE.
- Visiting Team Members are not authorized to make any comments regarding their recommendations except through regular ACCE channels, nor should they inform the institution regarding the nature of their recommendations. The recommendations of the individual visitors are not necessarily the same as the actions that will be taken by ACCE.
- Visiting Team members are not to accept invitations involving purely social entertainment. ACCE firmly believes that the primary function of a Visiting Team is evaluation and review. No distraction from this purpose can be permitted. However, a coffee hour, tea, or dinner at which faculty members and the Team meet may be a desirable introduction to the visit. When such a meeting can be scheduled sometime during the first day of the visitation, it does much to set all at ease. Likewise, having lunch, a cup of coffee or tea, or even dinner with members of the faculty and with representatives of the local construction industry may be a helpful experience and need not take an undue amount of time.

- The self-evaluation study, catalogs, and other pertinent materials will be mailed to each Visiting Team member prior to the site visit. Each Team member is expected to have reviewed the entire self-evaluation study in detail prior to the site visit and to have analyzed details contained in that portion of the report assigned for evaluation. Any suggestions or questions regarding the self-evaluation study or requests for additional information should be made to the Team Chair.
- Visiting Team members are expected to plan time away from their office to permit attendance during all scheduled conferences. On any day designated for the visitation, the Team or individual members of the Team may not be absent from the institution during the normal working hours for the purpose of transacting personal business in the area or for sightseeing or other pursuits not associated with the accreditation process.

#### **5.4. Duties and Responsibilities of the Visiting Team Chair**

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

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

- Familiarize himself/herself and members of the Team with all current and past Accreditation Committee reports, self-evaluation studies, progress reports, and actions by ACCE on the construction program(s) being visited.
- Assign specific aspects of the Visiting Team Report to each team member.
- Arrange a schedule with the institution, including a list of people to be interviewed so that all facets of the construction program(s) are reviewed.
- Schedule time during the visit to enable members of the Team to review their reaction to the characteristics and effectiveness of the construction program(s) being observed.
- Schedule adequate time near the end of the visit, but before the final meeting with the respective administrators of the program(s) and institution, to consider, in private, Team findings and to prepare a preliminary draft report to the Accreditation Committee.
- Meet with the appropriate administrator(s) of the program(s) and institution in a summary session to inform them of further processing and timing of the Visiting Team report and to convey in general terms the findings of the Team (including all strengths, weaknesses, concerns and undeveloped potentials which will be in the report). Neither the Chair, nor any member of the Team, shall project or predict what accreditation action might be taken as a result of the visit. This action is the prerogative of the ACCE Board of Trustees only, acting upon the findings and recommendations of the Visiting Team and the recommendations of the Accreditation Committee.

- Supply each member with expense account forms to be returned to the Team Chair for endorsement and forwarding to the ACCE President.
- Prepare a draft of the Visiting Team Report, based upon the preliminary report prepared during the visitation, and circulate it to the Team for comment and/or approval.
- Forward the Team approved draft report with recommendations to the Accreditation Committee Chair and the President for editing.
- Incorporate any corrections noted by the President and Accreditation Committee Chair and return the final draft to the President for forwarding of the final draft report to the institution for concurrence of accuracy of facts in the report.

### **5.5. Procedures During the Visit**

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

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

- Although Visiting Team members discuss their general findings and observations regarding the program(s) with the construction program administrator(s) during the summary conferences, Visiting Team members must ensure they do not express personal or Team views that relate in any way to the accreditation status of the unit undergoing evaluation. Decisions regarding the accreditation status of program(s) under consideration are determined only by the ACCE Board of Trustees at regularly scheduled meetings following discussion and review of the self-evaluation study, the Visiting Team Report, and recommendations of the Visiting Team and Accreditation Committee.
- Visiting Team members are expected to participate actively in conference discussions and individually review administrative or academic problems with administrators, program leader, and faculty. In view of the tight scheduling of conferences, Visiting Team Members are expected to cooperate with the Chair of the Visiting Team in adhering closely to prearranged conference schedules. Visiting Team members are requested to refrain from expressing personal observations regarding teaching methodology or techniques not considered relevant to the conference. Visiting Team members are reminded that program leader and faculty

have given considerable time and thought in preparation for the Team's visit; therefore, the Visiting Team should allow administrators and faculty members an opportunity to explain their teaching methodology, course content, and program philosophy.

- During executive sessions, Team Members are expected to review, evaluate, and discuss all aspects of the program(s) being evaluated. In this manner, the Team develops a consensus that subsequently serves as a basis for drafting a site visit report.
- Team Members are expected to study, review, and comment on the drafts of the Visiting Team Report provided to them by the Chair after the site visit. Prompt response to drafts by Visiting Team members is essential to the presentation of reports for review and recommendation at regularly scheduled meetings of the Accreditation Committee. It is not enough to assume that no reply from a Team Member means approval.
- Visiting Team Members are expected to regard all information and data obtained during the site visit as confidential. All evaluation reports and accreditation recommendations of ACCE are regarded as confidential and privileged information; therefore, disclosure of personal or Team views at any time before, during, or after site visits and Board review is not authorized. If the Team Chair has not already done so, subsequent to the site visit and approval of the formal report, Team members are to be requested to return to the President their copies of the self-evaluation study and all other documents pertaining to the visit.

## **5.6. Schedule of Activities During the Visit**

### **5.6.1 Associate and Bachelor's Degree Programs**

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

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

- Evening of the Date of Arrival (Saturday)
  - Prior to the start of the formal visitation, the Team will meet with the construction program(s) administrators to review final details of the visit including the time schedule. This conference is held so that the Visiting Team members may be made aware of any unique problems. It also is intended to orient the administrators to the methods and procedures of the Team. After this conference, an executive session of the Team should be held to review assignments and the work schedule; to review the appropriate ACCE documents dealing with accreditation visits and those dealing with the institution; and to consider other necessary details.

- At this time, the Visiting Team Chair may make additional assignments to Team Members to be accomplished during and subsequent to the visit, including but not limited to the following:
  - Tour the laboratories, classrooms, offices and other physical plant facilities and equipment with the instructor(s) responsible for each.
  - Conduct of interviews with faculty members so that each will have been visited with individually. Topics to be discussed should include faculty members' opinions of the construction program, its role or function, whether its goals and objectives are realistic and are they being met, program strengths, weaknesses and areas for possible improvement, and the instructors' teaching philosophies and personal goals.
  - Conduct of short interviews with representative groups of students utilizing the same topics as above.
  - Observation of a sampling of lectures, laboratories and related instruction.
  - Conduct of interviews with: the admissions officer; representatives of supporting academic disciplines; the librarian most concerned with the construction education holdings; administrative units who contribute to the success of the construction program; representatives of agencies with which students have had or are gaining work experiences; placement office representatives; local professionals and community college personnel who are regularly associated with the construction program.
  - Conferences with the administrative officer to whom the construction program administrator(s) report focusing on progress and changes being affected by the institution which apply to the program.
- During conduct of the visitation, Team members should record their observations and make comments for use in preparing their assigned portions of the Team report.
- Morning of the First Day of Visit (Sunday)
  - During the morning of the first day, the Team should have scheduled an orientation tour of the institution campus, and the facilities of the construction program, including classrooms, laboratories and other resources. Team members should also visit the library to review holdings related to the construction program.

- The remainder of the morning should be utilized to review the following materials and data, which should be readily available to the Team:
  - A curriculum map relating Course Learning Outcomes to Student Learning Outcomes.
  - A syllabus for each course used to support the Student Learning Outcomes, describing Course Learning Outcomes and their relationship to the Student Learning Outcomes, outlining instructional methods, outlining in reasonable detail the topical content of course, and a course calendar, describing the method of assessment of Course Learning Outcomes, and describing the grade performance criteria.
  - Evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to demonstrate the adequacy of the assessment tool in evaluating individual student ability to meet each Student Learning Outcome.
  - A report of the methods of assessment for each Student Learning Outcome, the most recently reported evaluation of the results, resulting actions, and a follow-up of those actions on student performance.
- Afternoon of the First Day of Visit (Sunday)
  - Team members continue with their assigned duties.
- Evening of the First Day of Visit (Sunday)
  - A dinner may be held at this time with local construction industry and program alumni representatives. After dinner the Team reassembles for a review of findings concerning program and administrative elements examined that day. Strengths and weaknesses discovered in both program and supporting areas should be discussed.
- Morning of the Second Day of Visit (Monday)
  - On the morning of the second day, a conference with the Chief Executive Officer of the institution or his/her representative should be held to explain the purposes of the visit and the procedures to be followed. A conference with the construction program(s) administrator should be held to discuss the following: operating finances, relationships with the next higher administrative level and with administrators of the institution, and other topics as deemed necessary for the accomplishment of the visit by the Team.
  - At these conferences, the Team Chair should explain to the administrators the purposes of the visit, how it is to be carried out and the fact that an analysis of the findings will be presented prior to the Team's departure. All Team members should attend and actively participate in these conferences.

- After completion of these conferences, Team members proceed to carry out their assigned responsibilities.
- Luncheon Meeting on the Second Day of Visit (Monday)
  - Representatives of the institution and the members of the Team may join in a luncheon, if they so desire. Normally a small group, including the Dean or Administrator, other department heads and construction program faculty will be involved.
- Afternoon of the Second Day of Visit (Monday)
  - Team members proceed with their assigned duties. If any additional time is available, Team members should continue reviewing course materials.
- Evening of the Second Day of Visit (Monday)
  - A dinner meeting with representatives of the local construction industry and program alumni representatives may be held if not held on the evening of the first day. The Team reassembles after dinner for another review of findings concerning program elements examined that day. Industry observers do not participate in this team executive session. Strengths and weaknesses related to ACCE criteria discovered should be fully discussed. Wherever one Team member encounters unusual conditions, another Team member should be assigned to make a crosscheck. Members should begin preparing their portion of the Visiting Team Report utilizing observations and notes.
- Morning of the Third Day of Visit (Tuesday)
  - Team Members hold an executive session to continue evaluation of the visit to that point, complete individual Team member portions of the Visiting Team Report and to finalize the preliminary report on strengths, weaknesses and concerns of the program.
  - If time permits, the preliminary report should be reviewed with the construction program administrator prior to being presented to the Chief Executive Officer of the institution.
  - This preliminary report is presented in an exit report during which the Team as a whole meets with the program administrator, the administrator of the next higher unit and the Chief Executive Officer of the institution for the following purposes:
    - To present an objective analysis of the findings of the Visiting Team.
    - To discuss observed strengths and all weaknesses and concerns of the program in relation to the applicable ACCE Standards and Criteria.

- To discuss all concerns of the Visiting Team members regarding the program.
- To explain the procedures in the accreditation process this will follow from that time forward.

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

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

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

### **5.6.2 Master's Degree Programs**

The visitation will normally take one and one-half days beginning on Sunday evening and concluding on Tuesday. The Visiting Team members should make arrangements to arrive at the institution no later than Sunday afternoon. The adjournment of the visit will be on or before 3 pm on Tuesday, and therefore Visiting Team members should make their travel arrangements accordingly. Noted below is a recommended itinerary for a typical visit. However, it is the responsibility of the Visiting Team Chair in conjunction with the master's degree program administrator to establish the final schedule to include the key activities noted below.

- Sunday Evening
  - The Visiting Team meets in executive session to review assignments and the work schedule; to review the appropriate ACCE documents dealing with accreditation visits and those dealing with the institution; and to consider other necessary details. At this time, the Visiting Team Chair may make additional assignments to Visiting Team members to be accomplished during and subsequent to the visit.
  - The Visiting Team then meets with the master's degree program(s) administrator(s) to review final details of the visit including the time schedule. This conference is held so that the Visiting Team members may

be made aware of any unique problems. It also is intended to orient the administrators to the methods and procedures of the Visiting Team.

- Monday Morning
  - The entire Visiting Team participates in conferences with the Chief Executive Officer of the institution, the Dean of the Graduate School, the Dean of the College and Administrator of the Department in which the master's degree program is located or their designated representatives to explain the purposes of the visit, the procedures to be followed, and to obtain their perceptions of the master's degree program in terms of strengths and weaknesses. Also other subjects covered in the self-evaluation study pertaining to the respective level of administrator can be discussed at the conferences.
  - Following these meetings, the Visiting Team visits laboratories, classrooms, offices and other physical plant facilities and equipment utilized by the master's degree program, with the program administrator(s). Visiting Team members should also visit the library to review holdings related to the construction program.
- Monday Lunch
  - The Visiting Team will have lunch with a small group including those faculty members who teach graduate courses, master's degree program administrators and others as appropriate.
- Monday Afternoon
  - The afternoon should be devoted to conducting a series of individual Visiting Team member interviews with the master's degree program administrator and faculty, the review of master's degree program faculty and student materials and a meeting with a representative sample of master's degree students.
  - The Visiting Team Chair should conduct the interview(s) with the program administrator(s) to discuss the following: operating finances, relationships with the next higher administrative level and with administrators of the institution, and other topics as deemed necessary for the accomplishment of the visit by the Visiting Team.
  - The other member(s) will conduct interviews with faculty members individually. Topics to be discussed should include faculty members' opinions of the construction program, its role or function, whether its goals and objectives are realistic and are they being met, program

strengths, weaknesses and areas for possible improvement, and the instructors' teaching philosophies and personal goals.

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

- A description of the minimum acceptable Preliminary Learning Outcomes required of applicants and a description of assessment measures used to assess applicant achievement of the Preliminary Learning Outcomes.
  - A curriculum map relating Course Learning Outcomes to Student Learning Outcomes.
  - A syllabus for each course used to support the Student Learning Outcomes, describing Course Learning Outcomes and their relationship to the Student Learning Outcomes, outlining instructional methods, outlining in reasonable detail the topical content of course, and a course calendar, describing the method of assessment of Course Learning Outcomes, and describing the grade performance criteria.
  - Evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to demonstrate the adequacy of the assessment tool in evaluating individual student ability to meet each Student Learning Outcome.
  - A report of the methods of assessment for each Student Learning Outcome, the most recently reported evaluation of the results, resulting actions, and a follow-up of those actions on student performance.
- Monday Evening
    - A dinner may be held at this time with representatives of the industry advisory committee, program alumni and other appropriate representatives of the master's degree program. Following dinner, the master's degree program representatives are to excuse themselves and a discussion take place with the remaining individuals. The Visiting Team should ask what the individuals' perceptions of the master's degree program are both strengths and weaknesses.
    - After dinner the team reassembles to continue their review of instructional and student materials and to discuss their findings concerning program and administrative elements examined that day. Strengths and weaknesses discovered in both program and supporting areas should be discussed.
  - Tuesday Morning
    - On an individual basis, Visiting Team members conduct short interviews of other administrators, faculty in allied master's degree disciplines, and

staff that support the master's degree program. In addition, the Visiting Team completes its review of instructional and student materials and considers any information obtained during the visit.

- Team members hold an executive session to finalize the preliminary report on strengths and weaknesses of the program along with any concerns which the Visiting Team may have.
- Tuesday Lunch
  - A working lunch is held consisting of the Visiting Team and the master's degree program administrator(s). At this time the Visiting Team Chair presents the Visiting Team's preliminary report to the construction master's degree program administrator(s) to ensure it is factual and to answer any questions.
- Tuesday Afternoon
  - This preliminary report is presented in an exit interview during which time the Visiting Team as a whole meets with the program administrator, the Administrative Head of the Department and the Dean of the College in which the program is located and the Chief Executive Officer of the institution for the following purposes:
    - To present an objective analysis of the findings of the Visiting Team.
    - To discuss observed strengths and all weaknesses of the program in relation to the applicable ACCE Standards and Criteria for Master's Degree Programs
    - To discuss all concerns of the Visiting Team members regarding the program.
    - To ask the assembled administrators if, in their opinion, these findings are in accord with the facts.
    - To explain the procedures in the accreditation process which will follow from that time forward.

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

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

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

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

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

### **5.7. Procedures After the Visit**

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

- Complete and submit to the President ACCE Form A-11, Team Member Assessment of Performance of the Visiting Team Chair.
- Complete and submit to the Team Chair their signed ACCE Form A-14, Travel Expense Voucher, with receipts.
- Completion and submission by the Team Chair of ACCE Form A-12, Team Chair Assessment of Performance of Visiting Team Member on each Team member and ACCE Form A-13, Team Chair Assessment of Performance of Visiting Team Member-in-Training, on each member-in-training on the visit.

### **5.8. Guidelines for Preparation of the Visiting Team Report**

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

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

The Chair revises the report, taking into consideration the suggestions of the Team members.

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

## **6. PROGRESS AND STATUS REPORTS**

### **6.1. Purposes**

The purposes for submission of progress and status reports are:

- to allow the Accreditation Committee to ascertain whether progress is being made toward improving program quality through the elimination or correction of weaknesses identified in the most recent ACCE Visiting Team Report;
- to provide the basis for communications between the committee and the program administrator on matters of concern, if there does not appear to be substantial improvement;
- to form the basis for focusing the renewal of accreditation self-evaluation study and subsequent visit; and
- to determine whether consideration has been given to the concerns expressed by the Visiting Team cited in the Visiting Team Report.

### **6.2. Types of Reports**

#### **6.2.1 Associate and Bachelor's Degree Programs**

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

to the first and/or second accreditation anniversary of the program for July and February Accreditation Committee action, respectively.

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

### **6.2.2 Master's Degree Programs**

Annual Status Reports shall be submitted to the President by May 1 or December 1 prior to the accreditation anniversary of the master's degree program for July and February Accreditation Committee action, respectively.

### **6.3. Report Preparation**

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

- ACCE will provide the report template in which all weaknesses and concerns identified in the most recent ACCE Visiting Team Report are listed.
- The Program is to indicate in the appropriate box whether or not each Weakness and Concern has been alleviated or corrective action is still in progress.
- If a Weakness or Concern has been alleviated, the Program needs to describe how and when it was alleviated. Documentation needs to be attached, if necessary, to demonstrate compliance with ACCE Document 103. Total attached documentation should not exceed 10 pages.
- For each Weakness or Concern that has not been alleviated entirely, the Program must provide a specific measurable action plan, including assumptions, timelines, and resources for correction or elimination of the weakness or concern.
- The Program is to provide summary comments as to the status of its corrective actions on the front page of the report form. If the Program has been assigned a mentor, the Program is also to describe on the front page all activities involving the mentor since assignment, the last accreditation visit, or the last progress report, whichever is the most recent.
- In addition, annual status reports from accredited master's degree programs are to describe any substantial changes that have occurred during the previous year; their cause; any potential ramifications (positive or negative) to the master's degree program; and if negative, what actions are planned to make any needed improvements.
- Supplemental reports shall state the specific area(s) of clarification requested by ACCE and provide detailed information on each area.

## **6.4 Report Submission**

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

## **6.5 Report Approval and Follow-up**

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

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

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

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

This process will continue from visit to visit. If the Board feels that after a reasonable length of time that a specific weakness has not been alleviated, this fact can be so

communicated to the program administrator(s) and can constitute justification for disciplinary actions or possible denial of future accreditation.

## **7. BOARD APPOINTED MENTORS**

As described in Section 3.2 of ACCE Document 100, the Board of Trustees may require that a mentor be assigned to an accredited program to help with correction of specific matters of concern. The assigned mentor is to establish communication with the accredited program leader and assist the program in developing action plans to address the matters of concern identified by the Board. Board appointed mentors are to submit semi-annual reports to the Chair of the Accreditation Committee and the ACCE President by June 1 and December 1 each year using ACCE Form A-9.



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

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## FORM A-1C

### Application for a Program Candidacy Review

**Institution Name** \_\_\_\_\_

**Program Name** \_\_\_\_\_

**An application is hereby made for candidate review by the American Council for  
Construction Education.**

**Contact information of the representative that will oversee ACCE reaccreditation process**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Web site for program:** \_\_\_\_\_

**Name of the regional organization by  
which the institution is accredited** \_\_\_\_\_

**Name of the construction unit and the  
next higher administrative unit** \_\_\_\_\_

**Name of degree awarded to graduates** \_\_\_\_\_

**Date Program was initiated** \_\_\_\_\_ **Date first degree was awarded** \_\_\_\_\_

**Number of graduates last year** \_\_\_\_\_ **Current number of students** \_\_\_\_\_

**Number of total graduates** \_\_\_\_\_ **Earliest date for Visiting Team** \_\_\_\_\_

**See next page for signatures**



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

**FORM A-1C**

**Application for a Program Candidacy Review**

**Signature Page**

**Submitted by:**

_____	_____
Name – Program Leader	Title

_____	_____
Signature	Date

**Approved:**

_____	_____
Name - Dean	Title

_____	_____
Signature	Date

**Approved:**

_____	_____
Name – Institution Leader	Title

_____	_____
Signature	Date

**Submit completed application via email and send Candidate Application fee of \$500 to:**

**ACCE**  
**300 Decker Drive, Suite #330**  
**Irving, TX 75062**  
[ACCE@ACCE-HQ.org](mailto:ACCE@ACCE-HQ.org)  
**972-600-8800**



## FORM A-1R

### Application for a Reaccreditation Review

**Institution Name** \_\_\_\_\_

**Program Name** \_\_\_\_\_

**An application is hereby made for reaccreditation review by the American Council for Construction Education.**

**Date of last ACCE Accreditation** \_\_\_\_\_

**Contact information of the representative that will oversee ACCE reaccreditation process**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Web site for program:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_  
Name – Program Leader Title

\_\_\_\_\_  
Signature Date

**Approved:** \_\_\_\_\_  
Name - Dean Title

\_\_\_\_\_  
Signature Date

**Approved:** \_\_\_\_\_  
Name – Institution Leader Title

\_\_\_\_\_  
Signature Date



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

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# American Council for Construction Education

## Form A-3B

(Institution)

(Location of Institution)

(Title of Program Visited)

(Dates of the Visit)

### Visiting Team

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

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

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

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

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

This Visiting Team report remains the intellectual property of ACCE and is for the sole use of the institution. It is not to be provided to or discussed with third parties not officially connected to the institution except with the express written permission of ACCE or unless required by law.



# Visiting Team Report

## Section 1: INTRODUCTION

### 1.1 Requirement

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

Place cursor and start typing here.

**Institution organization and location of the construction unit.**

Place cursor and start typing here.

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

Place cursor and start typing here.

**Accreditation history – first accredited and reaccredited.**

Place cursor and start typing here.

**Degree title and credit hours required.**

Place cursor and start typing here.

**Other degree programs administered by the construction unit.**

Place cursor and start typing here.

**Name of regional accrediting agency of the institution.**

Place cursor and start typing here.

**Name and position of persons interviewed during the visit.**

*(Include titles: Dr., Mr., Ms., Mrs.)*

Institution Administration and Staff

Place cursor and start typing here.

Program Faculty and Staff

Place cursor and start typing here.

Industry Advisory Board Members

Place cursor and start typing here.

## Students

Place cursor and start typing here.

## **Section 2: GOVERNANCE AND ADMINISTRATION**

### **2.1 Requirements**

#### **2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE**

**2.1.1.1 The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving the degree program's mission, goals, and objectives.**

Place cursor and start typing here.

**2.1.1.2 The degree program and its relationship to the overall organizational structure of the institution are documented, well-defined, and accessible to the public.**

Place cursor and start typing here.

#### **2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP**

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

Place cursor and start typing here.

**2.1.2.2 The degree program or educational unit is headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.**

Place cursor and start typing here.

**2.1.2.3 The organizational structure of the educational unit is designed to encourage communication, coordination, and interaction among administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.**

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **2.1.3 FACULTY PARTICIPATION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **2.1.4 CONTRIBUTION TO THE INSTITUTION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **Section 3: CURRICULUM**

#### **3.1 Requirements**

##### **3.1.1 DEGREE PROGRAMS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

##### **3.1.2 GENERAL EDUCATION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

**3.1.3 BUSINESS AND MANAGEMENT**

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

Place cursor and start typing here.

**3.1.3.2 The business and management topics are taught outside of the degree program and are separate and distinct from construction business and management topics.**

Place cursor and start typing here.

**3.1.4 CONSTRUCTION**

**Table 3.1.1 Bachelor Degree Program Credit Hour Requirements**

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

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

\*semester hours/quarter hours

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

**3.1.4.1 Summary Comments.**

Place cursor and start typing here.

### **3.1.5 STUDENT LEARNING OUTCOMES (not used)**

### **3.1.6 DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES**

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

Place cursor and start typing here.

**3.1.6.2 A course syllabus was provided for each course used to support the Student Learning Outcomes. Each syllabus met the following criteria. This includes any course offered by alternative forms of delivery. (Explain any findings of lack of full compliance following the table.)**

<b>Course Syllabus Requirements</b>	<b>Compliance Status</b>
<b>Contained a description of the Course Learning Outcomes and their relationship to the Student Learning Outcomes covered in the course</b>	
<b>Contained a description of the instructional methods used in the course</b>	
<b>Contained a topical outline</b>	
<b>Described the methods used to assess student learning of Course Learning Outcomes</b>	
<b>Described grade performance criteria</b>	

**Description of any findings of lack of full compliance**

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **3.2 Courses Delivered by Alternative Forms of Delivery**

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

Place cursor and start typing here.

### **3.3 Multiple Campus Program Delivery**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

### **Summary Comments**

Place cursor and start typing here.

### **3.4 Dual or Second Degrees**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 4: FACULTY AND STAFF**

### **4.1 Requirements**

#### **4.1.1 FACULTY QUALIFICATIONS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **4.1.2 FACULTY SIZE**

**4.1.2.1 The size of the faculty is commensurate with the number of courses offered, the number of students, and the other responsibilities of the faculty.**

Place cursor and start typing here.

**4.1.2.2 The faculty size is adequate for the type of instruction used in the program and is comparable to other academic programs within the institution.**

Place cursor and start typing here.

#### **4.1.3 FACULTY WORK LOAD**

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

Place cursor and start typing here.

#### **4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT**

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

Place cursor and start typing here.

#### **4.1.5 EMPLOYMENT POLICIES**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **4.1.6 PROFESSIONAL DEVELOPMENT**

**4.1.6.1 Continuing professional opportunities are provided to faculty members.**

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **4.1.7 FACULTY EVALUATIONS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **Section 5: STUDENT POLICIES**

#### **5.1 Requirements**

##### **5.1.1 ACADEMIC POLICIES**

**Policies pertaining to academic requirements are in writing and are developed with input from faculty, students, and other program stakeholders. The policies indicate required courses and acceptable elective courses that meet degree program requirements.**

Place cursor and start typing here.

### **5.1.2 TEACHING QUALITY**

**Faculty evaluations include assessment of the quality of teaching by full-time and part-time faculty members, and a process has been implemented for establishing metrics to evaluate and improve the quality of teaching within the degree program.**

Place cursor and start typing here.

### **5.1.3 ADMISSIONS AND ENROLLMENT**

**The degree program's entrance requirements reflect standards supportive of the student's potential for success in studies and in professional practice, while reflecting institution-wide policies and the degree program's mission, goals, and objectives.**

Place cursor and start typing here.

### **5.1.4 RECRUITMENT AND COMPOSITION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **5.1.5 ACADEMIC ADVISING AND MENTORING**

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

Place cursor and start typing here.

### **5.1.6 COURSE SCHEDULING**

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

Place cursor and start typing here.

#### **5.1.7 STUDENT PLACEMENT**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **5.1.8 EXTRACURRICULAR ACTIVITIES**

**Students (including those participating through alternative delivery methods) are encouraged to participate in activities that complement their academic studies. Such activities include involvement with industry-based professional and trade organizations.**

Place cursor and start typing here.

#### **5.1.9 STUDENT FEEDBACK**

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

Place cursor and start typing here.

#### **5.1.10 FINANCIAL AID AND SCHOLARSHIPS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **Section 6: PHYSICAL RESOURCES**

#### **6.1 Requirements**

### **6.1.1 OFFICES, CLASSROOMS, AND LABORATORY SPACES**

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

Place cursor and start typing here.

### **6.1.2 LIBRARY RESOURCES**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 7: FINANCIAL RESOURCES**

### **7.1 Requirements**

#### **7.1.1 BUDGETED FUNDS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **7.1.2 NONRECURRING FUNDS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS**

### **8.1 Requirements**

#### **8.1.1 SUPPORT FROM INDUSTRY**

**8.1.1.1 The educational unit or the degree program has organized a construction industry advisory committee representative of potential employers of graduates of the degree program.**

Place cursor and start typing here.

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

Place cursor and start typing here.

**8.1.1.3 Minutes of such meetings shall be kept on file.**

Place cursor and start typing here.

#### **8.1.2 SUPPORT FOR INDUSTRY**

**Faculty members actively participate in professional associations and organizations maintain liaison with various constituencies and to serve the construction industry.**

Place cursor and start typing here.

### **8.1.3 STUDENT-INDUSTRY RELATIONS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **8.1.4 ALUMNI RELATIONS AND FEEDBACK**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **8.1.5 PUBLIC DISCLOSURES**

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

<b>Public Information Requirements</b>	<b>Compliance Status</b>
<b>Objectives of the Program</b>	
<b>Program Admission Requirements</b>	
<b>Program Assessment Measures</b>	
<b>Information Obtained from Assessment Measures</b>	
<b>Actions Taken as Result of Assessment Data Collected</b>	
<b>Student Achievement</b>	
<b>Rate and Types of Employment of Graduates</b>	

<b>Data to Support Qualitative Claims made by the Program</b>	
---	--

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 9: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT**

### **9.1 Requirements**

#### **9.1.1 CONTINUOUS IMPROVEMENT**

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

<b>Educational Unit</b>	<b>Compliance Status</b>
<b>Strategic Plan for the educational unit</b>	
<b>Assessment Plan for degree program</b>	
<b>Assessment Implementation Plan for degree program</b>	

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

#### **9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

**9.1.3 DEGREE PROGRAM ASSESSMENT PLAN**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

**9.1.4 ASSESSMENT PLAN IMPLEMENTATION**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 10: REVIEW OF LAST VISITING TEAM’S WEAKNESSES AND CONCERNS**

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

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

**10.1.1** (Type Weakness here.)

(Begin description of status here.)

**10.1.2** (Type Weakness here.)

(Begin description of status here.)

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

**10.2.1** (Type Concern here.)

(Begin description of status here.)

**10.2.2** (Type Concern here.)

(Begin description of status here.)

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

### **11.1 List Strengths.**

**11.1.1** Place cursor and start typing here.

**11.1.2** Place cursor and start typing here.

(Continue as needed)

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

**Weaknesses of the program must be related to a lack of full and complete compliance with an ACCE standard or criteria as prescribed in Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs. Weaknesses may be based either on evidence of non-compliance with or lack of evidence of compliance with**

**ACCE requirements. For each Weakness, specifically cite the appropriate ACCE standard or criteria that forms the basis for the Weakness.**

**For each Weakness listed, the reasons for citing a lack of full and complete compliance with the standard must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.**

**All Weaknesses listed in the report must have been discussed with the administration of the institution during the exit interview. Any Weakness not so discussed must be brought to the attention of the Program Administrator and his/her next higher administrative unit by the Visiting Team Chair prior to being included in the report.**

**11.2.1** Place cursor and start typing here.

**11.2.2** Place cursor and start typing here.

(Continue as needed)

**11.3 List Concerns. (Include and identify as such any Concern(s) remaining from previous Visiting Team reports, as discussed in Section 10. Also, include and identify as such any Weaknesses remaining from previous Visiting Team reports that while corrected to some extent have now become Concerns, as discussed in Section 10.)**

**Concerns may or may not be specifically related to Document 103. A Concern relates to circumstances, situations, or issues that either have or could in the future have an adverse impact on the construction program and/or could become a Weakness if not addressed. For each Concern, specifically cite as appropriate:**

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

**For each Concern listed, the basis for the concern must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.**

**11.3.1** Place cursor and start typing here.

**11.3.2** Place cursor and start typing here.

(Continue as needed)

**11.4 List Undeveloped Potentials. Undeveloped Potentials are those areas that in the opinion of the Visiting Team might be explored for the potential enhancement of the program.**

**11.4.1** Place cursor and start typing here.

**11.4.2** Place cursor and start typing here.

(Continue as needed)



## FORM A-5

### Visiting Team Recommendation to the Accreditation Committee and the Board of Trustees

Institution Name \_\_\_\_\_  
Program Name \_\_\_\_\_

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

#### Initial Accreditation (Document 101, Section 4.6.1)

- \_\_\_\_\_ Accreditation for five (5) years with annual status reports – *Master's Degree Programs*
- \_\_\_\_\_ Accreditation for five (5) years with a Progress Report at the end of three years
- \_\_\_\_\_ Accreditation for five (5) years with Progress Report at the end of the first and third years
- \_\_\_\_\_ Accreditation for five (5) years with Progress Report at the end of the first, second, and third years
- \_\_\_\_\_ Deferral of action
- \_\_\_\_\_ Denial of accreditation

#### Renewal of Accreditation (Document 101, Section 4.7)

- \_\_\_\_\_ Accreditation for five (5) years with annual status reports – *Master's Degree Programs*
- \_\_\_\_\_ Accreditation for six (6) years with a Progress Report at the end of the third year
- \_\_\_\_\_ Accreditation for six (6) years with Progress Report at the end of the first year
- \_\_\_\_\_ Accreditation for six (6) years with Progress Report at the end of the first and third years
- \_\_\_\_\_ Accreditation for six (6) years with Progress Report at the end of the first, second, and third years
- \_\_\_\_\_ Accreditation for three (3) years
- \_\_\_\_\_ Accreditation for three (3) years with Progress Report at the end of the first year
- \_\_\_\_\_ Accreditation for three (3) years with Progress Report at the end of the first and second years
- \_\_\_\_\_ Deferral of action
- \_\_\_\_\_ Denial of Accreditation

Provide rationale for the stated recommendation

\_\_\_\_\_  
Print Visiting Team Chair

\_\_\_\_\_  
Signature of Team Chair



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**FORM A – 6 IA**  
**Initial Accreditation Recommendation**

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Initial Accreditation Recommendation**

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

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

**Visiting Team Members**

Chair	_____	M.I.T.	_____
Member	_____	M.I.T.	_____
Member	_____	Industry	_____



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## FORM A – 6 M

### Master's Degree Accreditation Recommendation

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term:** \_\_\_\_\_

#### Master's Degree Accreditation Recommendation

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

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

#### Visiting Team Members

Chair	_____	M.I.T.	_____
Member	_____	M.I.T.	_____
Member	_____	Industry	_____



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**FORM A – 6 RA**  
**Reaccreditation Recommendation**

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Reaccreditation Recommendation**

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

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

**Visiting Team Members**

Chair	_____	M.I.T.	_____
Member	_____	M.I.T.	_____
Member	_____	Industry	_____



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## **Form A-7 Progress Report**

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

--

**Status of Progress:**   ☐ **Alleviated**   ☐ **In Progress**   ☐ **Correction Plan With Time  
Line Attached**

**First Year Report:**

--

**Second Year Report:**

--

**Third Year Report:**

--

## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

**Status of Progress:** ☐ **Alleviated** ☐ **In Progress** ☐ **Correction Plan With Time  
Line Attached**

**First Year Report:**

**Second Year Report:**

**Third Year Report:**



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## **FORM A-8**

### **Accreditation Committee – Summary of Progress Report Reviews**

**Name of Reviewer:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term** \_\_\_\_\_ **Report** \_\_\_\_\_

Number of Weaknesses \_\_\_\_\_ Acceptance \_\_\_\_\_

Number of Concerns \_\_\_\_\_ Approval \_\_\_\_\_

**Additional Comments:**

**Institution:** \_\_\_\_\_ **Term** \_\_\_\_\_ **Report** \_\_\_\_\_

Number of Weaknesses \_\_\_\_\_ Acceptance \_\_\_\_\_

Number of Concerns \_\_\_\_\_ Approval \_\_\_\_\_

**Additional Comments:**

**Institution:** \_\_\_\_\_ **Term** \_\_\_\_\_ **Report** \_\_\_\_\_

Number of Weaknesses \_\_\_\_\_ Acceptance \_\_\_\_\_

Number of Concerns \_\_\_\_\_ Approval \_\_\_\_\_

**Additional Comments:**



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## Accreditation Committee Board Assigned Mentor Activity Report

<b>Institution</b>	
<b>Program</b>	
<b>Degree Name</b>	
<b>Degree Level</b>	<b>Date</b>

**Mentor Email** \_\_\_\_\_ **Mentor Phone** \_\_\_\_\_

Program Leader Email	Leader Phone
----------------------	--------------

In Person	Phone	Email
-----------	-------	-------

[illegible]

**Describe the progress on the Concern(s) that were identified in the Visiting Team Report**

**Summary of activity and contact that the Mentor had with the Program**

**Were there obstacles to success during the mentoring process and/or contact time?**

**Rate the overall success of mentoring on a scale of 1-10**

\_\_\_\_\_



## Guidance Committee Candidate Program Mentor Activity Report

<b>Institution</b>	
<b>Program</b>	
<b>Degree Name</b>	
<b>Degree Level</b>	<b>Date</b>

<b>Mentor Name</b>		
<b>Mentor Email</b>		<b>Mentor Phone</b>
<b>Program Leader Name</b>		
<b>Program Leader Email</b>		<b>Leader Phone</b>

In Person	Phone	Email
-----------	-------	-------

--

**Describe the facilities where the Program is located. Are they adequate for the size and level of the Program?**

**After your review of the Program's Self-Study and SLO documents, do the course syllabi include the aligned learning outcomes?**

**How does the Program assess their stated learning outcomes on an annual basis?**



**How does the Program utilize the assessment information?**

**Does the Program have an Industry Advisory Board? If so, provide details about the IAB makeup, meeting schedules, meeting minutes.**

**Describe the faculty for the Program. Is there sufficient and qualified faculty based on the number of students?**

**Describe the Program's curriculum. Does it meet or exceed ACCE standards? If not, describe the deficiencies.**

**How is the Program's information disclosed to the public? Is it easily identifiable?**

**Does the Program Leader and the faculty have authority to improve and make changes to the Program? Describe how they are able to make the changes.**

**Based on your research interaction with the Program, how do you feel about them being prepared for an ACCE on site visit?**



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Reference ACCE Document 101, Section 6.0

Name of Institution: \_\_\_\_\_

Degree Program: \_\_\_\_\_

Report Date: \_\_\_\_\_ Current Academic Year: \_\_\_\_\_

Year Accredited: \_\_\_\_\_ Accreditation Expires: \_\_\_\_\_

Student Count: Full Time \_\_\_\_\_ Part Time \_\_\_\_\_

Number of Masters Degrees awarded in past academic year: \_\_\_\_\_

Number of FTE faculty teaching MD courses in current academic year: \_\_\_\_\_

**Instructions for Preparation:**

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

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

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

**Summary Comments:**

Submitted by: \_\_\_\_\_

Name - Program Leader

\_\_\_\_\_ Title

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

Approved: \_\_\_\_\_

Name - Dean

\_\_\_\_\_ Title

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

Approved: \_\_\_\_\_

Name – CEO / Provost

\_\_\_\_\_ Title

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

**Weakness #** \_\_\_\_\_

**Current status of progress:**    \_\_\_\_\_ **Alleviated**        \_\_\_\_\_ **In Progress**        \_\_\_\_\_ **Correction plan attached**

**First year report**

**Second year report**

**Third year report**

**Fourth year report**

**Concern #** \_\_\_\_\_

**Current status of progress:**    \_\_\_\_\_ **Alleviated**        \_\_\_\_\_ **In Progress**        \_\_\_\_\_ **Correction plan attached**

**First year report**

**Second year report**

**Third year report**

**Fourth year report**

**Section 6.2 of Document 101MD** -- Describe any substantial changes that have occurred during the previous year associated with each of the major sections of ACCE Standards for Master Degree Programs. This includes changes in administration, budget, curriculum, admission requirements, graduation requirements; faculty, facilities, relations with industry, and outcome assessment. Describe their cause and potential ramifications (positive or negative) to the master degree program. If the potential ramification is negative, describe the actions that are planned to make necessary improvements.

**No significant changes to report** \_\_\_\_\_

**Describe change(s)**

**Describe cause of change(s)**

**Potential ramifications** \_\_\_\_\_ **Positive** \_\_\_\_\_ **Negative** \_\_\_\_\_ **Action plan to correct attached**



## FORM A-11

### Visiting Team Member Assessment of the Performance of Visiting Team Chair

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

**VT Chair Name** \_\_\_\_\_  
**Institution Name** \_\_\_\_\_  
**Program Name** \_\_\_\_\_  
**Dates of Visitation** \_\_\_\_\_

On a scale of 1 through 5, with 1 being lowest and 5 is the highest, rate the Team Chair's performance during the recent team visit for each of the comments below.

Performance Criteria	Scale	Comments
The schedule of the visitation was appropriate and permitted a comprehensive review of the program being evaluated.		
The Chair discussed the schedule with the Members at the pre-visit meeting, considered changes, and communicated recommended changes to the department head and the team.		
The Team Member was given clear assignments, was told of the purpose of the visit, and was given information required for a complete evaluation.		
The Chair was on time for all of the meetings and kept the Team on schedule.		
The Chair projected a proper image of ACCE and the construction profession and was polite and courteous to the Team and all persons interviewed.		



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Performance Criteria	Scale	Comments
The Chair stayed in control without infringing on the rights and prerogatives of the institution, people being interviewed, and team members		
The Team sessions encouraged full and free discussion and established the major points to be presented in the team's report. The Chair made suggestions on information to be sought during the visit.		
The Chair presentation to the university administration was clear, covered the essential points of the Team Report, and described the administrator's opportunity for review and correction of factual errors.		
The draft of the written report was received shortly after the visit and reflected the Team's findings.		
My assessment of the Chair's performance on this visit is:		
		If no, please provide additional details.
Would you like to work with this Chair again on a future visit?		

**Comments and suggestions for the Chair for future evaluation visits**

\_\_\_\_\_  
**Print Member Name**

\_\_\_\_\_  
**Signature of Team Member**



## FORM A-12

### Visiting Team Chair Assessment of the Performance of Visiting Team Member

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

Member Name \_\_\_\_\_  
Institution Name \_\_\_\_\_  
Program Name \_\_\_\_\_  
Dates of Visitation \_\_\_\_\_

On a scale of 1 through 5, with 1 being lowest and 5 is the highest, rate the Team Member's performance during the recent team visit for each of the comments below.

Performance Criteria	Scale	Comments
The Team Member was well prepared and was very familiar with the Institution's Self Study		
The Team Member was on time for all meetings and kept to the visitation schedule.		
The Team Member was courteous and polite while providing a professional attitude and proper image of ACCE		
The Team Member evaluated the Program based on the goals established for the Program		
The Team Member completed the agreed to assigned tasks prior to the visit.		



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Performance Criteria	Scale	Comments
The Team Member asked questions which brought out information required and noted significant points which contributed to the formulation of the Visiting Team Report		
The Team Member cooperated with other members in fulfilling the Team's responsibilities		
The Team Member could serve as a Chair of a Visiting Team		
My overall assessment of the Team Member's performance		
Would you recommend that this Team Member be assigned as a member of a future Visiting Team?		If no, please provide more details
Would you be willing to serve on a future Visiting Team with this Team Member?		

**Comments and suggestions for the Team Member for future evaluation visits**

--

---

**Print Visiting Team Chair**

---

**Signature of Team Chair**



## FORM A-13

### Visiting Team Chair Assessment of the Performance of Visiting Team Member-in-Training

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

**Member Name** \_\_\_\_\_  
**Institution Name** \_\_\_\_\_  
**Program Name** \_\_\_\_\_  
**Dates of Visitation** \_\_\_\_\_

On a scale of 1 through 5, with 1 being lowest and 5 is the highest, rate the Team Member-in-Training's performance during the recent team visit for each of the comments below.

Performance Criteria	Scale	Comments
The Team Member-in-Training was well prepared and was very familiar with the Institution's Self Study.		
The Team Member-in-Training was on time for all meetings and kept to the visitation schedule.		
The Team Member-in-Training was courteous and polite while providing a professional attitude and proper image of ACCE.		
The Team Member-in-Training evaluated the Program based on the goals established for the Program and refrained from publicly comparing the program being evaluated with other programs and offering "how to do it" approaches.		



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Performance Criteria	Scale	Comments
The Team Member-in-Training completed the agreed to assigned tasks prior to the visit.		
The Team Member-in-Training asked questions which brought out information required and noted significant points which contributed to the formulation of the Visiting Team Report.		
The Team Member-in-Training cooperated with other members in fulfilling the Team's responsibilities.		
The Team Member-in-Training could serve as a full Member of a Visiting Team.		
My overall assessment of the Team Member-in-Training performance.		
Would you recommend that this Team Member-in-Training be assigned as a member of a future Visiting Team?	If no, please provide more details	
Would you be willing to serve on a future Visiting Team with this Team Member-in-Training?		

**Comments and suggestions for the Team Member-in-Training for future evaluation visits**

---

**Print Visiting Team Chair**

---

**Signature of Team Chair**

Purpose of Travel: **MAKE SELECTION FROM DROP DOWN**

Institution / Event:

Name:

Address for payment:      
Street Address City State ZIP

Contact Information:    
Email Address Cell Phone

This will be your reimbursement.↓

↓First day of travel

**TOTAL REIMBURSEMENT:**

Dates of Travel

### TRAVEL

Air Fare									
Personal Miles *									
Parking									
Ground Transportation									
Car Rental									
<b>Meals</b>									
Breakfast									
Lunch									
Dinner									
<b>Hotel</b>									
Room									
<b>Other:</b>									
<b>Comments:</b> <input type="text"/>									

#### Instructions / Guidelines

Shaded cells are for input. All other cells are protected.

\* Insert the number of miles. Spreadsheet will calculate the dollar amount in the last column.

Insert bank information in blue shaded cells.

All applicable receipts must be attached with the A-14 report.

**We can send your reimbursement directly to your bank account. If you prefer this payment method, please provide your banking information below.**

<b>Name of Bank</b>	↑
<b>Checking or Savings</b>	↑
<b>Bank Routing Number</b>	↑
<b>Account Number</b>	↑



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**Form A-15**

**Report of Corrective Actions Taken**

**Name of Institution:**

**Degree Program:**

**Date of Team Visit:**

## VT Chair:

**Mentor Assigned:**

**Name of Mentor:**

### Number of Weaknesses:

**Number of Concerns:**

This report is to update the Visiting Team Chair of initiatives and corrective actions that have been implemented to alleviate identified Weaknesses and Concerns prior to the final version of the Visiting Team Report being distributed to the Board of Trustees.

### Summary Comments:

--

**Submitted by:**

Name – Program Leader

Title

Signature

Date \_\_\_\_\_

**Approved:**

Name - Dean

---

Title

Signature

---

Date

**Approved:**

Name – CEO / Provost

---

Title

Signature

Date

**List of Additional Attachments:**

--

**Weakness or Concern #** \_\_\_\_

**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**

---

**Weakness or Concern #** \_\_\_\_

**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**

**Weakness or Concern #** \_\_\_\_

**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**

---

**Weakness or Concern #** \_\_\_\_

**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**



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## Form A-16 Accreditation Pre-Visit Review Sheet

Institution Name

Program Name

Evaluator Name

Date

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

## Form A-16 Accreditation Pre-Visit Review Sheet

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

## Form A-16 Accreditation Pre-Visit Review Sheet

Description / Section of Standard			Meets Criteria	Additional Information Needed
<b>8. Industry, Alumni, and Public Relations</b>	8.1.1.	Support from industry		
	8.1.2.	Support for industry		
	8.1.3.	Student industry relations		
	8.1.4.	Alumni relations and feedback		
	8.1.5.	Public Disclosures		
<b>9. Academic Quality Planning, Process, and Outcome Assessment</b>	9.1.1.	Continuous improvement		
	9.1.2.	Education unit strategic plan		
	9.1.3.	Degree program assessment plan		
	9.1.4.	Degree program assessment implementation plan		

## Accreditation Pre-Visit Review Sheet

### Student Learning Outcomes (SLO) Check List

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

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



## FORM A-22

### Application for Enrollment into Register of Visiting Team Members

To be considered a Member of an ACCE Visiting Team, I understand that I must have applicable professional and / or education experience in the construction industry. I also understand that I will need to complete these training and experience requirements:

- √ Successfully complete an ACCE Initial Visiting Team Member training session.
- √ Serve on an ACCE Visiting Team as a Member-in-Training (MIT).
- √ Successfully complete the ACCE Advanced Member Training.
- √ Successfully complete an ACCE Visiting Team Case Study session.

Upon the completion of my training experience, ACCE will then assist with my participation as a full Member on a Visiting Team as positions become available.

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Employer:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Education Background

Name of School	Degree	Major



## Professional Experience

Start Date	End Date	Employer	Position

**Additional applicable career information:**

--

## Professional Organization Memberships

Start Date	End Date	Organization	Position / Committees

**Accreditation experience, if applicable:**

--

**Signature**

Date \_\_\_\_\_

Email the completed form to [ACCE@ACCE-HQ.org](mailto:ACCE@ACCE-HQ.org)

## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

--

**Status of Progress:**   ☐ **Alleviated**   ☐ **In Progress**   ☐ **Correction Plan with Time  
Line Attached**

**First Year Report:**

--

**Second Year Report:**

--

**Third Year Report:**

--

## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

**Status of Progress:** ☐ **Alleviated** ☐ **In Progress** ☐ **Correction Plan with Time  
First Year Report:** **Line Attached**

**Second Year Report:**

**Third Year Report:**

## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

--

**Status of Progress:**   ☐ **Alleviated**   ☐ **In Progress**   ☐ **Correction Plan with Time  
First Year Report:**   **Line Attached**

--

**Second Year Report:**

--

**Third Year Report:**

--

## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

--

**Status of Progress:**   ☐ **Alleviated**   ☐ **In Progress**   ☐ **Correction Plan with Time  
First Year Report:**   **Line Attached**

--

**Second Year Report:**

--

**Third Year Report:**

--

## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

--

**Status of Progress:** ☐ **Alleviated** ☐ **In Progress** ☐ **Correction Plan with Time  
First Year Report:** **Line Attached**

--

**Second Year Report:**

--

**Third Year Report:**

--



**Name of Institution:** California State University - Sacramento

**Degree Program:** Department of Construction Management

**Type of Report:** 1<sup>st</sup> Year ☒ 2<sup>nd</sup> Year ☐ 3<sup>rd</sup> Year ☐

**Month / Year Accredited:** 02-2019 **Expiration Date:** 02-2025

**Mentor Assigned:** ☐ **Name of Mentor:**

**Number of Weaknesses:** 3 **Number of Concerns:** 2

*Refer to ACCE Document 101, Paragraph 6.3 for guidelines to complete report*

**Summary Comments:**

The department is experiencing tremendous growth in enrollment over the past few years, with a current record high of 405 undergraduate students. The university administration has responded positively to this growth with three new tenure-track faculty positions and one additional administrative support assistant position since the re-accreditation visit in fall 2018. Additionally, our engaging industry advisory board has funded a part-time 24-hours/week administrative position for our department which will primarily serve as our department's industry liaison starting spring 2020. Lastly, our department is now offering all CM major course every semester for the first time since the program was established in 1972. We expect the students to have more support and schedule flexibility and to increase our 4-year graduation rates with these changes.

**Submitted by:** Mikael Anderson  
Name – Program Leader  
[Signature]  
Signature

CM Dept Chair  
Title  
11/26/2019  
Date

**Approved:** Dr. Lorenzo Smith  
Name - Dean  
[Signature]  
Signature

Dean  
Title  
11/26/2019  
Date

**Approved:** Dr. Steve Perez  
Name – CEO / Provost  
[Signature]  
Signature

Provost  
Title  
11/26/2019  
Date

**List of Additional Attachments:**



Appendix A: SLO Mapping to Course Syllabi  
Appendix B: Grading Rubric  
Appendix C: SLO #9



## Accreditation Report Calendar for

Purdue University

PU

Report Version	Action Item	Work Days		Deadline	
	Visiting Team Arrive at Institution			March 8, 2020	
	Visiting Team Departs from the Institution	2		March 10, 2020	
VTR-01-PU	Team Chair's draft report completed, report sent to Team	10		March 24, 2020	
VTR-02-PU	Team review of report and return to Team Chair	5		March 31, 2020	
VTR-03-PU	Team Chair's final report draft sent to ACCE President for review	5		April 7, 2020	
VTR-04-PU	ACCE President reviews Team report and sends to Accreditation Committee Chair	5		April 14, 2020	
VTR-05-PU	Accreditation Chair sends report to ACCE BoT Chair; sends to ACCE President	5		April 21, 2020	
VTR-06-PU	Team report and suggested changes from Accreditation Committee Chair, BoT Chair, and President returned to Team Chair	5		April 21, 2020	
VTR-07-PU	Team Chair makes changes and sends initial draft report back to ACCE President	3		April 24, 2020	
VTR-08-PU	ACCE President prepares the draft Team report, to be sent on behalf of the Board Chair, to Institution for factual review, and if Weaknesses were noted during the site visit, for corrective action	3		April 29, 2020	
VTR-09-PU	Institution reviews Board Chair's request for factual review and returns feedback to ACCE President	20		May 28, 2020	
VTR-10-PU	ACCE President sends draft Team Report and Institution comments to Team Chair if a Report of Corrective Action (Form A-15) is not required. <b>If a Report of Corrective Action Form A-15 is required, further processing is delayed until the corrective action report is received. Go to Step VTR-15.</b>	4		June 3, 2020	
VTR-11-PU	Team Chair completes report and Form A-5, <i>Visiting Team Recommendation to the Accreditation Committee and Board of Trustees</i> and sends to ACCE President	5		June 10, 2020	
VTR-12-PU	President posts Team report to the Accreditation Committee web portal	3		June 15, 2020	
VTR-13-PU	President distributes the Team report and Accreditation Committee recommendations to the Board of Trustees	7/1/20		July 24, 2020	
VTR-14-PU	<b>Board of Trustees accreditation action</b>	7/24/20		July 24, 2020	
VTR-15-PU	Institution provides report of corrective action (May 1 or December 1) to ACCE President		12/1/20		December 1, 2020
VTR-16-PU	President provides report of corrective action and institution factual corrections to Visiting Team for consideration in finalizing the Visiting Team Report		3		December 4, 2020
VTR-17-PU	Team Chair completes report and Form A-5, <i>Visiting Team Recommendation to the Accreditation Committee and Board of Trustees</i> and sends to ACCE President		10		December 18, 2020
VTR-18-PU	President posts Team report to the Accreditation Committee web portal		3		December 23, 2020
VTR-19-PU	President distributes the Team report and Accreditation Committee recommendations to the Board of Trustees		2/1/21		February 1, 2021
VTR-20-PU	<b>Board of Trustees accreditation action</b>		2/19/21		February 19, 2021

## SCHEDULE

**Accreditation Visiting Team - American Council for Construction Education (ACCE)  
For Bachelor of Science Degree, Construction Systems Management  
The Ohio State University  
October 20-22<sup>nd</sup>, 2019**

2:15-2:45pm	LaShanda Coleman CSM Advisor (recruiting, advising, admissions, etc.), AE 260A	Chip Tuson Marketing & Communications Manager, AE 260C	<i>Split team</i>
2:45-3:45pm	Tour department		
	<b>1/3 team</b>	<b>1/3 team</b>	<b>1/3 team</b>
3:45 – 4:15pm		Philip Sutton Instructor AE 219	Anastasia Britt Adjunct Instructor AE 208 <i>Split team</i>
4:15 – 4:45pm	Jeff Suchy Instructor, AE 209	Don Schafer AE 219	Jordan Clark Faculty, AE 208 <i>Split team</i>
4:45 – 5:15pm	Victoria Chen Faculty, AE 228A	Mark Banta Adjunct Instructor AE 219	Mark Scott Adjunct Instructor AE 208 <i>Split team</i>
5:15pm	Depart to hotel		
6:30 – 8:00pm	Working Dinner with IAC		Hudson 29, 1600 W Lane Ave (reservation under Victoria Chen)
8:00pm – 9:00pm	Work on preliminary report		<i>Full Team</i>

**Tuesday, October 22<sup>nd</sup>**

**219 Ag Engineering reserved**

Time	Description	Comments
7:00 – 7:45am	Breakfast then travel to campus	Leave hotel at 8:00am
8:30a – 9:00am	Private team meeting, preparation of exit interviews	<i>Full Team</i>
9:00p – 9:30am	Exit briefing with <b>Scott Shearer, Chair</b>	<i>Full Team and Industry Observer, AE 219</i>
10:00 – 10:30am	Exit briefing with <b>Dean</b>	<i>Full Team w/Industry Observer, Ag Admin 140</i>
11:00-11:30am	Exit briefing with <b>Provost</b>	<i>Full Team w/Industry Observer, 190 N Oval Mall 105 Bricker Hall</i>
11:30am	Depart for airport	

## SCHEDULE

**Accreditation Visiting Team - American Council for Construction Education (ACCE)  
For Bachelor of Science Degree, Construction Systems Management  
The Ohio State University  
October 20-22<sup>nd</sup>, 2019**

### Full Visiting Team

### Visiting Team Split

**Sunday, October 20<sup>th</sup>**

**219 Ag Engineering reserved 9-4:30PM if needed**

Time	Description	Comments
5:00pm	Team arrives in hotel	
6:00-7:30pm	Team dinner with CSM department faculty	The Avenue Steak Tavern in Grandview (reservation under Scott Shearer)
7:30p–9:00pm	Team meeting - review of findings, visit preparation	<i>Full team</i>

**Monday, October 21<sup>st</sup>**

**219 Ag Engineering reserved 8-5PM**

Time	Description		Comments
7:00–7:45am	Team breakfast meeting, then travel to campus		
8:00–8:15am	Team preparation		
8:15-8:45	In brief with Dean Kress and Chair Scott Shearer		Ag Admin 140
9:00-9:30am	In brief with Vice Provost Smith		190 N Oval Mall 105 Bricker Hall
9:45-10:15am	Interview with Dept Admin, Scott Shearer, Rachel Cornell, Mike Lichtensteiger, Victoria Chen (admin, budget, course scheduling, etc.), AE 219		
10:15-10:45am	Mike Brown CSM instructor, AE 246	Adam Cahill Career Development Ag Admin 100	<i>Split team</i>
10:45-11:15am	Florian Diekmann Librarian, FAES Library & SSC 045E	Eric Bode Senior Fiscal Officer Ag Admin 140C	<i>Split team</i>
11:15-11:45am	Dan Vehr Engineering Technology Service, FAES Library & SSC 045E	Graham Cochran Associate Dean for Facilities Ag Admin 140B	<i>Split team</i>
12:00pm – 1:15pm	Lunch in the department		
1:20-2:05pm	Meeting with Seniors (CSM 4660, AE 104)		



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

The procedure for processing the Visiting Team Report has been changed as is described in the Accreditation Report Calendar. If no Weaknesses are identified by the Visiting Team, the report will be processed using the same procedure as used in the past. If Weaknesses are identified by the Visiting Team, the process will be paused to enable the program to take corrective actions and submit a corrective action report (ACCE Form A-15). The report of corrective actions will be provided to the Visiting Team to enable modification of the initial report, if appropriate, prior to final processing. This revised processing timeline needs to be explained to the program leader and the Institution during the exit interview if any Weaknesses were identified by the Visiting Team.

Thanks to all of you for your volunteer efforts.

A handwritten signature in black ink, appearing to read "Steve Nellis".

Steve Nellis  
President / CEO

**To:** David Batie, East Carolina University - Chair  
**From:** Steve Nellis, President  
**Cc:** Phil Barlow, California Polytechnic State University, San Luis Obispo - Member  
Tom Cole, Cornerstone General Contractors - Member  
Pramen Shrestha, University of Nevada, Las Vegas - Member-in-Training  
To Be Determined - Member-in-Training  
**Date:** January 11, 2020  
**Subject:** Visiting Team Information  
**California Baptist University – Dr. Jay Lee, Department Chair**

---

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

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

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

1. The minimum for Construction is 50 semester (75 quarter) hours of academic credit,
2. With the new Outcome-Based Assessment standards, the required hours are much different than before – please pay attention to the new requirements.
3. If the documentation is not available, the Visiting Team must assume that the requirements are not satisfied.
4. The program is required to assemble and upload required student learning outcome (SLO) documentation to the OneDrive cloud system to enable early review by Visiting Team members. Please review this information for compliance with our standards well in advance of the site visit.
5. With the new Outcome-Based Assessment standards, the importance and reliance on assessment is greatly increased. The program IS NOT required to ASSESS each Student Learning Outcome (SLO) each year, though data collection for each SLO is required annually.
6. The program is required to have an Assessment Plan for the SLO's in place and is to have completed the planned assessment cycle(s) as outlined in the plan.
7. The QIP has 3 elements, all of which are to be in place:
  - Strategic Plan for the Educational Unit
  - Assessment Plan for the Degree Program
  - Assessment Implementation Plan for the Degree Program
8. Some highlights of our standards are:
  - A. Course syllabi are required for all courses used to support the SLOs.
  - B. Business courses within the Business/Management category are to be taught outside of the degree program.
  - C. Course Learning Outcomes are required for each course used to support the SLOs.; no specific requirements as to form or substance are stated.
  - D. Continued emphasis is needed on information provided to the General Public.**

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

Each team member is expected to have reviewed the entire self-evaluation study and assigned sections of the SLO documentation in detail prior to the site visit. They all have been sent the OneDrive link that provides all of the documents that the Program has provided in electronic format. Issues identified during the review should be provided to the program leader early to enable resolution, where possible, prior to the site visit.



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

*John Schaufelberger*  
Board Chair

*Charlie Roesset*  
Board Vice Chair

*Richard Burt*  
Secretary

*Pam Dullum*  
Treasurer

*Steve Nellis*  
President / CEO

October 28, 2019

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

Dear Dr. Burt,

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

The Visiting Team is as follows:

**Chair-** Dr. Abdol Chini, University of Florida

**Members-** Dr. Tan Qu, Seminole College and Dr. Bill Good, National Roofing Contractors Association

**Members-in-Training-** Dr. Patrick Suermann, Texas A&M University and Mr. Krishna Kisi, Central Connecticut State University

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

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

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

Good luck with your visit!

Sincerely,  
American Council for Construction Education

Steve Nellis  
President & CEO



# **Advanced Visiting Team Member Training Handbook Tab 3**

## **Sample Documents**

1. Sample Letter of VT Roster for Program Approval
2. VT Members Cover Letter
3. On Campus Schedule of ACCE Visiting Team
4. Visiting Team Report Progress Calendar
5. Progress Report Submittal

# **AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION**

## **DOCUMENT 101**

### **ACCREDITATION MANUAL**



# AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

## ACCREDITATION MANUAL

### DOCUMENT 101

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# **ACCREDITATION MANUAL DOCUMENT 101**

## **1. INTRODUCTION**

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

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

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

### **1.2. Purposes of Accreditation**

The purposes of ACCE's accrediting process are:

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

Accreditation serves the following purposes:

- **Assuring Quality:** Accreditation is the primary means by which institutions and programs assure quality to students and the public. Accredited status is a signal to students and the public that a program meets certain standards for its faculty, curriculum, student services, etc. Accredited status is conveyed only if the programs provide evidence of fiscal stability.
- **Engendering employer confidence:** Accredited status of a program is important to employers when evaluating credentials of job applicants, when deciding whether to provide tuition support for employees seeking additional education, and when deciding to support construction education programs.
- **Easing transfer:** Accreditation is important to students for a smooth transition of courses and credits among colleges, universities and programs.

### **1.3. Definition of Construction Programs**

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

- be located in an institution of higher learning that is legally authorized under applicable law to provide a program of education beyond that of the secondary level;
- in the case of those institutions in the United States, be accredited by the appropriate regional accrediting agency, and in the case of other countries, be accredited by the accrediting agency appropriate for its locale, if such exists; and

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

#### **1.4. Accredited Degree Programs**

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

## **2. ACCREDITATION ADMINISTRATIVE ORGANIZATION**

### **2.1. Board of Trustees**

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

### **2.2. Accreditation Committee**

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

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

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

### **2.3. Visiting Team**

The on-site accreditation visit for a construction education program requesting accreditation is accomplished by a Visiting Team selected by ACCE and consisting of at least three members for an associate degree or bachelor's degree program and at least two members for a master's degree program, as described in Section 3.3 of this Document.

The purpose of the Visiting Team is to evaluate the program based on the institution's stated goals and objectives for the program and to verify compliance with ACCE

standards and criteria in those areas that cannot be determined without visiting the institution. The Visiting Team shall submit a report of its findings along with a recommendation regarding accreditation to the Accreditation Committee in accordance with procedures established herein.

## **2.4. Appeals Committee**

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

# **3. ACCREDITATION POLICIES**

## **3.1. General Policies**

The accreditation procedure consists of the following major steps:

- Voluntary application by the institution to ACCE for candidate status and/or accreditation review.
- Preparation and submittal by the institution of a self-evaluation study to ACCE. For institutions seeking accreditation of both associate and bachelor's degree programs, a separate self-evaluation study will be required for each program for each accreditation visit, whether or not the institution requests a combined visit for both programs.
- Performance of an on-site evaluation by a Team of Visitors, selected by ACCE and acceptable to the institution, for the purpose of verifying and augmenting findings from the self-evaluation study report. Separate Visiting Team Reports will be prepared for each program visited during a site visit.
- Evaluation of the Visiting Team Report by ACCE's Accreditation Committee and evaluation of both the Visiting Team Report and Accreditation Committee Report by ACCE's Board of Trustees prior to taking an accreditation action. Possible accreditation actions are listed in Sections 4.6 and 4.7 of this Document.

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

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

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

### **3.3. Visiting Teams**

#### **3.3.1. Classification of Members – Associate and Bachelor’s Degree Programs**

1. Team Chair

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

2. Member

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

Further, to be a qualified visitor:

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

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

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

3. Member-in-Training

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

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

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

#### 4.Observer

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

Observers accompanying the Visiting Team may include:

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

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

#### 5.Industry Observer

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

### **3.3.2. Classification of Members – Master's Degree Programs**

#### 1. Team Chair

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

#### 2. Member

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

Further, to be a qualified visitor:

A practitioner must have knowledge of higher education, including graduate education, and have had meaningful experience in construction at

the middle management level or above. A graduate degree in construction or an allied discipline also is desirable.

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

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

### 3.Member-in-Training

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

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

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

### 4.Observer

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

Observers accompanying the Visiting Team may include:

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

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

### 5.Industry Observer

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

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

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

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

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

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

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

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

A Master's Degree Program Register of Visitors is maintained by the Accreditation Committee and is divided into two categories based on training and experience. Those individuals designated as "qualified Visitors" have been qualified as shown in paragraph 3.3.2.2; and have completed a Visitor training session during the past three years. Those shown as "trained" have been qualified

in accordance with paragraph 3.3.2.3. Visiting Team members are, as a general rule, drawn from the list of "qualified visitors" and members-in-training, as a general rule, from the list of those having been "trained."

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

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

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

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

### **3.4. Visiting Team Selection and Composition**

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

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

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

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

While there are desirable and indeed necessary reasons for authorizing observation of the accrediting process, observers nevertheless must not interfere with the process nor hamper an institution's right to a full and fair evaluation of its program(s). The observer must realize that his or her presence is a privilege which carries with it responsibility for adhering to the code of ethics for accreditation and to constraints and limitations on their participation in the visit. Any observer seeking permission to accompany a Visiting Team must agree to abide by the following limitations:

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

Representatives of any official and recognized accrediting agency or body such as the Council for Higher Education Accreditation (CHEA) should request and will receive these reports for the purpose of evaluating the accreditation process from ACCE's President before the visit. It will be considered a breach of ethics for any observer to

request or pressure the Chair or any member of a Visiting Team to have access to any confidential material. Observers are requested to refrain from making any such request.

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

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

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

### **3.6. Cost of Accreditation**

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

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

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

### **3.7. Publicity**

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

Information published for students and the general public should provide sufficient definition of the program to show that it meets ACCE accreditation criteria. Institutions are to broadly and accurately publish the objectives of the program, admission

requirements, the program assessment measures employed, and the information obtained through these assessment measures, the rate and type of employment of graduates, and any data supporting quantitative claims made by the program. Such information shall not be used in a self-serving or laudatory manner.

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

### **3.8.Complaints**

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

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

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

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

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

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

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

### **3.9. Appeals of Adverse Actions**

The appeals process is as follows:

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

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

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

- Based upon the institution's response, the ACCE Board Chair will finalize the panel membership, and within fifteen (15) days of receipt of that response, will appoint the members and chair of the special panel. All pertinent materials (candidate status application, self-study report, Visiting Team Report, Accreditation Committee report, and the institution's appeal) will be sent to the panel members for their examination.
- The panel chair will call a meeting of the panel within sixty (60) days of its appointment and advise the institution of the date and place of the meeting. All expenses incurred by the institution with respect to the appeal shall be borne by the institution, and all expenses incurred by ACCE with respect to the appeal shall be borne by ACCE.
- The hearing shall be conducted as an open proceeding unless the institution requests that it be closed. The chair shall conduct the hearing in an informal manner and the panel shall determine its own operating procedures. A panel member designated by the chair for that purpose shall keep minutes of the panel meeting.
- The institution shall present to the panel clear and acceptable evidence, documentary and/or oral, that the candidate status or accreditation decision being appealed is, in its view, unreasonable or erroneous.
- The discussion of the panel shall be based upon all the evidence presented to it and decisions shall represent a majority of its members. The decision shall be submitted

in writing to ACCE's Board Chair within fifteen (15) days of the closing of the hearing.

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

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

### **3.10. Program Changes During the Period of Accreditation**

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

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

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

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

### **3.11. Related Accreditation Agency Status**

#### **3.11.1. United Kingdom**

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

### **3.11.2. Canada**

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

### **3.11.3. China**

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

### **3.12. Outside Interests**

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

## **4. ACCREDITATION PROCEDURES**

### **4.1. Initial Accreditation**

#### **4.1.1. Application Procedures for Accreditation**

##### **4.1.1.1. Associate and Bachelor's Degree Programs**

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

Application procedures are as follows:

1. The institution desiring to pursue ACCE accreditation contacts the ACCE President to obtain the following materials:
  - ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review (Appendix A);
  - ACCE Document 101, Accreditation Manual;
  - ACCE Document 102A, Manual for the Preparation of the Self-Evaluation Study for Associate Degree Construction Education Programs, or ACCE Document 102B, Manual for the Preparation

of the Self-Evaluation Study for Bachelor's Degree Construction Education Programs;

- ACCE Document 103A, Standards and Criteria for Accreditation of Associate Degree Construction Education Programs, or ACCE Document 103B, Standards and Criteria for Accreditation of Bachelor's Degree Construction Education Programs; and
  - Information on how to obtain guidance and consulting services.
2. The institution will provide ACCE with the following information:
- Four (4) electronic copies each (thumb drive) of:
- ACCE Form A-1, Application for Candidate Status and/or Accreditation Review (Appendix A).
  - Website of Institution catalog.
  - Construction program mission and goals statement.
  - Construction program curriculum and course descriptions.
  - Program curriculum placed in the following categories:
    - General Education
    - Business and Management
    - Construction
    - Other Requirements
  - A syllabus for each course taught by the construction unit, stating course objectives in relation to the program goals and objectives, outlining instructional methods, and containing a topical outline; and resumes of all faculty members assigned to the construction program.
  - A brief description of the industry advisory committee for the program.
  - A description of the program's Quality Improvement Program.

#### **4.1.1.2. Master's Degree Programs**

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

Application procedures are as follows:

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

- Form A-1, Application for an Accreditation Review (Appendix A);
  - ACCE Document 101, Accreditation Manual,
  - ACCE Document 102M, Manual for Preparing a Self-Evaluation Study for Master's Degree Programs,
  - ACCE Document 103M, Standards and Criteria for Accreditation of Master's Degree Construction Education Programs,
  - and information on how to obtain guidance and consulting services.
2. The institution will provide ACCE with four (4) electronic (thumb drive) copies of the following:
- ACCE Form A-1, Application for an Accreditation Review (Appendix A);
  - Website of Institutional catalog.
  - Construction program mission and goals statement.
  - Construction program curriculum and course descriptions.
  - Description of Program Preliminary Learning Outcomes and how assessed.
  - A syllabus for each course taught by the construction unit, stating course objectives in relation to program goals and objectives, outlining instructional methods, and containing a topical outline.
  - Resumes of all faculty members assigned to the construction program.
  - A brief description of the industry advisory committee for the program.
  - A description of the program's Quality Improvement Program.

#### **4.1.1.3 Initial Accreditation Application Fee**

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

#### **4.1.2. Review of Applications**

The completed application and accompanying materials are submitted to an Application Screening Committee comprised of the Chair and Vice Chair of the Accreditation Committee and the Chair of the Guidance Committee for review as to the institution's status in the accreditation process. This committee will make their recommendation to the ACCE President. The recommendation can be one of the following:

- Candidate Status

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

- Candidate Status not Granted

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

#### **4.1.3. Candidate Status**

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

#### **4.1.4. Actions Required After Acceptance into Candidate Status**

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

Prior to submission of a self-evaluation study, the program submits the document to the mentor for review. If the mentor believes that the program is ready for an

initial site visit, the program submits four electronic files (thumb drive) each containing the self-evaluation study and one copy of a current ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review, to the ACCE President. Two of the electronic files are provided to the Chair and Vice Chair of the Accreditation Committee. These individuals review both documents and make their recommendations independently to the ACCE President for or against proceeding with the requested site visit. Candidate program must submit their self-evaluation studies no later than February 1 for a fall site visit or September 1 for a spring site visit.

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

- request reconsideration for cause,
- elect to have the on-site visit conducted regardless of the committee recommendation,
- elect to remain in Candidate Status, or
- withdraw its application.

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

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

## **4.2. Renewal of Accreditation**

### **4.2.1. Application Procedures for Accreditation**

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

### **4.2.2. Review of Applications**

Upon receipt of ACCE Form A-1, Application for Candidate Status and/or an Accreditation Review, from the institution, the President requests submission of the self-evaluation study and initiates site visit procedures as outlined above.

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

In this event:

- The ACCE President will notify the Chief Executive Officer of the institution, the regional accrediting association serving the institution, and the ACCE Accreditation Committee of the failure on the part of the institution to respond and the lapsing of accreditation at the end of the period for which it was granted.
- If no action is taken by the institution on this matter, the ACCE President will, at the end of the period for which accreditation was granted, have the name of the institution removed from the list of Accredited Programs of Construction Education as published by ACCE, and notify the Chief Executive Officer of the institution of this action, returning the fees credited against the renewal visit upon the request of the program.

#### **4.3. Scheduling of Visits and Notifications**

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

The ACCE President then:

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

#### **4.4. On Site Visit**

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

- To ascertain the correctness of information presented.

- To assess qualitatively and quantitatively factors that cannot be documented, such as caliber of the student body and general morale of faculty and students.
- To inspect materials compiled by the institution, such as student work, course outlines, and documented classroom procedures.

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

#### **4.5. Visiting Team Report**

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

#### **4.6. Approval Sequence on Initial Accreditation Actions**

##### **4.6.1. Accreditation Committee**

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

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

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

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

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

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

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

- Accreditation for five years, with a progress report at the end of three years.
- Accreditation for five years, with a progress report at the end of the first year, or at the end of the first and second years in addition to the third-year report.
- Deferral of action by the Board until a date recommended by the committee. (This recommendation may include recommendations for additional information to be supplied by the institution or by other means and/or the assignment of a mentor.)
- Denial of accreditation.

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

- Accreditation for five years, with a status report at the end of each year.
- Deferral of action by the Board until a date recommended by the committee. (This recommendation may include recommendations for additional information to be supplied by the institution or by other means and/or the assignment of a mentor.)
- Denial of accreditation.

#### **4.6.2. Board Chair**

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

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

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

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

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

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

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

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

#### **4.6.3. Board of Trustees Actions**

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

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

If the action is to accredit, that decision will be announced in ACCE's newsletter and be published in the ACCE Annual Report, together with a listing of the specific construction program(s) accredited and the program(s) is added to the list of those currently accredited by ACCE.

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

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

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

#### **4.7. Approval Sequence on Renewal of Accreditation Actions**

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

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

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

- Renewal of accreditation for six years, with a progress report at the end of three years.
- Renewal of accreditation for six years, with progress report(s) at the end of the first year or at the end of the first and second years, in addition to the three-year report.
- Renewal of accreditation for three years with no progress report or with a progress report at the end of the first year, or progress reports at the end of the first and second years.
- Denial of accreditation.

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

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

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

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

- Limit its request for granting a six year accreditation to the six year period beginning with the date the Board granted the three-year accreditation.
- Apply for the extension through the Chief Executive Officer of the institution.
- Provide written evidence to justify a verification visit by ACCE. This must include an updated report of the status of all Weaknesses and Concerns identified during the most recent site visit.
- Agree to pay the ACCE administration fee and bear all costs associated with checking such an application, regardless of the eventual outcome.
- Agree to and provide all additional evidence requested by the ACCE appointed Visiting Team.

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

- Submit the written evidence to the Accreditation Committee Chair and Vice Chair(s) to determine whether it is prudent to proceed.
- Invoice the institution with the current administration fee if the application proceeds
- Appoint at least two Visiting Team members (no members in training) after consulting the Accreditation Committee Chair.
- Ensure the Visiting Team members are adequately briefed.
- Limit the focus of the Visiting Team to checking the progress of the program/institution's effort to correct the Weaknesses and Concerns noted in the last Visiting Team Report
- Submit the written evidence and the Visiting Team's Report to the Accreditation Committee for their recommendation to the Board of Trustees.

#### **4.8. Other Accreditation Actions**

##### **4.8.1. Probation**

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

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

##### **4.8.2. Loss of Accreditation**

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

##### **4.8.3. Extension of Accreditation Period**

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

## **5. ON SITE VISITATION PROCEDURES AND GUIDELINES**

### **5.1. Guidelines for ACCE Visits**

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

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

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

## **5.2. Procedures Prior to Visit**

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

The ACCE President then does the following:

- Establishes dates for the visit suitable to all persons involved, and, if requested by the institution indicates the desirability of doing so, cooperates in scheduling a joint visit.
- Requests the construction degree program's administrator to provide opportunities for visits with the executive officers of the institution, faculty and students, persons outside of the construction program who are familiar with it, and members of the local construction industry; and, for visits to classes, laboratories, and other facilities. Section 5.5 below outlines a typical schedule for a Visiting Team. Final coordination of the visit is the Visiting Team Chair responsibility.

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

## **5.3. Duties and Responsibilities of Visiting Team Members**

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

- evaluate or visit a program of study in construction only on the express invitation of the Chief Executive Officer or that officer's officially designated representative, or, when the action is initiated by ACCE with respect to a program already accredited by them, with the specific authorization of the Chief Executive Officer of the institution, or that officer's officially designated representative;
- permit an institution to withdraw a request for accreditation of a construction program at any time (even after evaluation) prior to final action by the Board of Trustees;
- recognize the right of a program to be evaluated in the light of its own stated purposes, so long as those purposes demonstrably fall within and reflect the definitions of general purpose established by ACCE;
- consider a construction program(s) at an institution, including its administration and financing, not on the basis of a single predetermined pattern but rather in relationship to the operation and goals of the entire institution;

- rely upon the regional accrediting agency for evaluation of the general quality of the institution;
- state relevant qualitative, and quantitative information in its evaluation process and in its report;
- stimulate and assist in improvement of the educational effectiveness of a construction program, and, to this end, be prepared to provide advisory assistance separate from the accrediting process;
- encourage sound educational experimentation and innovation;
- conduct an evaluation visit to a construction program by experienced and qualified examiners under conditions that assure impartial and objective judgment, including representation from the staffs of institutions offering programs of study in construction;
- avoid appointing visitors who may not be acceptable to an institution while retaining final authority in the formation of Visiting Teams;
- cooperate with other accrediting agencies so far as possible in scheduling joint visits when an institution so requests;
- provide for adequate consultation during the visit between the Team of visitors and the faculty and staff of an institution, including the Chief Executive Officer or that officer's designated representative;
- provide adequate opportunity for inclusion of students in the interviewing process during accrediting visits;
- provide the Chief Executive Officer of an institution being evaluated an opportunity to become acquainted with the factual part of the report prepared by the Visiting Team and to comment on its accuracy before final action is taken;
- consider decisions relative to accreditation only after an opportunity has been given to the Chief Executive Officer of the institution to submit comment, as provided above, and when the chair of the Visiting Team is present or the views of the evaluation Team are otherwise adequately represented through a written report of the Visiting Team;
- regard the text of the self-evaluation study as confidential between the institution and ACCE, with the exception that it may be made available by ACCE to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking;
- permit, except as provided herein, an institution to make such disposition of the self-evaluation study as it desires

A primary purpose of ACCE accreditation is to provide recognition of the attainment of a certain level of achievement in professional construction education. A secondary purpose is to encourage others to strive toward this goal. Each curriculum pattern will be reviewed in terms of its own stated objectives, content, methods, and evaluation. These curricula will be within the framework of ACCE's definitions and purposes which are

presented in its Document 103A, Standards and Criteria for Accreditation of Associate Degree Construction Education Programs, Document 103B, Standards and Criteria for Accreditation of Bachelor's Degree Construction Education Programs, and Document 103M, Standards and Criteria for Accreditation of Master's Degree Construction Education Programs. Each member of the Visiting Team must be familiar with these standards and criteria.

The following describe guidelines for Visiting Team Members' responsibilities:

- A major purpose of accreditation is to help program administrator(s) achieve professional standards in their construction program(s). In conveying this purpose, much will depend on the Team. An objective attitude and a courteous manner are essential characteristics of a good Team. They should approach their task as colleagues, deeply interested in understanding the institution within its own framework and objectives. They should never surrender their keenest critical faculties but should always use them constructively.
- Members of the Team should not attempt to judge a program based on any present notion or on formats used in the institution in which the member teaches or is otherwise associated, or those of his alma mater. Above all, Visiting Team members should refrain from telling "how we do it!"
- Quantitative criteria shall not be considered as a list of required courses, but rather as a guide to subject matter which is desirable to include in varying amounts in all curricula in construction education. Sound educational experimentation and innovation should be considered with sympathy.
- A basic responsibility of each Team Member is: to act as a reporter to record information about the institution and to interpret that information in order to help ACCE and the institution assess the strong and weak points and undeveloped potential of the construction program. The entire procedure is of a confidential nature, both between Visiting Team Members and between Team Members and ACCE.
- Visiting Team Members are not authorized to make any comments regarding their recommendations except through regular ACCE channels, nor should they inform the institution regarding the nature of their recommendations. The recommendations of the individual visitors are not necessarily the same as the actions that will be taken by ACCE.
- Visiting Team members are not to accept invitations involving purely social entertainment. ACCE firmly believes that the primary function of a Visiting Team is evaluation and review. No distraction from this purpose can be permitted. However, a coffee hour, tea, or dinner at which faculty members and the Team meet may be a desirable introduction to the visit. When such a meeting can be scheduled sometime during the first day of the visitation, it does much to set all at ease. Likewise, having lunch, a cup of coffee or tea, or even dinner with members of the faculty and with representatives of the local construction industry may be a helpful experience and need not take an undue amount of time.

- The self-evaluation study, catalogs, and other pertinent materials will be mailed to each Visiting Team member prior to the site visit. Each Team member is expected to have reviewed the entire self-evaluation study in detail prior to the site visit and to have analyzed details contained in that portion of the report assigned for evaluation. Any suggestions or questions regarding the self-evaluation study or requests for additional information should be made to the Team Chair.
- Visiting Team members are expected to plan time away from their office to permit attendance during all scheduled conferences. On any day designated for the visitation, the Team or individual members of the Team may not be absent from the institution during the normal working hours for the purpose of transacting personal business in the area or for sightseeing or other pursuits not associated with the accreditation process.

#### **5.4. Duties and Responsibilities of the Visiting Team Chair**

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

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

- Familiarize himself/herself and members of the Team with all current and past Accreditation Committee reports, self-evaluation studies, progress reports, and actions by ACCE on the construction program(s) being visited.
- Assign specific aspects of the Visiting Team Report to each team member.
- Arrange a schedule with the institution, including a list of people to be interviewed so that all facets of the construction program(s) are reviewed.
- Schedule time during the visit to enable members of the Team to review their reaction to the characteristics and effectiveness of the construction program(s) being observed.
- Schedule adequate time near the end of the visit, but before the final meeting with the respective administrators of the program(s) and institution, to consider, in private, Team findings and to prepare a preliminary draft report to the Accreditation Committee.
- Meet with the appropriate administrator(s) of the program(s) and institution in a summary session to inform them of further processing and timing of the Visiting Team report and to convey in general terms the findings of the Team (including all strengths, weaknesses, concerns and undeveloped potentials which will be in the report). Neither the Chair, nor any member of the Team, shall project or predict what accreditation action might be taken as a result of the visit. This action is the prerogative of the ACCE Board of Trustees only, acting upon the findings and recommendations of the Visiting Team and the recommendations of the Accreditation Committee.

- Supply each member with expense account forms to be returned to the Team Chair for endorsement and forwarding to the ACCE President.
- Prepare a draft of the Visiting Team Report, based upon the preliminary report prepared during the visitation, and circulate it to the Team for comment and/or approval.
- Forward the Team approved draft report with recommendations to the Accreditation Committee Chair and the President for editing.
- Incorporate any corrections noted by the President and Accreditation Committee Chair and return the final draft to the President for forwarding of the final draft report to the institution for concurrence of accuracy of facts in the report.

### **5.5. Procedures During the Visit**

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

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

- Although Visiting Team members discuss their general findings and observations regarding the program(s) with the construction program administrator(s) during the summary conferences, Visiting Team members must ensure they do not express personal or Team views that relate in any way to the accreditation status of the unit undergoing evaluation. Decisions regarding the accreditation status of program(s) under consideration are determined only by the ACCE Board of Trustees at regularly scheduled meetings following discussion and review of the self-evaluation study, the Visiting Team Report, and recommendations of the Visiting Team and Accreditation Committee.
- Visiting Team members are expected to participate actively in conference discussions and individually review administrative or academic problems with administrators, program leader, and faculty. In view of the tight scheduling of conferences, Visiting Team Members are expected to cooperate with the Chair of the Visiting Team in adhering closely to prearranged conference schedules. Visiting Team members are requested to refrain from expressing personal observations regarding teaching methodology or techniques not considered relevant to the conference. Visiting Team members are reminded that program leader and faculty

have given considerable time and thought in preparation for the Team's visit; therefore, the Visiting Team should allow administrators and faculty members an opportunity to explain their teaching methodology, course content, and program philosophy.

- During executive sessions, Team Members are expected to review, evaluate, and discuss all aspects of the program(s) being evaluated. In this manner, the Team develops a consensus that subsequently serves as a basis for drafting a site visit report.
- Team Members are expected to study, review, and comment on the drafts of the Visiting Team Report provided to them by the Chair after the site visit. Prompt response to drafts by Visiting Team members is essential to the presentation of reports for review and recommendation at regularly scheduled meetings of the Accreditation Committee. It is not enough to assume that no reply from a Team Member means approval.
- Visiting Team Members are expected to regard all information and data obtained during the site visit as confidential. All evaluation reports and accreditation recommendations of ACCE are regarded as confidential and privileged information; therefore, disclosure of personal or Team views at any time before, during, or after site visits and Board review is not authorized. If the Team Chair has not already done so, subsequent to the site visit and approval of the formal report, Team members are to be requested to return to the President their copies of the self-evaluation study and all other documents pertaining to the visit.

## **5.6. Schedule of Activities During the Visit**

### **5.6.1 Associate and Bachelor's Degree Programs**

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

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

- Evening of the Date of Arrival (Saturday)
  - Prior to the start of the formal visitation, the Team will meet with the construction program(s) administrators to review final details of the visit including the time schedule. This conference is held so that the Visiting Team members may be made aware of any unique problems. It also is intended to orient the administrators to the methods and procedures of the Team. After this conference, an executive session of the Team should be held to review assignments and the work schedule; to review the appropriate ACCE documents dealing with accreditation visits and those dealing with the institution; and to consider other necessary details.

- At this time, the Visiting Team Chair may make additional assignments to Team Members to be accomplished during and subsequent to the visit, including but not limited to the following:
  - Tour the laboratories, classrooms, offices and other physical plant facilities and equipment with the instructor(s) responsible for each.
  - Conduct of interviews with faculty members so that each will have been visited with individually. Topics to be discussed should include faculty members' opinions of the construction program, its role or function, whether its goals and objectives are realistic and are they being met, program strengths, weaknesses and areas for possible improvement, and the instructors' teaching philosophies and personal goals.
  - Conduct of short interviews with representative groups of students utilizing the same topics as above.
  - Observation of a sampling of lectures, laboratories and related instruction.
  - Conduct of interviews with: the admissions officer; representatives of supporting academic disciplines; the librarian most concerned with the construction education holdings; administrative units who contribute to the success of the construction program; representatives of agencies with which students have had or are gaining work experiences; placement office representatives; local professionals and community college personnel who are regularly associated with the construction program.
  - Conferences with the administrative officer to whom the construction program administrator(s) report focusing on progress and changes being affected by the institution which apply to the program.
- During conduct of the visitation, Team members should record their observations and make comments for use in preparing their assigned portions of the Team report.
- Morning of the First Day of Visit (Sunday)
  - During the morning of the first day, the Team should have scheduled an orientation tour of the institution campus, and the facilities of the construction program, including classrooms, laboratories and other resources. Team members should also visit the library to review holdings related to the construction program.

- The remainder of the morning should be utilized to review the following materials and data, which should be readily available to the Team:
  - A curriculum map relating Course Learning Outcomes to Student Learning Outcomes.
  - A syllabus for each course used to support the Student Learning Outcomes, describing Course Learning Outcomes and their relationship to the Student Learning Outcomes, outlining instructional methods, outlining in reasonable detail the topical content of course, and a course calendar, describing the method of assessment of Course Learning Outcomes, and describing the grade performance criteria.
  - Evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to demonstrate the adequacy of the assessment tool in evaluating individual student ability to meet each Student Learning Outcome.
  - A report of the methods of assessment for each Student Learning Outcome, the most recently reported evaluation of the results, resulting actions, and a follow-up of those actions on student performance.
- Afternoon of the First Day of Visit (Sunday)
  - Team members continue with their assigned duties.
- Evening of the First Day of Visit (Sunday)
  - A dinner may be held at this time with local construction industry and program alumni representatives. After dinner the Team reassembles for a review of findings concerning program and administrative elements examined that day. Strengths and weaknesses discovered in both program and supporting areas should be discussed.
- Morning of the Second Day of Visit (Monday)
  - On the morning of the second day, a conference with the Chief Executive Officer of the institution or his/her representative should be held to explain the purposes of the visit and the procedures to be followed. A conference with the construction program(s) administrator should be held to discuss the following: operating finances, relationships with the next higher administrative level and with administrators of the institution, and other topics as deemed necessary for the accomplishment of the visit by the Team.
  - At these conferences, the Team Chair should explain to the administrators the purposes of the visit, how it is to be carried out and the fact that an analysis of the findings will be presented prior to the Team's departure. All Team members should attend and actively participate in these conferences.

- After completion of these conferences, Team members proceed to carry out their assigned responsibilities.
- Luncheon Meeting on the Second Day of Visit (Monday)
  - Representatives of the institution and the members of the Team may join in a luncheon, if they so desire. Normally a small group, including the Dean or Administrator, other department heads and construction program faculty will be involved.
- Afternoon of the Second Day of Visit (Monday)
  - Team members proceed with their assigned duties. If any additional time is available, Team members should continue reviewing course materials.
- Evening of the Second Day of Visit (Monday)
  - A dinner meeting with representatives of the local construction industry and program alumni representatives may be held if not held on the evening of the first day. The Team reassembles after dinner for another review of findings concerning program elements examined that day. Industry observers do not participate in this team executive session. Strengths and weaknesses related to ACCE criteria discovered should be fully discussed. Wherever one Team member encounters unusual conditions, another Team member should be assigned to make a crosscheck. Members should begin preparing their portion of the Visiting Team Report utilizing observations and notes.
- Morning of the Third Day of Visit (Tuesday)
  - Team Members hold an executive session to continue evaluation of the visit to that point, complete individual Team member portions of the Visiting Team Report and to finalize the preliminary report on strengths, weaknesses and concerns of the program.
  - If time permits, the preliminary report should be reviewed with the construction program administrator prior to being presented to the Chief Executive Officer of the institution.
  - This preliminary report is presented in an exit report during which the Team as a whole meets with the program administrator, the administrator of the next higher unit and the Chief Executive Officer of the institution for the following purposes:
    - To present an objective analysis of the findings of the Visiting Team.
    - To discuss observed strengths and all weaknesses and concerns of the program in relation to the applicable ACCE Standards and Criteria.

- To discuss all concerns of the Visiting Team members regarding the program.
- To explain the procedures in the accreditation process this will follow from that time forward.

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

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

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

### **5.6.2 Master's Degree Programs**

The visitation will normally take one and one-half days beginning on Sunday evening and concluding on Tuesday. The Visiting Team members should make arrangements to arrive at the institution no later than Sunday afternoon. The adjournment of the visit will be on or before 3 pm on Tuesday, and therefore Visiting Team members should make their travel arrangements accordingly. Noted below is a recommended itinerary for a typical visit. However, it is the responsibility of the Visiting Team Chair in conjunction with the master's degree program administrator to establish the final schedule to include the key activities noted below.

- Sunday Evening
  - The Visiting Team meets in executive session to review assignments and the work schedule; to review the appropriate ACCE documents dealing with accreditation visits and those dealing with the institution; and to consider other necessary details. At this time, the Visiting Team Chair may make additional assignments to Visiting Team members to be accomplished during and subsequent to the visit.
  - The Visiting Team then meets with the master's degree program(s) administrator(s) to review final details of the visit including the time schedule. This conference is held so that the Visiting Team members may

be made aware of any unique problems. It also is intended to orient the administrators to the methods and procedures of the Visiting Team.

- Monday Morning
  - The entire Visiting Team participates in conferences with the Chief Executive Officer of the institution, the Dean of the Graduate School, the Dean of the College and Administrator of the Department in which the master's degree program is located or their designated representatives to explain the purposes of the visit, the procedures to be followed, and to obtain their perceptions of the master's degree program in terms of strengths and weaknesses. Also other subjects covered in the self-evaluation study pertaining to the respective level of administrator can be discussed at the conferences.
  - Following these meetings, the Visiting Team visits laboratories, classrooms, offices and other physical plant facilities and equipment utilized by the master's degree program, with the program administrator(s). Visiting Team members should also visit the library to review holdings related to the construction program.
- Monday Lunch
  - The Visiting Team will have lunch with a small group including those faculty members who teach graduate courses, master's degree program administrators and others as appropriate.
- Monday Afternoon
  - The afternoon should be devoted to conducting a series of individual Visiting Team member interviews with the master's degree program administrator and faculty, the review of master's degree program faculty and student materials and a meeting with a representative sample of master's degree students.
  - The Visiting Team Chair should conduct the interview(s) with the program administrator(s) to discuss the following: operating finances, relationships with the next higher administrative level and with administrators of the institution, and other topics as deemed necessary for the accomplishment of the visit by the Visiting Team.
  - The other member(s) will conduct interviews with faculty members individually. Topics to be discussed should include faculty members' opinions of the construction program, its role or function, whether its goals and objectives are realistic and are they being met, program

strengths, weaknesses and areas for possible improvement, and the instructors' teaching philosophies and personal goals.

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

- A description of the minimum acceptable Preliminary Learning Outcomes required of applicants and a description of assessment measures used to assess applicant achievement of the Preliminary Learning Outcomes.
  - A curriculum map relating Course Learning Outcomes to Student Learning Outcomes.
  - A syllabus for each course used to support the Student Learning Outcomes, describing Course Learning Outcomes and their relationship to the Student Learning Outcomes, outlining instructional methods, outlining in reasonable detail the topical content of course, and a course calendar, describing the method of assessment of Course Learning Outcomes, and describing the grade performance criteria.
  - Evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to demonstrate the adequacy of the assessment tool in evaluating individual student ability to meet each Student Learning Outcome.
  - A report of the methods of assessment for each Student Learning Outcome, the most recently reported evaluation of the results, resulting actions, and a follow-up of those actions on student performance.
- Monday Evening
    - A dinner may be held at this time with representatives of the industry advisory committee, program alumni and other appropriate representatives of the master's degree program. Following dinner, the master's degree program representatives are to excuse themselves and a discussion take place with the remaining individuals. The Visiting Team should ask what the individuals' perceptions of the master's degree program are both strengths and weaknesses.
    - After dinner the team reassembles to continue their review of instructional and student materials and to discuss their findings concerning program and administrative elements examined that day. Strengths and weaknesses discovered in both program and supporting areas should be discussed.
  - Tuesday Morning
    - On an individual basis, Visiting Team members conduct short interviews of other administrators, faculty in allied master's degree disciplines, and

staff that support the master's degree program. In addition, the Visiting Team completes its review of instructional and student materials and considers any information obtained during the visit.

- Team members hold an executive session to finalize the preliminary report on strengths and weaknesses of the program along with any concerns which the Visiting Team may have.
- Tuesday Lunch
  - A working lunch is held consisting of the Visiting Team and the master's degree program administrator(s). At this time the Visiting Team Chair presents the Visiting Team's preliminary report to the construction master's degree program administrator(s) to ensure it is factual and to answer any questions.
- Tuesday Afternoon
  - This preliminary report is presented in an exit interview during which time the Visiting Team as a whole meets with the program administrator, the Administrative Head of the Department and the Dean of the College in which the program is located and the Chief Executive Officer of the institution for the following purposes:
    - To present an objective analysis of the findings of the Visiting Team.
    - To discuss observed strengths and all weaknesses of the program in relation to the applicable ACCE Standards and Criteria for Master's Degree Programs
    - To discuss all concerns of the Visiting Team members regarding the program.
    - To ask the assembled administrators if, in their opinion, these findings are in accord with the facts.
    - To explain the procedures in the accreditation process which will follow from that time forward.

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

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

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

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

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

### **5.7. Procedures After the Visit**

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

- Complete and submit to the President ACCE Form A-11, Team Member Assessment of Performance of the Visiting Team Chair.
- Complete and submit to the Team Chair their signed ACCE Form A-14, Travel Expense Voucher, with receipts.
- Completion and submission by the Team Chair of ACCE Form A-12, Team Chair Assessment of Performance of Visiting Team Member on each Team member and ACCE Form A-13, Team Chair Assessment of Performance of Visiting Team Member-in-Training, on each member-in-training on the visit.

### **5.8. Guidelines for Preparation of the Visiting Team Report**

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

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

The Chair revises the report, taking into consideration the suggestions of the Team members.

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

## **6. PROGRESS AND STATUS REPORTS**

### **6.1. Purposes**

The purposes for submission of progress and status reports are:

- to allow the Accreditation Committee to ascertain whether progress is being made toward improving program quality through the elimination or correction of weaknesses identified in the most recent ACCE Visiting Team Report;
- to provide the basis for communications between the committee and the program administrator on matters of concern, if there does not appear to be substantial improvement;
- to form the basis for focusing the renewal of accreditation self-evaluation study and subsequent visit; and
- to determine whether consideration has been given to the concerns expressed by the Visiting Team cited in the Visiting Team Report.

### **6.2. Types of Reports**

#### **6.2.1 Associate and Bachelor's Degree Programs**

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

to the first and/or second accreditation anniversary of the program for July and February Accreditation Committee action, respectively.

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

### **6.2.2 Master's Degree Programs**

Annual Status Reports shall be submitted to the President by May 1 or December 1 prior to the accreditation anniversary of the master's degree program for July and February Accreditation Committee action, respectively.

### **6.3.Report Preparation**

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

- ACCE will provide the report template in which all weaknesses and concerns identified in the most recent ACCE Visiting Team Report are listed.
- The Program is to indicate in the appropriate box whether or not each Weakness and Concern has been alleviated or corrective action is still in progress.
- If a Weakness or Concern has been alleviated, the Program needs to describe how and when it was alleviated. Documentation needs to be attached, if necessary, to demonstrate compliance with ACCE Document 103. Total attached documentation should not exceed 10 pages.
- For each Weakness or Concern that has not been alleviated entirely, the Program must provide a specific measurable action plan, including assumptions, timelines, and resources for correction or elimination of the weakness or concern.
- The Program is to provide summary comments as to the status of its corrective actions on the front page of the report form. If the Program has been assigned a mentor, the Program is also to describe on the front page all activities involving the mentor since assignment, the last accreditation visit, or the last progress report, whichever is the most recent.
- In addition, annual status reports from accredited master's degree programs are to describe any substantial changes that have occurred during the previous year; their cause; any potential ramifications (positive or negative) to the master's degree program; and if negative, what actions are planned to make any needed improvements.
- Supplemental reports shall state the specific area(s) of clarification requested by ACCE and provide detailed information on each area.

## **6.4 Report Submission**

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

## **6.5 Report Approval and Follow-up**

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

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

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

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

This process will continue from visit to visit. If the Board feels that after a reasonable length of time that a specific weakness has not been alleviated, this fact can be so

communicated to the program administrator(s) and can constitute justification for disciplinary actions or possible denial of future accreditation.

## **7. BOARD APPOINTED MENTORS**

As described in Section 3.2 of ACCE Document 100, the Board of Trustees may require that a mentor be assigned to an accredited program to help with correction of specific matters of concern. The assigned mentor is to establish communication with the accredited program leader and assist the program in developing action plans to address the matters of concern identified by the Board. Board appointed mentors are to submit semi-annual reports to the Chair of the Accreditation Committee and the ACCE President by June 1 and December 1 each year using ACCE Form A-9.



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

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## FORM A-1C

### Application for a Program Candidacy Review

**Institution Name** \_\_\_\_\_

**Program Name** \_\_\_\_\_

**An application is hereby made for candidate review by the American Council for  
Construction Education.**

**Contact information of the representative that will oversee ACCE reaccreditation process**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Web site for program:** \_\_\_\_\_

**Name of the regional organization by  
which the institution is accredited** \_\_\_\_\_

**Name of the construction unit and the  
next higher administrative unit** \_\_\_\_\_

**Name of degree awarded to graduates** \_\_\_\_\_

**Date Program was initiated** \_\_\_\_\_ **Date first degree was awarded** \_\_\_\_\_

**Number of graduates last year** \_\_\_\_\_ **Current number of students** \_\_\_\_\_

**Number of total graduates** \_\_\_\_\_ **Earliest date for Visiting Team** \_\_\_\_\_

**See next page for signatures**



## **FORM A-1C**

### **Application for a Program Candidacy Review**

#### **Signature Page**

**Submitted by:**

_____ Name – Program Leader	_____ Title
--------------------------------	----------------

_____ Signature	_____ Date
--------------------	---------------

**Approved:**

_____ Name - Dean	_____ Title
----------------------	----------------

_____ Signature	_____ Date
--------------------	---------------

**Approved:**

_____ Name – Institution Leader	_____ Title
------------------------------------	----------------

_____ Signature	_____ Date
--------------------	---------------

**Submit completed application via email and send Candidate Application fee of \$500 to:**

**ACCE**  
**300 Decker Drive, Suite #330**  
**Irving, TX 75062**  
[ACCE@ACCE-HQ.org](mailto:ACCE@ACCE-HQ.org)  
**972-600-8800**



## FORM A-1R

### Application for a Reaccreditation Review

**Institution Name** \_\_\_\_\_

**Program Name** \_\_\_\_\_

**An application is hereby made for reaccreditation review by the American Council for Construction Education.**

**Date of last ACCE Accreditation** \_\_\_\_\_

**Contact information of the representative that will oversee ACCE reaccreditation process**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Web site for program:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_  
Name – Program Leader Title

\_\_\_\_\_  
Signature Date

**Approved:** \_\_\_\_\_  
Name - Dean Title

\_\_\_\_\_  
Signature Date

**Approved:** \_\_\_\_\_  
Name – Institution Leader Title

\_\_\_\_\_  
Signature Date



**AMERICAN COUNCIL FOR  
CONSTRUCTION EDUCATION**  
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# American Council for Construction Education

## Form A-3B

(Institution)

(Location of Institution)

(Title of Program Visited)

(Dates of the Visit)

### Visiting Team

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

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

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

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

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

This Visiting Team report remains the intellectual property of ACCE and is for the sole use of the institution. It is not to be provided to or discussed with third parties not officially connected to the institution except with the express written permission of ACCE or unless required by law.



# Visiting Team Report

## Section 1: INTRODUCTION

### 1.1 Requirement

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

Place cursor and start typing here.

**Institution organization and location of the construction unit.**

Place cursor and start typing here.

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

Place cursor and start typing here.

**Accreditation history – first accredited and reaccredited.**

Place cursor and start typing here.

**Degree title and credit hours required.**

Place cursor and start typing here.

**Other degree programs administered by the construction unit.**

Place cursor and start typing here.

**Name of regional accrediting agency of the institution.**

Place cursor and start typing here.

**Name and position of persons interviewed during the visit.**

*(Include titles: Dr., Mr., Ms., Mrs.)*

Institution Administration and Staff

Place cursor and start typing here.

Program Faculty and Staff

Place cursor and start typing here.

Industry Advisory Board Members

Place cursor and start typing here.

## Students

Place cursor and start typing here.

## **Section 2: GOVERNANCE AND ADMINISTRATION**

### **2.1 Requirements**

#### **2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE**

**2.1.1.1 The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving the degree program's mission, goals, and objectives.**

Place cursor and start typing here.

**2.1.1.2 The degree program and its relationship to the overall organizational structure of the institution are documented, well-defined, and accessible to the public.**

Place cursor and start typing here.

#### **2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP**

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

Place cursor and start typing here.

**2.1.2.2 The degree program or educational unit is headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.**

Place cursor and start typing here.

**2.1.2.3 The organizational structure of the educational unit is designed to encourage communication, coordination, and interaction among administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.**

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **2.1.3 FACULTY PARTICIPATION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **2.1.4 CONTRIBUTION TO THE INSTITUTION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **Section 3: CURRICULUM**

#### **3.1 Requirements**

##### **3.1.1 DEGREE PROGRAMS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

##### **3.1.2 GENERAL EDUCATION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

**3.1.3 BUSINESS AND MANAGEMENT**

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

Place cursor and start typing here.

**3.1.3.2 The business and management topics are taught outside of the degree program and are separate and distinct from construction business and management topics.**

Place cursor and start typing here.

**3.1.4 CONSTRUCTION**

**Table 3.1.1 Bachelor Degree Program Credit Hour Requirements**

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

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

\*semester hours/quarter hours

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

**3.1.4.1 Summary Comments.**

Place cursor and start typing here.

### **3.1.5 STUDENT LEARNING OUTCOMES (not used)**

### **3.1.6 DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES**

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

Place cursor and start typing here.

**3.1.6.2 A course syllabus was provided for each course used to support the Student Learning Outcomes. Each syllabus met the following criteria. This includes any course offered by alternative forms of delivery. (Explain any findings of lack of full compliance following the table.)**

<b>Course Syllabus Requirements</b>	<b>Compliance Status</b>
<b>Contained a description of the Course Learning Outcomes and their relationship to the Student Learning Outcomes covered in the course</b>	
<b>Contained a description of the instructional methods used in the course</b>	
<b>Contained a topical outline</b>	
<b>Described the methods used to assess student learning of Course Learning Outcomes</b>	
<b>Described grade performance criteria</b>	

**Description of any findings of lack of full compliance**

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **3.2 Courses Delivered by Alternative Forms of Delivery**

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

Place cursor and start typing here.

### **3.3 Multiple Campus Program Delivery**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

### **Summary Comments**

Place cursor and start typing here.

### **3.4 Dual or Second Degrees**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 4: FACULTY AND STAFF**

### **4.1 Requirements**

#### **4.1.1 FACULTY QUALIFICATIONS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **4.1.2 FACULTY SIZE**

**4.1.2.1 The size of the faculty is commensurate with the number of courses offered, the number of students, and the other responsibilities of the faculty.**

Place cursor and start typing here.

**4.1.2.2 The faculty size is adequate for the type of instruction used in the program and is comparable to other academic programs within the institution.**

Place cursor and start typing here.

#### **4.1.3 FACULTY WORK LOAD**

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

Place cursor and start typing here.

#### **4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT**

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

Place cursor and start typing here.

#### **4.1.5 EMPLOYMENT POLICIES**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **4.1.6 PROFESSIONAL DEVELOPMENT**

**4.1.6.1 Continuing professional opportunities are provided to faculty members.**

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **4.1.7 FACULTY EVALUATIONS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **Section 5: STUDENT POLICIES**

#### **5.1 Requirements**

##### **5.1.1 ACADEMIC POLICIES**

**Policies pertaining to academic requirements are in writing and are developed with input from faculty, students, and other program stakeholders. The policies indicate required courses and acceptable elective courses that meet degree program requirements.**

Place cursor and start typing here.

### **5.1.2 TEACHING QUALITY**

**Faculty evaluations include assessment of the quality of teaching by full-time and part-time faculty members, and a process has been implemented for establishing metrics to evaluate and improve the quality of teaching within the degree program.**

Place cursor and start typing here.

### **5.1.3 ADMISSIONS AND ENROLLMENT**

**The degree program's entrance requirements reflect standards supportive of the student's potential for success in studies and in professional practice, while reflecting institution-wide policies and the degree program's mission, goals, and objectives.**

Place cursor and start typing here.

### **5.1.4 RECRUITMENT AND COMPOSITION**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **5.1.5 ACADEMIC ADVISING AND MENTORING**

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

Place cursor and start typing here.

### **5.1.6 COURSE SCHEDULING**

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

Place cursor and start typing here.

#### **5.1.7 STUDENT PLACEMENT**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

#### **5.1.8 EXTRACURRICULAR ACTIVITIES**

**Students (including those participating through alternative delivery methods) are encouraged to participate in activities that complement their academic studies. Such activities include involvement with industry-based professional and trade organizations.**

Place cursor and start typing here.

#### **5.1.9 STUDENT FEEDBACK**

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

Place cursor and start typing here.

#### **5.1.10 FINANCIAL AID AND SCHOLARSHIPS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 6: PHYSICAL RESOURCES**

### **6.1 Requirements**

### **6.1.1 OFFICES, CLASSROOMS, AND LABORATORY SPACES**

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

Place cursor and start typing here.

### **6.1.2 LIBRARY RESOURCES**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 7: FINANCIAL RESOURCES**

### **7.1 Requirements**

#### **7.1.1 BUDGETED FUNDS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **7.1.2 NONRECURRING FUNDS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS**

### **8.1 Requirements**

#### **8.1.1 SUPPORT FROM INDUSTRY**

**8.1.1.1 The educational unit or the degree program has organized a construction industry advisory committee representative of potential employers of graduates of the degree program.**

Place cursor and start typing here.

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

Place cursor and start typing here.

**8.1.1.3 Minutes of such meetings shall be kept on file.**

Place cursor and start typing here.

#### **8.1.2 SUPPORT FOR INDUSTRY**

**Faculty members actively participate in professional associations and organizations maintain liaison with various constituencies and to serve the construction industry.**

Place cursor and start typing here.

### **8.1.3 STUDENT-INDUSTRY RELATIONS**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **8.1.4 ALUMNI RELATIONS AND FEEDBACK**

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

Place cursor and start typing here.

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

Place cursor and start typing here.

### **8.1.5 PUBLIC DISCLOSURES**

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

<b>Public Information Requirements</b>	<b>Compliance Status</b>
<b>Objectives of the Program</b>	
<b>Program Admission Requirements</b>	
<b>Program Assessment Measures</b>	
<b>Information Obtained from Assessment Measures</b>	
<b>Actions Taken as Result of Assessment Data Collected</b>	
<b>Student Achievement</b>	
<b>Rate and Types of Employment of Graduates</b>	

<b>Data to Support Qualitative Claims made by the Program</b>	
---	--

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 9: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT**

### **9.1 Requirements**

#### **9.1.1 CONTINUOUS IMPROVEMENT**

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

<b>Educational Unit</b>	<b>Compliance Status</b>
<b>Strategic Plan for the educational unit</b>	
<b>Assessment Plan for degree program</b>	
<b>Assessment Implementation Plan for degree program</b>	

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

#### **9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

**9.1.3 DEGREE PROGRAM ASSESSMENT PLAN**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

**9.1.4 ASSESSMENT PLAN IMPLEMENTATION**

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

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

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

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

Place cursor and start typing here.

## **Section 10: REVIEW OF LAST VISITING TEAM’S WEAKNESSES AND CONCERNS**

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

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

**10.1.1** (Type Weakness here.)

(Begin description of status here.)

**10.1.2** (Type Weakness here.)

(Begin description of status here.)

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

**10.2.1** (Type Concern here.)

(Begin description of status here.)

**10.2.2** (Type Concern here.)

(Begin description of status here.)

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

### **11.1 List Strengths.**

**11.1.1** Place cursor and start typing here.

**11.1.2** Place cursor and start typing here.

(Continue as needed)

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

**Weaknesses of the program must be related to a lack of full and complete compliance with an ACCE standard or criteria as prescribed in Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs. Weaknesses may be based either on evidence of non-compliance with or lack of evidence of compliance with**

**ACCE requirements. For each Weakness, specifically cite the appropriate ACCE standard or criteria that forms the basis for the Weakness.**

**For each Weakness listed, the reasons for citing a lack of full and complete compliance with the standard must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.**

**All Weaknesses listed in the report must have been discussed with the administration of the institution during the exit interview. Any Weakness not so discussed must be brought to the attention of the Program Administrator and his/her next higher administrative unit by the Visiting Team Chair prior to being included in the report.**

**11.2.1** Place cursor and start typing here.

**11.2.2** Place cursor and start typing here.

(Continue as needed)

**11.3 List Concerns. (Include and identify as such any Concern(s) remaining from previous Visiting Team reports, as discussed in Section 10. Also, include and identify as such any Weaknesses remaining from previous Visiting Team reports that while corrected to some extent have now become Concerns, as discussed in Section 10.)**

**Concerns may or may not be specifically related to Document 103. A Concern relates to circumstances, situations, or issues that either have or could in the future have an adverse impact on the construction program and/or could become a Weakness if not addressed. For each Concern, specifically cite as appropriate:**

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

**For each Concern listed, the basis for the concern must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.**

**11.3.1** Place cursor and start typing here.

**11.3.2** Place cursor and start typing here.

(Continue as needed)

**11.4 List Undeveloped Potentials. Undeveloped Potentials are those areas that in the opinion of the Visiting Team might be explored for the potential enhancement of the program.**

**11.4.1** Place cursor and start typing here.

**11.4.2** Place cursor and start typing here.

(Continue as needed)



## FORM A-5

### Visiting Team Recommendation to the Accreditation Committee and the Board of Trustees

Institution Name \_\_\_\_\_  
Program Name \_\_\_\_\_

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

#### Initial Accreditation (Document 101, Section 4.6.1)

- \_\_\_\_\_ Accreditation for five (5) years with annual status reports – *Master's Degree Programs*
- \_\_\_\_\_ Accreditation for five (5) years with a Progress Report at the end of three years
- \_\_\_\_\_ Accreditation for five (5) years with Progress Report at the end of the first and third years
- \_\_\_\_\_ Accreditation for five (5) years with Progress Report at the end of the first, second, and third years
- \_\_\_\_\_ Deferral of action
- \_\_\_\_\_ Denial of accreditation

#### Renewal of Accreditation (Document 101, Section 4.7)

- \_\_\_\_\_ Accreditation for five (5) years with annual status reports – *Master's Degree Programs*
- \_\_\_\_\_ Accreditation for six (6) years with a Progress Report at the end of the third year
- \_\_\_\_\_ Accreditation for six (6) years with Progress Report at the end of the first year
- \_\_\_\_\_ Accreditation for six (6) years with Progress Report at the end of the first and third years
- \_\_\_\_\_ Accreditation for six (6) years with Progress Report at the end of the first, second, and third years
- \_\_\_\_\_ Accreditation for three (3) years
- \_\_\_\_\_ Accreditation for three (3) years with Progress Report at the end of the first year
- \_\_\_\_\_ Accreditation for three (3) years with Progress Report at the end of the first and second years
- \_\_\_\_\_ Deferral of action
- \_\_\_\_\_ Denial of Accreditation

Provide rationale for the stated recommendation

\_\_\_\_\_  
Print Visiting Team Chair

\_\_\_\_\_  
Signature of Team Chair



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**FORM A – 6 IA**  
**Initial Accreditation Recommendation**

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Initial Accreditation Recommendation**

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

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

**Visiting Team Members**

Chair	_____	M.I.T.	_____
Member	_____	M.I.T.	_____
Member	_____	Industry	_____



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**FORM A – 6 M**  
**Master's Degree Accreditation Recommendation**

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Master's Degree Accreditation Recommendation**

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

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

**Visiting Team Members**

Chair	_____	M.I.T.	_____
Member	_____	M.I.T.	_____
Member	_____	Industry	_____



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**FORM A – 6 RA**  
**Reaccreditation Recommendation**

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Reaccreditation Recommendation**

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

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

**Visiting Team Members**

Chair	_____	M.I.T.	_____
Member	_____	M.I.T.	_____
Member	_____	Industry	_____



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## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

**Status of Progress:** ☐ **Alleviated** ☐ **In Progress** ☐ **Correction Plan With Time  
Line Attached**

**First Year Report:**

**Second Year Report:**

**Third Year Report:**

## Form A-7 Progress Report

**Weakness or Concern #**

**Description of Weakness or Concern as written in Visiting Team Report**

**Status of Progress:** ☐ **Alleviated** ☐ **In Progress** ☐ **Correction Plan With Time  
Line Attached**

**First Year Report:**

**Second Year Report:**

**Third Year Report:**



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## **FORM A-8**

### **Accreditation Committee – Summary of Progress Report Reviews**

**Name of Reviewer:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Term** \_\_\_\_\_ **Report** \_\_\_\_\_

Number of Weaknesses \_\_\_\_\_ Acceptance \_\_\_\_\_

Number of Concerns \_\_\_\_\_ Approval \_\_\_\_\_

**Additional Comments:**

**Institution:** \_\_\_\_\_ **Term** \_\_\_\_\_ **Report** \_\_\_\_\_

Number of Weaknesses \_\_\_\_\_ Acceptance \_\_\_\_\_

Number of Concerns \_\_\_\_\_ Approval \_\_\_\_\_

**Additional Comments:**

**Institution:** \_\_\_\_\_ **Term** \_\_\_\_\_ **Report** \_\_\_\_\_

Number of Weaknesses \_\_\_\_\_ Acceptance \_\_\_\_\_

Number of Concerns \_\_\_\_\_ Approval \_\_\_\_\_

**Additional Comments:**



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## Accreditation Committee Board Assigned Mentor Activity Report

**Institution** \_\_\_\_\_  
**Program** \_\_\_\_\_  
**Degree Name** \_\_\_\_\_  
**Degree Level** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Mentor Email</b>	<b>Mentor Phone</b>
---------------------	---------------------

Program Leader Email	Leader Phone
----------------------	--------------

In Person	Phone	Email
-----------	-------	-------

[illegible]

**Describe the progress on the Concern(s) that were identified in the Visiting Team Report**

**Summary of activity and contact that the Mentor had with the Program**

**Were there obstacles to success during the mentoring process and/or contact time?**

**Rate the overall success of mentoring on a scale of 1-10**

\_\_\_\_\_



## Guidance Committee Candidate Program Mentor Activity Report

<b>Institution</b>	
<b>Program</b>	
<b>Degree Name</b>	
<b>Degree Level</b>	<b>Date</b>

Program Leader Email	Leader Phone
----------------------	--------------

In Person	Phone	Email
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--

**Describe the facilities where the Program is located. Are they adequate for the size and level of the Program?**

**After your review of the Program's Self-Study and SLO documents, do the course syllabi include the aligned learning outcomes?**

**How does the Program assess their stated learning outcomes on an annual basis?**



**How does the Program utilize the assessment information?**

**Does the Program have an Industry Advisory Board? If so, provide details about the IAB makeup, meeting schedules, meeting minutes.**

**Describe the faculty for the Program. Is there sufficient and qualified faculty based on the number of students?**

**Describe the Program's curriculum. Does it meet or exceed ACCE standards? If not, describe the deficiencies.**

**How is the Program's information disclosed to the public? Is it easily identifiable?**

**Does the Program Leader and the faculty have authority to improve and make changes to the Program? Describe how they are able to make the changes.**

**Based on your research interaction with the Program, how do you feel about them being prepared for an ACCE on site visit?**



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Reference ACCE Document 101, Section 6.0

Name of Institution: \_\_\_\_\_

Degree Program: \_\_\_\_\_

Report Date: \_\_\_\_\_ Current Academic Year: \_\_\_\_\_

Year Accredited: \_\_\_\_\_ Accreditation Expires: \_\_\_\_\_

Student Count: Full Time \_\_\_\_\_ Part Time \_\_\_\_\_

Number of Masters Degrees awarded in past academic year: \_\_\_\_\_

Number of FTE faculty teaching MD courses in current academic year: \_\_\_\_\_

**Instructions for Preparation:**

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

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

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

**Summary Comments:**

Submitted by: \_\_\_\_\_

Name - Program Leader

\_\_\_\_\_

Title

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

Approved: \_\_\_\_\_

Name - Dean

\_\_\_\_\_

Title

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

Approved: \_\_\_\_\_

Name – CEO / Provost

\_\_\_\_\_

Title

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Weakness #** \_\_\_\_\_

**Current status of progress:**    \_\_\_\_\_ **Alleviated**        \_\_\_\_\_ **In Progress**        \_\_\_\_\_ **Correction plan attached**

**First year report**

**Second year report**

**Third year report**

**Fourth year report**

**Concern #** \_\_\_\_\_

**Current status of progress:**    \_\_\_\_\_ **Alleviated**        \_\_\_\_\_ **In Progress**        \_\_\_\_\_ **Correction plan attached**

**First year report**

**Second year report**

**Third year report**

**Fourth year report**

**Section 6.2 of Document 101MD** -- Describe any substantial changes that have occurred during the previous year associated with each of the major sections of ACCE Standards for Master Degree Programs. This includes changes in administration, budget, curriculum, admission requirements, graduation requirements; faculty, facilities, relations with industry, and outcome assessment. Describe their cause and potential ramifications (positive or negative) to the master degree program. If the potential ramification is negative, describe the actions that are planned to make necessary improvements.

**No significant changes to report** \_\_\_\_\_

**Describe change(s)**

**Describe cause of change(s)**

**Potential ramifications** \_\_\_\_\_ **Positive** \_\_\_\_\_ **Negative** \_\_\_\_\_ **Action plan to correct attached**



## FORM A-11

### Visiting Team Member Assessment of the Performance of Visiting Team Chair

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

**VT Chair Name** \_\_\_\_\_  
**Institution Name** \_\_\_\_\_  
**Program Name** \_\_\_\_\_  
**Dates of Visitation** \_\_\_\_\_

On a scale of 1 through 5, with 1 being lowest and 5 is the highest, rate the Team Chair's performance during the recent team visit for each of the comments below.

Performance Criteria	Scale	Comments
The schedule of the visitation was appropriate and permitted a comprehensive review of the program being evaluated.		
The Chair discussed the schedule with the Members at the pre-visit meeting, considered changes, and communicated recommended changes to the department head and the team.		
The Team Member was given clear assignments, was told of the purpose of the visit, and was given information required for a complete evaluation.		
The Chair was on time for all of the meetings and kept the Team on schedule.		
The Chair projected a proper image of ACCE and the construction profession and was polite and courteous to the Team and all persons interviewed.		



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Performance Criteria	Scale	Comments
The Chair stayed in control without infringing on the rights and prerogatives of the institution, people being interviewed, and team members		
The Team sessions encouraged full and free discussion and established the major points to be presented in the team's report. The Chair made suggestions on information to be sought during the visit.		
The Chair presentation to the university administration was clear, covered the essential points of the Team Report, and described the administrator's opportunity for review and correction of factual errors.		
The draft of the written report was received shortly after the visit and reflected the Team's findings.		
My assessment of the Chair's performance on this visit is:		
		If no, please provide additional details.
Would you like to work with this Chair again on a future visit?		

**Comments and suggestions for the Chair for future evaluation visits**

\_\_\_\_\_  
**Print Member Name**

\_\_\_\_\_  
**Signature of Team Member**



## FORM A-12

### Visiting Team Chair Assessment of the Performance of Visiting Team Member

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

Member Name \_\_\_\_\_  
Institution Name \_\_\_\_\_  
Program Name \_\_\_\_\_  
Dates of Visitation \_\_\_\_\_

On a scale of 1 through 5, with 1 being lowest and 5 is the highest, rate the Team Member's performance during the recent team visit for each of the comments below.

Performance Criteria	Scale	Comments
The Team Member was well prepared and was very familiar with the Institution's Self Study		
The Team Member was on time for all meetings and kept to the visitation schedule.		
The Team Member was courteous and polite while providing a professional attitude and proper image of ACCE		
The Team Member evaluated the Program based on the goals established for the Program		
The Team Member completed the agreed to assigned tasks prior to the visit.		



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Performance Criteria	Scale	Comments
The Team Member asked questions which brought out information required and noted significant points which contributed to the formulation of the Visiting Team Report		
The Team Member cooperated with other members in fulfilling the Team's responsibilities		
The Team Member could serve as a Chair of a Visiting Team		
My overall assessment of the Team Member's performance		
Would you recommend that this Team Member be assigned as a member of a future Visiting Team?		If no, please provide more details 
Would you be willing to serve on a future Visiting Team with this Team Member?		

**Comments and suggestions for the Team Member for future evaluation visits**

---

**Print Visiting Team Chair**

---

**Signature of Team Chair**



## FORM A-13

### Visiting Team Chair Assessment of the Performance of Visiting Team Member-in-Training

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

**Member Name** \_\_\_\_\_  
**Institution Name** \_\_\_\_\_  
**Program Name** \_\_\_\_\_  
**Dates of Visitation** \_\_\_\_\_

On a scale of 1 through 5, with 1 being lowest and 5 is the highest, rate the Team Member-in-Training's performance during the recent team visit for each of the comments below.

Performance Criteria	Scale	Comments
The Team Member-in-Training was well prepared and was very familiar with the Institution's Self Study.		
The Team Member-in-Training was on time for all meetings and kept to the visitation schedule.		
The Team Member-in-Training was courteous and polite while providing a professional attitude and proper image of ACCE.		
The Team Member-in-Training evaluated the Program based on the goals established for the Program and refrained from publicly comparing the program being evaluated with other programs and offering "how to do it" approaches.		



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Performance Criteria	Scale	Comments
The Team Member-in-Training completed the agreed to assigned tasks prior to the visit.		
The Team Member-in-Training asked questions which brought out information required and noted significant points which contributed to the formulation of the Visiting Team Report.		
The Team Member-in-Training cooperated with other members in fulfilling the Team's responsibilities.		
The Team Member-in-Training could serve as a full Member of a Visiting Team.		
My overall assessment of the Team Member-in-Training performance.		
Would you recommend that this Team Member-in-Training be assigned as a member of a future Visiting Team?	If no, please provide more details	
Would you be willing to serve on a future Visiting Team with this Team Member-in-Training?		

**Comments and suggestions for the Team Member-in-Training for future evaluation visits**

---

**Print Visiting Team Chair**

---

**Signature of Team Chair**

Purpose of Travel: MAKE SELECTION FROM DROP DOWN

Institution / Event:

Name:

Address for payment: Street Address City State ZIP

Contact Information: Email Address Cell Phone

This will be your reimbursement.↓

↓First day of travel TOTAL REIMBURSEMENT: Dates of Travel

TRAVEL									
Air Fare									
Personal Miles *									
Parking									
Ground Transportation									
Car Rental									
Meals									
Breakfast									
Lunch									
Dinner									
Hotel									
Room									
Other:									
Comments:									

**Instructions / Guidelines**

Shaded cells are for input. All other cells are protected.

\* Insert the number of miles. Spreadsheet will calculate the dollar amount in the last column.

Insert bank information in blue shaded cells.

All applicable receipts must be attached with the A-14 report.

**We can send your reimbursement directly to your bank account. If you prefer this payment method, please provide your banking information below.**

Name of Bank	↑
Checking or Savings	↑
Bank Routing Number	↑
Account Number	↑



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**Form A-15**

**Report of Corrective Actions Taken**

**Name of Institution:**

**Degree Program:**

**Date of Team Visit:**

## VT Chair:

**Mentor Assigned:**

**Name of Mentor:**

### Number of Weaknesses:

**Number of Concerns:**

This report is to update the Visiting Team Chair of initiatives and corrective actions that have been implemented to alleviate identified Weaknesses and Concerns prior to the final version of the Visiting Team Report being distributed to the Board of Trustees.

### Summary Comments:

--

**Submitted by:**

Name – Program Leader

Title

Signature

Date \_\_\_\_\_

**Approved:**

Name - Dean

---

Title

Signature

---

Date \_\_\_\_\_

**Approved:**

Name – CEO / Provost

---

Title

Signature

Date \_\_\_\_\_

**List of Additional Attachments:**

--

**Weakness or Concern #** \_\_\_\_

**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**

---

**Weakness or Concern #** \_\_\_\_

**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**

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**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**

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**Weakness or Concern #** \_\_\_\_

**Description of Weakness or Concern as written in draft of Visiting Team Report**

**Program's corrective actions taken for Weakness or Concern**



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

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## Form A-16 Accreditation Pre-Visit Review Sheet

Institution Name

Program Name

Evaluator Name

Date

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

## Form A-16 Accreditation Pre-Visit Review Sheet

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

## Form A-16 Accreditation Pre-Visit Review Sheet

Description / Section of Standard			Meets Criteria	Additional Information Needed
<b>8. Industry, Alumni, and Public Relations</b>	8.1.1.	Support from industry		
	8.1.2.	Support for industry		
	8.1.3.	Student industry relations		
	8.1.4.	Alumni relations and feedback		
	8.1.5.	Public Disclosures		
<b>9. Academic Quality Planning, Process, and Outcome Assessment</b>	9.1.1.	Continuous improvement		
	9.1.2.	Education unit strategic plan		
	9.1.3.	Degree program assessment plan		
	9.1.4.	Degree program assessment implementation plan		

## Accreditation Pre-Visit Review Sheet

### Student Learning Outcomes (SLO) Check List

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

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



## FORM A-22

### Application for Enrollment into Register of Visiting Team Members

To be considered a Member of an ACCE Visiting Team, I understand that I must have applicable professional and / or education experience in the construction industry. I also understand that I will need to complete these training and experience requirements:

- √ Successfully complete an ACCE Initial Visiting Team Member training session.
- √ Serve on an ACCE Visiting Team as a Member-in-Training (MIT).
- √ Successfully complete the ACCE Advanced Member Training.
- √ Successfully complete an ACCE Visiting Team Case Study session.

Upon the completion of my training experience, ACCE will then assist with my participation as a full Member on a Visiting Team as positions become available.

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Employer:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Education Background

Name of School	Degree	Major



## Professional Experience

Start Date	End Date	Employer	Position

**Additional applicable career information:**

--

## Professional Organization Memberships

Start Date	End Date	Organization	Position / Committees

**Accreditation experience, if applicable:**

--

**Signature**

Date \_\_\_\_\_

Email the completed form to [ACCE@ACCE-HQ.org](mailto:ACCE@ACCE-HQ.org)

## Accreditation Pre-Visit Review Sheet

Institution Name

Program Name

Evaluator Name

Date

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<b>3. Curriculum</b>	3.1.1.	Quarter hours		
	3.1.2.	General education		
	3.1.3.	Business and management		
	3.1.4.	Construction		
	3.1.6.1.	Index of curriculum map		
	3.1.6.2.	Syllabi		
	3.1.6.3.	Evaluation by two assessments		
	3.1.6.4.	Assessment tools and student work		
	3.1.6.5.	Results in QIP		
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	5.1.7.	Student placement		
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	5.1.9.	Student feedback		
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	6.1.2.	Library		
	6.1.3.	Information systems		
<b>7. Financial Resources</b>				
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	7.1.2.	Non-recurring funds		

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	9.1.4.	Degree program assessment implementation plan		

# *ADVANCED VISITING TEAM MEMBER TRAINING*

Professor Mikael Anderson, P.E., Chair  
California State University, Sacramento  
ACCE Midyear Conference  
February 2020



AMERICAN COUNCIL FOR  
CONSTRUCTION EDUCATION  
PARTNERSHIP FOR EXCELLENCE

## Presentation Topics



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

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## VT MEMBER QUALIFICATIONS



- Participate in the Member-in-Training Session at the ACCE Mid-Year or Annual Meetings
- Serve as Member-in-Training on a Visiting Team
- Complete the Advanced VT Member Training Session at the ACCE Mid-Year or Annual Meetings
- Attend the Case Study Session (Thursday 1pm-3pm)
- RE-Training required every 3 years to stay current (advanced member training with case study session)

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## ACCE DOCUMENTS



### Doc 101: Accreditation Manual

- ACCE Administrative Policies & Procedures
- Section 5: On-Site Visitation Procedures and Guidelines (page 33)

### Doc 102: Self Study Preparation

- Used by Program Chairs/Heads to write self study
- Fall Visit – self study due June 1<sup>st</sup>
- Spring Visit – self study due Dec 1<sup>st</sup>

### Doc 103: ACCE Standards

- Primary resource for visiting team

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## PRE-SITE VISIT SCHEDULE



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

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## POST SITE VISIT SCHEDULE



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

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## POST SITE VISIT SCHEDULE – cont'd



- ▶ ACCE President transmits VT report to Institution for review (~5 days)
- ▶ Institution responds to ACCE President, factual content check (~21 days)
- ▶ ACCE President sends VT report with Institutional comments to VT Chair (~5 days)
- ▶ VT Chair completes VT report, sends to ACCE President (~9 days)
- ▶ ACCE President posts VT report to Accreditation Committee (~6 days)
- ▶ ACCE President distributes VT and Committee reports to ACCE Board of Trustees (~23 days)

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## VT FORMS TO COMPLETE (post visit)



### VT Chair:

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

### VT Members:

- ▶ ACCE Form A-14 Travel Expense: sent to ACCE President
- ▶ ACCE Form A-11 VT Chair Evaluation: sent to ACCE President

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## PRE-VISIT TASKS



### VT Chair and Members:

- ▶ Receive electronic files for Institution self study and of previous VT report and progress reports
- ▶ Review the VT reports and progress reports to determine how immediate past Weaknesses, Concerns, and Undeveloped Potentials have been addressed.
- ▶ Review self study alongside ACCE Doc 103 Standards to complete the ACCE Pre-Visit Review Sheet (Tab 4 in your workbook)
- ▶ Review Electronic files for Academic Quality Planning Process and Outcome Assessment (standard 9)

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## ACCE REPRESENTATION



### Open Lines of Communication (before/during/after)

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

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## Doc 103 Standards & Criteria for Accreditation



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

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## Section 3.1 CURRICULUM Requirements



### Bachelor Degree Programs (3.1.1)

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

### Associate Degree Programs (3.1.1)

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

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## Section 3.1 CURRICULUM Requirements



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

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## Section 3.1 CURRICULUM Requirements



### Bachelor Degree – Prescribed Business and Management

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

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## Section 3.1 CURRICULUM Requirements



### Bachelor Degree – Prescribed Hours

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

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## Curriculum Prescribed Credit Hour Requirements (Section 3.1)



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

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## Bloom's Taxonomy Verbs



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

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

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

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## Bloom's Taxonomy Verbs



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

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

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

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## ACCE - SLOs for Bachelor Degree Program



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

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## ACCE - SLOs for Bachelor Degree Program



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

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## ACCE - SLOs for Bachelor Degree Program



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

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## ACCE - SLOs for Bachelor Degree Program



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

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## COMMENTS on SLO's



### Group Work

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

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## COMMENTS on SLO's



### Multi-disciplinary (SLO #9)

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

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## Curriculum Mapping, Indexing, or Tabbing



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

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

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# Sample Curriculum Mapping

I = Introduced

R = Reinforced

DA = Direct  
Assessment

IA = Indirect  
Assessment

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

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Academic Quality Planning Process						ACCE		PARTNERSHIP FOR EXCELLENCE					
<p><b>Quality Improvement Plan (QIP) with the following three requirements (9.1.1):</b></p> <ul style="list-style-type: none"> <li>▶ Strategic Plan for the educational unit</li> <li>▶ Assessment Plan for the degree program</li> <li>▶ Assessment Implementation Plan for the degree program</li> </ul>													

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## Academic Quality Planning Process



### Strategic Plan for the Educational Unit (9.1.2):

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

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## Outcome Assessment



### Assessment Plan for the Degree Program (9.1.3)

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

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## Outcome Assessment



### Assessment Implementation Plan for the Degree Program (9.1.4)

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

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## Suggested SLO Folder Content



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

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## Assessment Methods



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

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## Direct vs Indirect Assessment



### **Direct:**

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

### **Indirect:**

- ▶ can be used to answer *why* questions
- ▶ the *why* is valuable because it can guide faculty members in how to interpret results and make improvements
- ▶ Indirect evidence by itself is insufficient, and direct evidence is required
- ▶ ACCE standards require program to assess each SLO twice each year, one of which must be direct.
  - ▶ Can be two direct, or one direct + one indirect.

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## Examples of Assessment Methods



### **Direct:**

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

### **Indirect:**

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

**MUST be  
Measurable**

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## Public Disclosure (section 8.1.5)



### **Educational Unit shall provide access to the General Public**

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

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## CLOSING REMARKS



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

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

**QUESTIONS?**

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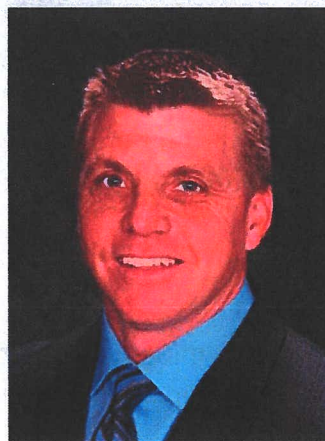
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## Professor Mikael Anderson



Contact Info:

- ▶ [Mikael@csus.edu](mailto:Mikael@csus.edu)
- ▶ (916) 278-6616



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# ***ADVANCED VISITING TEAM MEMBER TRAINING***

Professor Mikael Anderson, P.E., Chair  
California State University, Sacramento  
ACCE Midyear Conference  
February 2020



