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The Association of Technology, Management, and Applied Engineering

ATMAE ACCREDITATION

2024 Accreditation Handbook for Institutions

Includes Accreditation Standards Approved June 22, 2023

ATMAE.org • 724-201-6477 • accreditation@atmae.org

Accreditation Policies & Procedures can be found in a separate document on the ATMAE website.
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I. INTRODUCTION TO ATMAE ACCREDITATION

This handbook provides information to assist institutions with ATMAE's accreditation process.

About ATMAE Accreditation

The Association of Technology, Management, and Applied Engineering (ATMAE), is a specialized programmatic accreditor of associate, baccalaureate, and master's degree programs focusing on technology, management, and applied engineering.

By bridging the gap between traditional engineering and business management programs, ATMAE is preparing the next generation of technical-management professionals. ATMAE accreditation standards are designed to ensure graduates are technically adept, technologically literate, and well-prepared for the workforce.

ATMAE accredits more than 450 programs/options. Some program names include Architectural Engineering Technology, Automotive Technology, Aviation Technology, Computer and Network Support Technology, Construction Management, Engineering Technology, Environmental Technology Management, Graphic Information Technology, Industrial Technology Management, Information Technology Management, Robotics and Manufacturing Systems, Safety Management, and Visual Communication Technology, along with many others.

ATMAE's initial accreditation is typically granted for a period of four years, and reaccreditation is granted for a period of six years. ATMAE-accredited programs shall continuously be in compliance with published accreditation standards and policies and are responsible for providing current student performance and achievements to the public.

The History of ATMAE Accreditation & CHEA Recognition

ATMAE, formerly the National Association of Industrial Technology (NAIT), has been accrediting academic programs since 1974 and was originally recognized by the Council for Higher Education Accreditation (CHEA) in 2002. ATMAE's current CHEA recognition runs through 2030.

CHEA is a national advocate and institutional voice for academic quality through accreditation. It is a U.S. association of degree-granting colleges and universities and recognizes institutional and programmatic accrediting organizations. It is the only national organization focused exclusively on higher education accreditation and quality assurance.

CHEA recognizes ATMAE's scope for accrediting "associate, baccalaureate, and master's degree programs in technology, applied technology, engineering technology, and technology-related disciplines delivered at national or regional accredited institutions in the United States (2011)".

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Abbreviations and Definition of Terms (Alphabetically)

Accreditation: A voluntary, non-governmental system of evaluation used to protect the public interest and to verify the quality of service provided by academic programs and institutions. The goal of accreditation is to ensure that education provided by higher education institutions meets acceptable levels of quality.

Accredited: Programs that have been evaluated and determined to have met certain criteria are then conferred with "accredited" status.

Accreditation Actions: A decision made by an agency affecting the accreditation status of a program. The ATMAE BoA grants (a) accreditation, (b) accreditation with a report due in two years, (c) accreditation with a report and visit due in two years, and (d) non-accreditation.

Adverse Action: Withdrawal or denial of accreditation by the accrediting agency.

APC: ATMAE's Accreditation Personnel Committee

Appeal: The right and process available to a program/option to review an adverse accreditation action.

Associate Degree: Programs/options that prepare individuals for positions that contribute to the design and development, production, distribution or operational support of complex technical systems. For ATMAE accreditation, associate degree programs are comprised of a minimum of 60 semester hours of coursework.

ATMAE: The Association of Technology, Management, and Applied Engineering

Baccalaureate Degree: Programs/options that prepare individuals for positions that involve managing complex technological systems. For ATMAE accreditation, baccalaureate degree programs are comprised of a minimum of 120 semester hours of coursework.

BoA: ATMAE's Board of Accreditation

Candidate: an applicant who has progressed through the initial stages of the hiring process and is being seriously considered for the position. They've likely passed initial screenings like resume reviews and have advanced to interviews or other assessments. In essence, they are seen as a potential fit for the role and the company culture.

CHEA: The Council for Higher Education Accreditation

Compensation: Includes salaries, wages, bonuses, and overload payments for face-to-face and online academic assignments, and non-monetary benefits such as paid leave, unpaid time off, flexible work schedules, and learning and development opportunities.

In Compliance: A given standard has been fulfilled.
ATMAE uses C: In Compliance, P: In Partial compliance, N: Not in compliance during its evaluations.

Comprehensive Review: The periodic evaluation of a program/option by a visiting team to determine the program/option's compliance with standards.

Conflict of Interest: A situation in which a person is in a position to derive personal benefit from actions or decisions made in their official capacity. (Further defined in ATMAE Accreditation Policies & Procedures Section 2.8)

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Direct Measure: A key assessment measure identified by the institution that aligns with a Program Learning Outcome where the students' knowledge, skills, or attitudes can be directly evaluated. Activities can include projects, essays, presentations, tests, or other appropriate opportunities to observe and evaluate students' behaviors. Direct outcome measures are typically course-based assessments but may include measures external to a course such as an external certification test.

FERPA: Family Educational Rights and Privacy Act

Indirect Measure: A key assessment measure identified by the institution that aligns with a Program Learning Outcome where the students' knowledge, skills, or attitudes are indirectly assessed or collected through perception-based measures such as satisfaction surveys, focus groups, or employer surveys.

Initial Accreditation: Accreditation that has been granted to a program/option for the first time, following an initial accreditation visit. For ATMAE, initial accreditation is granted for four years.

Institutional Contact: The single individual with whom the MDA and the visiting team chair will correspond at an institution.

Master's Degree: Programs/options that prepare individuals for career advancement that involves the management of complex technological systems. For ATMAE accreditation, master's degree program/options are comprised of a minimum of 30 semester hours of coursework.

MDA: ATMAE Managing Director of Accreditation

Not in Compliance: The majority of a given standard has not been fulfilled.

On-Site Visit: The part of a comprehensive review in which members of the site visiting team travel to the program/option's location to validate the information contained in the self-study report.

Option: An official subset of a program that may be denoted by a unique name on the official transcript. While program options are also referred to as concentrations or specializations, ATMAE and this handbook use the term "option" to represent program options, concentrations, or specializations.

Outcome Letter: The official document that is sent to a program's Dean and the institution's Chief Executive Officer conveying the Board of Accreditation's decision following a comprehensive or focused review.

Outcome Measures: A series of activities, including both direct and indirect measures, undertaken during or after students have completed a program/option to determine the overall effectiveness of the degree program/option. Evidence from outcome measures shall be collected, analyzed, reported, and made public for each program learning outcome.

Outcomes: Outcomes are results. They may be expressed in terms such as educational achievement, metric indicators, procedural compliance, or reporting formats. Although related, these results are not the same and one is not a substitute for the others. Knowledge of specific content is an essential part of making reliable judgments about results. Accreditation reviews include all four elements and specialized accreditors such as ATMAE focus on the academic content of specific disciplines based on the standards defined in the Outcomes Assessment Model.

Partial Compliance: The majority of a given standard has been fulfilled, but additional improvements are needed to be in compliance.

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Peer Review: A process for evaluating the quality of a program/option using one's equals from other programs or institutions to ensure that it meets accreditation standards.

Program: A defined course of study leading to a degree denoted by a unique name on official transcripts.

Program Goal: A specific, measurable, attainable, relevant, and time-sensitive statement that the program/option commits to achieving with a desired result in the future.

Program Learning Outcomes (PLO): A list of general behaviors in the form of knowledge, attitudes, and skills that students attain as a result of the program/option.

Program Title: The official approved title of the degree program/option being considered for accreditation.

Programmatic Accrediting Agencies: Organizations that accredit specific educational programs that prepare students for entry into a profession, occupation, or vocation; also known as specialized accreditors. ATMAE is a programmatic accrediting agency.

Progress Reports: Reports prepared by the program/option between comprehensive reviews for the purpose of updating ATMAE on progress towards being in compliance with standards that were previously found to be in partial compliance or not in compliance.

Resource Room: An area located within the program/option's administrative office, which can be secured and used to store evidence supporting the self-study report. The visiting team may meet and work in this area while on-site.

Self-Study Report: A document prepared by the program/option or institution as part of the comprehensive review process. The document describes the program/option and institution, how it is in compliance with the standards, analyzes its strengths, weaknesses, and challenges, and establishes the program/option's plans and goals for future development and continued compliance with the standards.

Standards: Statements that define and set expectations about fundamental essentials for education quality. Standards address educational and operational issues and reflect the consensus of experts in a discipline. Reviewers examine evidence that the program/option operates as intended and improves as necessary.

Student Learning Outcomes (SLO): Course-based statements that specify the observable and measurable knowledge, skills, attitudes, and/or abilities that students attain through the completion of a course.

Substantive Change: Significant modification, expansion, or contraction in the nature or scope of an accredited program/option that shall be reported to the accrediting agency.

Transparency: The concept of making accreditation processes easier to understand including opening them to public scrutiny and making them subject to clear methods of challenge or change.

Visiting Team Report: A report prepared by the site visiting team during or following the on-site visit to validate the program/option's self-study report and document the level of compliance with standards and performance relative to program learning outcomes.

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Visiting Team Members: Individuals appointed by the Accreditation Personnel Committee to visit a program/option for the purpose of verifying the information in the self-study report and making an accreditation recommendation to the BoA.

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Consideration for ATMAE Accreditation

ATMAE is a specialized programmatic accreditor of technology, management, and applied engineering programs leading to associate, baccalaureate, and master's degrees. It accredits various degree programs that prepare the next generation of technical management professionals. Example program names include Architectural Engineering Technology, Aviation Technology, Automotive Technology, Computer and Network Support Technology, Construction Management, Engineering Technology, Environmental Technology Management, Graphic Information Technology, Industrial Technology Management, Robotics and Manufacturing Systems, Safety Management, Visual Communication Technology, and many others.

To be considered for ATMAE Accreditation:

1. The institution shall be:
    a. Legally authorized under applicable state law to provide degree programs beyond the secondary level.
    b. Accredited nationally or regionally by a recognized accreditor.
2. The program/option shall:
    a. Lead to a degree at the associate, bachelor, or master's level.
    b. Have clearly specified course requirements for each option.
    c. Be in compliance with all ATMAE standards within four years of application.
    d. Have an appropriate title and mission that is consistent and compatible with the approved ATMAE definition of Technology, Management, and Applied Engineering defined in Section 1.2 of the ATMAE Accreditation Policies & Procedures.
    e. Provide evidence that the program/option is understood and accepted by the institution's business and industry community.
3. An application for accreditation shall be submitted.
4. A self-study report shall be prepared and submitted following the guidelines in this accreditation handbook.
5. An on-site visit shall occur.
6. A program/option representative shall attend the BoA hearings that follow the site visit.

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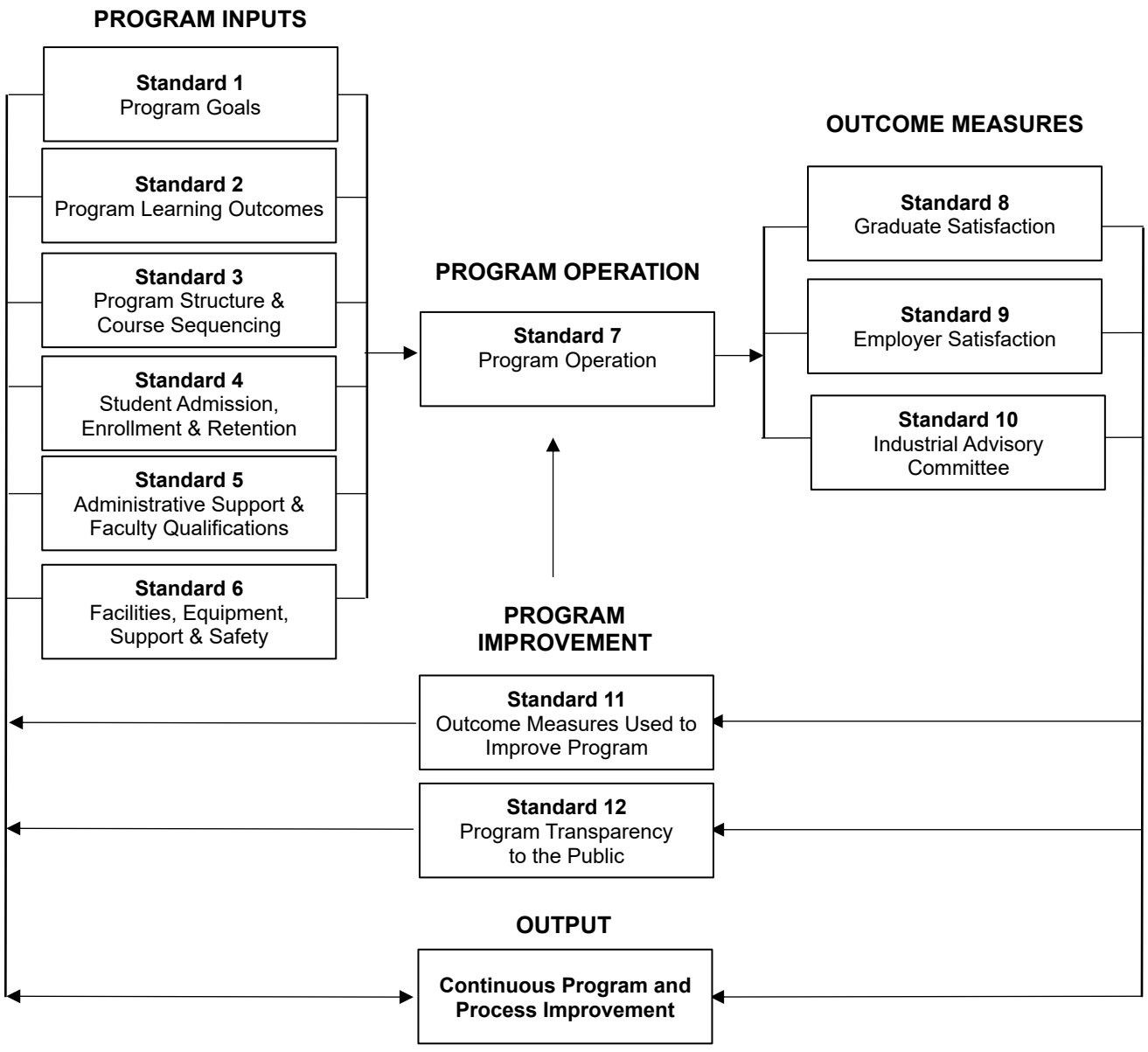
Outcomes Assessment Accreditation Model

The objective of ATMAE accreditation is to ensure that a program/option in technology, management, and applied engineering is in compliance with established standards and that outcome measures are used to continually improve program/options. The ATMAE Outcomes Assessment Accreditation Model requires consideration of both the qualitative and quantitative criteria set forth in these standards.

Figure A: Outcomes Assessment Accreditation Model



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II. BASIC STEPS IN ATMAE ACCREDITATION

1. **Application** - An institution submits an Application for Accreditation/Reaccreditation by October 1. Once an application is received, the ATMAE Managing Director of Accreditation will determine if the program/option(s) is in compliance with ATMAE's approved definition of technology, management, and applied engineering. If met, planning for an on-site evaluation of the program/option begins. Applications are due by October 1 for on-site visits between March 1 and May 1 of the following year.

   By December 1, ATMAE will email the latest Accreditation Handbook and self-study report template to the institutional contact. Institutions seeking initial accreditation will also be invoiced for the initial visit, with payment to be paid at least 30 days prior to the site visit. ATMAE schedules accreditation site visits and assigns visiting team members by January 31.
2. **Self-Study Report** - The program/option formally assesses its strengths and limitations based on the ATMAE standards and describes its plans for improvement in a self-study report. The institution may engage the services of an ATMAE-recognized accreditation consultant when preparing a self-study report. The self-study report is due no later than 30 days prior to the scheduled on-site visit.
3. **On-Site Visit** - ATMAE's Accreditation Personnel Committee assigns a team to review the self-study report and conduct an on-site visit. Team assignments are made in January. The Team chair and the institution representative collaboratively plan the site visit.
4. **Visiting Team Report** - After the on-site review, the team's findings are presented in a written report referred to as a "visiting team report," which is shared with the Institution Head. ATMAE accepts comments about factual errors prior to the hearings.
5. **Accreditation Hearings** - Hearings are conducted during the ATMAE Annual Conference, typically held in October or November. The BoA reviews the Visiting Team's recommendation for accreditation, meets with program/option representatives and Team chairs, and then accepts or modifies the team's recommendation and determines the accreditation outcome and terms.
6. **Outcome Letter** - Formal notice of the accreditation outcome is provided to the institution within 45 days of the accreditation hearings. The program/option representatives are responsible for implementing the recommendations as specified by the terms of the accreditation and submitting a progress report as requested to verify compliance.
7. **Progress Report** – The need for a progress report may be a condition of accreditation granted by the BoA. A progress report is typically required in one or two years if a program/option is found to be in partial compliance or not in compliance with one or more standards.

All documents, forms, templates, and resources, can be found at atmae.org/accreditation.

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III. INSTITUTIONAL SELF-STUDY REPORT PROCESS & GUIDELINES

According to CHEA, programmatic accreditation in higher education is a collegial process of self- and peer review to improve academic quality and public accountability of programs. Typically, the pursuit of programmatic accreditation involves three major activities:

1. A self-study by a program using the standard criteria of an accrediting organization,
2. A peer review of a program to gather evidence of quality, and
3. A decision or judgment by an accrediting organization to accredit, accredit with conditions, or not accredit a program.

In the pursuit of ATMAE accreditation, the institution shall complete and submit a self-study report which is a qualitative assessment of the strengths and limitations of the program/option(s), including the achievement of the program/option and institution objectives. The report shall be completed by a representative portion of the institution's administrative staff, teaching faculty, and students directly related to the program/option(s) to be reviewed.

Institutions pursuing ATMAE accreditation for one or more programs/options shall complete and submit **ONE** all-inclusive self-study report. The self-study report shall be emailed to the Managing Director of Accreditation (MDA) at accreditation@atmae.org no later than 30 days prior to hosting the site visit.

For each management, technical, and/or specialized course in the program/option, the following shall be available:

- Representative examples of students' graded work for at minimum the past two years.
- Textbooks and instructional materials.

Representative student transcripts for each program/option shall be included in the self-study report and available for the visiting team.

Where all Program)/Option(s) have the same response, indicate in quotation marks that "*All Program(s)/Option(s) have the same response*."

Self-Study Report Content

The self-study report shall be developed in accordance with the template and include the following:

1. Title Page
   a. Institution Name and Address
   b. Degree and Program(s)name pursuing ATMAE accreditation
2. Table of Contents
3. Narrative that includes:

I. Site Visit Information

A. Date of the visit
B. Visiting team members
C. Proposed on-site visit agenda
D. Current accreditation status of program/option(s) under review

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II. Institution Information

A. Number of students enrolled
   1. Total
   2. Full-time
   3. Part-time
   4. Full-time equivalent

B. Total full-time equivalent faculty

C. Operating budget
   1. Current
   2. Five-year history

D. Institutional accreditation organization(s) and dates of accreditation.
(An institution shall document any actions taken by other accrediting agencies which have either denied the institution or program/option accreditation or pre-accreditation status, have placed the institution or program/option on public probationary status, or have revoked the accreditation or pre-accreditation status of the institution or program/option.)

E. Institution's history of accreditation by the ATMAE

F. Administration of the Institution
   1. Name of Institution Head
   2. Name Chief Academic Officer

G. Major academic units within the Institution

H. Institutional mission and goals

I. Relationship of institution to superior governing body

III. Administrative Unit(s) Information

A. Name of College or School if appropriate and/or department administrative unit(s)

B. Name(s) and contact information for Dean and/or Department Head

C. Names of other Departments in the administrative unit

D. Names, titles, and contact information of others with program/option administration and/or coordination responsibility at the College, School, and Administrative Unit

E. Titles of degrees, programs, and options for which accreditation is being requested

F. Operating Budget for the administrative unit in which the program/option(s) reside, with a breakdown identifying the budget for the degree, program, and options
   1. Current
   2. Five-year history

IV. Program's Compliance with Standards

The information in this section of the self-study report shall specify how each program/option is in compliance with each standard identified in Section IV ATMAE Standards for Accreditation of this handbook. The institution is responsible for providing information that clearly illustrates how the program/option is in compliance with each standard and sub-standard.

The self-study report shall follow the established guidelines and be completed by a representative portion of the institution's administrative staff, teaching faculty, and students.

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Where all Program)/Option(s) have the same response, indicate in quotation marks that “All Program(s)/Option(s) have the same response.”

Institutions seeking accreditation for multiple programs/options shall provide **ONE** and only **ONE** report. And respond using this format:

[Sample Program Name 1 – Option A]
[Describe here how this program/option is in compliance with standard.]

[Sample Program Name 1 – Option B]
[Describe here how this program/option is in compliance with standard.]

[Sample Program Name 2 – Option A]
[Describe here how this program/option is in compliance with standard.]

[Sample Program Name 2 – Option B]
[Describe here how this program/option is in compliance with standard.]

[Sample Program Name 3]
[Describe here how this program/option is in compliance with standard.]

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IV. ATMAE STANDARDS FOR ACCREDITATION

Every program/option seeking ATMAE accreditation or reaccreditation shall submit a response to each of the following standards detailing how they are in compliance with the standard and provide evidence that supports the response.

STANDARD 1: PROGRAM GOALS

Each program/option shall have both short- and long-term operational goals and plans for achieving these goals. The goals shall align with the administrative unit and institution goals and shall be measurable, achievable, and specific to the continuous improvement of the program/option. Maintaining and improving facilities and equipment goals shall be included and aligned with Standard 6.

Evidence shall be provided of past goals, the plans for achieving them, how they were achieved, and how they were used to improve the program/option.

STANDARD 2: PROGRAM LEARNING OUTCOMES

Measurable program learning outcomes (PLOs) shall be identified and assessed and then validated by the industrial advisory committee (see Standard 10) and other external stakeholders. Each student learning outcome (SLOs) usually seen in the course syllabi shall be mapped to the program learning outcomes. Follow-up studies of direct and indirect measures for each PLO shall be conducted (see Standards 8 and 9).

STANDARD 3: PROGRAM STRUCTURE & COURSE SEQUENCING

Each program/option shall meet the minimum foundation semester hour requirements set forth by ATMAE. Programs/options may exceed the maximum foundation semester hour requirements specified in each area, as long as minimums are met. If the maximum is exceeded, justification shall be provided. The self-study report shall include a specific list of courses and course credit hours counted toward each category (complete Table A-1, A-2, or A-3 for each program/option). For institutions on the quarter system, the coursework shall be converted to the semester system (hours based on Federal Regulations.)

3.1 PROGRAM MINIMUM CURRICULA FOUNDATION

Syllabi for management and/or technical courses shall clearly describe appropriate Student Learning Outcomes.

A. **Associates Degree:** Programs/options shall be a minimum of 60 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

Communications (shall include at minimum one oral and one written course)	6-9
Mathematics	3-12
Physical Sciences*	3-12
Management, Technical, or Specialization**	29-45
General Electives	0-12

*Life Sciences may be appropriate for select programs/options of study.

**Students shall complete at least 12 semester hours of management and/or technical coursework at the institution seeking accreditation.

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B. **Baccalaureate Degree:** Programs/options shall be a minimum of 120 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

General Education (shall include at minimum one oral and one written communications course)	18-36
Mathematics	6-18
Physical Sciences[1]	6-18
Management, Technical, or Specialization[2]	42-60
Electives	0-18

[1] Life Sciences may be appropriate for selected programs/options of study.
[2] Management courses shall not exceed 24 hours.

Students shall successfully complete a minimum of 15 semester hours of junior and/or senior-level major courses at the institution seeking accreditation.

For programs/options in safety, the Board of Certified Safety Professionals (BCSP) evaluates programs designed to gain recognition for students in the safety profession. Programs may have specific requirements based on local market needs and on national professional safety practice studies and standards such as BCSP Education Standard and ANSI Z590.2.

Construction programs specializing in Concrete shall be in compliance with the standards of the Concrete Industry Management National Steering Committee.

Construction-related programs seeking to offer their students the eligibility for scholarships by the Associated General Contractors Education & Research Foundation (AGC) must be in compliance with ATMAE accreditation standards **AND** comply with the requirements provided by AGC in Appendix A: For AGC Consideration ONLY. ATMAE accreditation does not guarantee an award.

C. **Master's Degree:** Programs/options shall be a minimum of 30 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

Communications and/or Problem Solving	6-12
Research	6-12
Management, Technical, or Specialization	12-18
Electives	0-12

Students shall complete a minimum of 10 semester hours of graduate-level coursework at the institution seeking accreditation.

3.2 COURSE SEQUENCING

3.2.1 There shall be evidence of appropriate sequencing of courses in each program/option to ensure that applications of mathematics, science, and written and oral communications are covered in technical and management courses.

3.2.2 Further, sequencing shall ensure that advanced-level courses build upon concepts covered in beginning-level courses.

3.3 LABORATORY ACTIVITIES

Appropriate laboratory activities shall be included in the program/option and a reasonable balance shall be maintained between the practical application of "how" and the conceptual application of "why." Master's degree program/options may not have formal laboratory activities but shall balance the practical application of "how" and the conceptual application of "why."

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STANDARD 4: STUDENT ADMISSION, ENROLLMENT & RETENTION

The admission, enrollment, and retention practices for students in technology, management, and applied engineering program/options shall be comparable to other program/options at the institution.

4.1 ADMISSION

Evidence shall be provided showing that the standards for admission and the quality of students are comparable to other program/options at the institution. Evidence of admission information may include but need not be limited to test scores and grade rankings.

4.2 ENROLLMENT

Program/option enrollment shall be tracked and verified. There shall be sufficient enrolled students to operate and sustain the program/option as defined by state or institutional standards. State or institutional standards shall be listed in the self-study report, along with information needed to access that data for validation.

4.3 RETENTION

Evidence shall be provided showing that the standards for retention of students are comparable to other program/options at the institution. Evidence of retention information shall include but need not be limited to general grade point averages and the criteria for good academic standing, academic warning, probation, and suspension.

STANDARD 5: ADMINISTRATIVE SUPPORT & FACULTY QUALIFICATIONS

Evidence shall be provided showing that a sufficient number of personnel are assigned to support the program/option.

5.1 ADMINISTRATORS

5.1.1 Appropriately qualified administrators are assigned to administer the program/option.

5.1.2 Placement services shall be available to graduates.

5.2 FACULTY

5.2.1 A sufficient number of qualified full-time faculty members are available and assigned to teach the technology, management, and applied engineering courses for the program/option.

5.2.2 Full-time faculty qualifications shall include emphasis upon the extent, currency, and pertinence of:

a. academic preparation,
b. professional business or industry experience using applied technology (such as technical supervision and management),
c. membership and participation in appropriate technology, management, and applied engineering professional organizations, and
d. scholarly activities as required by the institution.

5.2.3 The following minimum qualifications for full-time faculty are required (except in unusual circumstances which shall be individually justified):

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A. **Associate Degree:** The minimum academic qualification for a regular full-time faculty member shall be an earned bachelor's degree in their discipline, or in certain cases for documented reasons, an associate degree plus professional certification/licensure closely related to the faculty member's instructional assignments.

B. **Baccalaureate Degree:** The minimum academic qualification for a tenure track, or full-time faculty member shall be an earned graduate degree in a discipline closely related to the instructional assignment. A minimum of fifty percent of the tenure track or full-time faculty members assigned to teach in the program/option of study content area(s) shall have an earned doctorate or other appropriately earned terminal degrees as defined by the institution. Exceptions may be granted to this standard if the institution has a program/option in place that will bring the faculty demographics into compliance within a reasonable period of time.

C. **Master's Degree:** Faculty members shall possess an earned doctorate degree in a discipline closely related to the faculty member's instructional assignment (exceptions may be granted for specialized technical management programs/options).

5.2.4 Faculty selection, appointment, reappointment, and tenure policies and procedures shall be clearly specified and conducive to maintaining high-quality instruction. This shall include policies and procedures for selecting and reappointing part-time/adjunct faculty.

5.2.5 Faculty teaching, advising, service loads, and compensation shall be reasonable and comparable to those in other professional program/option areas within the institution.

5.2.6 Appropriate criteria shall be in place to assure part-time or non-tenure track faculty are highly qualified to deliver and evaluate student performance in courses assigned.

STANDARD 6: FACILITIES, EQUIPMENT, SUPPORT & SAFETY

Facilities and equipment shall be sufficient to support the program learning outcomes.

6.1 FACILITIES & EQUIPMENT

Modern, functional, and maintained facilities, classrooms, laboratories, equipment, tools, materials, computers, and software shall be available.

6.2 SUPPORT

Technical support staff to maintain and support the facilities, equipment, and software shall be available while instruction is being delivered.

6.3 SAFETY

Safety and health protocols shall align with OSHA standards and be documented, easily accessible at the point of use, and adhered to.

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STANDARD 7: PROGRAM OPERATION

Evidence shall be presented showing adequate instruction, resources, and budget for the program/option's operation.

7.1 INSTRUCTION

Instruction is core to program learning outcomes. The following shall be evident:

a. Scheduling of instruction and student advising
b. Quality of instruction
c. Supervision of instruction

7.2 RESOURCES

Resources are fundamental to program/option operation. The following shall be available and evident:

a. Resource materials
b. Resources and training to design, deliver, and assess instruction
c Appropriate computer resources/technological infrastructure
d Appropriate technologies, skills, resources, and media including protocols for proctoring, examination test security, candidate validation, and plagiarism detection
e. Qualified instructional designers
f. Tools for students to track their progress and receive timely feedback

7.3 BUDGET

Program/option operation budgets shall be sufficient and comparable to other equivalent program/options at the institution.

STANDARD 8: GRADUATE SATISFACTION

Graduate input on their satisfaction and attitudes towards the program learning outcomes shall be collected and analyzed at least every two to five years.

8.1. GRADUATE SATISFACTION

Summary data on graduate satisfaction and attitudes related to the program learning outcomes shall be provided.

8.2. EMPLOYMENT OF GRADUATES

Summary data on graduate employment, job placement with employers, job titles, and salaries shall be provided.

8.3. JOB ADVANCEMENT OF GRADUATES

Summary data shall be provided on job advancements in the workplace, including promotions to positions of increasing responsibility.

STANDARD 9: EMPLOYER SATISFACTION

Employer input regarding their satisfaction with the student/graduate’s preparedness for employment as related to program learning outcomes shall be collected and analyzed at least every two to five years. Summary data shall be provided.

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STANDARD 10: INDUSTRIAL ADVISORY COMMITTEE

An active industrial advisory committee shall exist for each program/option. If more than one program/option is offered, then appropriately qualified industrial representatives shall be added to the committee or one committee for each program/option shall be maintained.

10.1 BYLAWS

Bylaws for the advisory committee shall exist that include but need not be limited to:

a. criteria for member selection,
b. procedures for selecting members,
c. length of member appointment,
d. frequency of meetings (at least one per year), and
e. methods of conducting business.

10.2 RESPONSIBILITIES

Committee responsibilities shall include but need not be limited to:

a. participates in developing the program learning outcomes and goals,
b. provides input to improve the overall program/option, and
c. validates the PLOs and overall program/option.

10.3 ROSTER

A roster of advisory committee members with contact information shall be maintained.

10.4 MEETING AGENDAS & MINUTES

Meeting agendas and minutes of advisory committee meetings shall be kept.

STANDARD 11: OUTCOME MEASURES USED TO IMPROVE PROGRAM

Evidence shall show how direct and indirect outcome measures and the Industrial Advisory Committee's input and approval of the program/option are used to improve the overall program/option based on data collected and analyzed (complete Table B for each program/option).

Outcome measures shall include but need not be limited to:

a. graduate satisfaction with program/option,
b. employment of graduates,
c. employer satisfaction with the graduates' preparation for employment,
d. course-based direct measures, and
e. criteria established by the Institution's regional accreditation activities

Other possible measures could include but need not be limited to:

f. job advancement of graduates,
g. graduate success in advanced program/options, and/or
h. student success in passing certification exams.

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STANDARD 12: PROGRAM TRANSPARENCY TO THE PUBLIC

The program/option shall publicize its student performance and achievement information on the program/option's page of the institution's website to help the public understand the success of the specific program/option.

The program's web page shall contain either a:

1) Section with the heading "Student Performance and Achievement Information" that includes the student performance and achievement content, or

2) Link to a web page entitled "Student Performance and Achievement Information" that contains the program's student performance and achievement content.

The "Student Performance and Achievement Information" content shared on the website shall comply with FERPA and other such laws and the institution's plan for public disclosure. The content shall include data from the results of the outcome measures collected and be used to improve the program/option (except in unusual circumstances which shall be individually justified).

This content shall include but need not be limited to the following:

a. program/option student graduation rates,
b. retention rate,
c. mean grade point averages of the graduating class,
d. average years to complete the degree,
e. availability of awards/scholarships,
f. tuition expenses to complete the entire program/option, and
g. career placement rates.

Other data could include but need not be limited to:

h. the program/option's outcome assessment process and results,
i. time to secure the first position,
j. average starting salaries; and/or
k. promotions earned.

A link to the program/option's web page shall be provided. The content shall be maintained and updated yearly during the course of the accreditation period.

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Table A-1: Associate Degree Foundation Semester Hour Requirements Table
(Complete a separate table for each program/option)

TABLE A-1 (Associate) For Use with Standard 3.1A		
ATMAE Requirements	**School/Program Degree Requirements Course prefix, number, and title**	**Semester Hours**
Program/option		
Communications 6-9 Semester Hours		
	Total	
Mathematics 3-12 Semester Hours		
	Total	
Physical Sciences (Life Sciences may be appropriate for selected programs of study) 3-12 Semester Hours		
	Total	
Management/ Technical/ Specialization 29-45 Semester Hours		
	Total	
General Electives 0-12 Semester Hours		
	Total	
ATMAE Minimum Total 60 Semester Hours	**Degree Total**	

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Table A-2: Bachelor Degree Foundation Semester Hour Requirements Table
(Complete a separate table for each program/option)

TABLE A-2 (Bachelor) For Use with Standard 3.1B		
ATMAE Requirements	**School/Program Degree Requirements Course prefix, number, and title**	**Semester Hours**
Program/option		
General Education (Humanities, English, History, Sociology, Psychology, Speech, etc.) 18-36 Semester Hours		
	Total	
Mathematics 6-18 Semester Hours		
	Total	
Physical Sciences (Life Sciences may be appropriate for selected programs of study) 6-18 Semester Hours		
	Total	
Management/ Technical/ Specialization 42-60 Semester Hours		
	Total	
General Electives 0-18 Semester Hours		
	Total	
ATMAE Minimum Total 120 Semester Hours	**Degree Total**	

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Table A-3: Master's Degree Foundation Semester Hour Requirements Table
(Complete a separate table for each program/option)

TABLE A-3 (Master's) For Use with Standard 3.1C		
ATMAE Requirements	**School/Program Degree Requirements Course prefix, number, and title**	**Semester Hours**
Program/option		
Communications 6-12 Semester Hours		
	Total	
Research 6-12 Semester Hours		
	Total	
Management/ Technical/ Specialization 12-18 Semester Hours		
	Total	
Electives 0-12 Semester Hours		
	Total	
ATMAE Minimum Total 30 Semester Hours	**Degree Total**	

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Table B: Outcomes Measures Used to Improve Program
(Complete a separate table for each program/option)

TABLE B: For Use with Standard 11	
Program Name	
Program Learning Outcome	
Means Of Assessment	
Criterion For Success	
Actions Taken For Program Improvement	
Results Of Actions Taken	
Analysis Of Results	
Actions Planned	

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V. SITE VISIT PREPARATION

Responsibilities of the Host Institution

The following guidelines will ensure a smooth visit:

- The institutional contact shall notify in advance the administration, faculty, and students that are expected to participate in the site visit to ensure the visit is completed in accordance with the schedule.
- The institutional contact shall provide the team chair with a draft of the site-visit schedule including the names of those to be interviewed, their roles and office locations, and any other places and locations to be visited.
- Those in charge of the site visit at the host institution shall brief all participating administrators, faculty, and students on what to expect. It will be useful to hold meetings to discuss some of the questions the visiting team will likely ask.
- Materials that are gathered and used to prepare the self-study report shall be assembled in a central location, referred to as the Resource Room, and readily available for review.
- Every effort shall be made to ensure that the visit is productive and collegial.
- Motivated by a normal sense of hospitality, hosts may want to plan social activities. Extensive social activities are not appropriate and the schedule does not allow it.

Accreditation Timeline & Advance Preparations

Responsible	Pre-Visit Activity	When
Institution	Submits application for accreditation/reaccreditation	By October 1
APC	Schedules visits and assigns visiting team members	January
Institution	Approves visiting team members	January and February
Team Chair	Contact the Institution and cooperatively develop the on-site schedule including facility tours, interviews, and writing time.	On receipt of team assignments
Team Chair	Establishes arrival timetables and communicates with Team and Institution	At least 45 days before
Institution	Submit self-study report to MDA & team chair	At least 30 days before visit
Team Members	Make travel arrangements	At least 30 days before visit
MDA	Acknowledge receipt of the self-study report	On receipt
Team Chair	Discuss on-site plans and logistics for the visit	As soon as possible
Team Chair	Finalize the on-site schedule with Institution	As soon as possible
Team Chair	Schedule pre-visit meeting with team and institution	At least 2 weeks before visit
Institution	Assemble Resource Room Items	As soon as possible
	On-Site Visit & Activity	
	On-site Visit (Visits begin on Sunday or Wednesday Only)	March 1 – May 1
Team Chair	Facilitate meeting with institution personnel	Day 1 on-site visit
Team Chair	Finalize the on-site schedule	Day 2 on-site visit
Team Chair	Facilitate the exit interview	Day 3 on-site visit

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	Post-Visit Activity	
Team Chair	Deliver a draft visiting team report to the institution	2 weeks after the site visit
Institution	Respond to the draft on matters of factual accuracy	As soon as possible
Team Chair	Prepare a final report and provide to MDA	Within 40 days of the site visit
MDA	Send final report to the Head of the Institution	Within 45 days of the site visit
Institution	File a response to the final report (optional)	Within 45 days of the hearings
Team Chair	Contact the institution to arrange pre-hearing meeting	2 weeks before hearings
Institution	Prepare a brief statement for the BoA hearings	Before the hearings
Institution	Attend BoA hearings	October/November at ATMAE Annual Conference
Team Chair	Present the recommendation to the Board	At the hearing appointment
MDA	Send Outcome Letter to Head of the Institution	Within 30 days of the hearings

Resource Room Recommended Items

The following items shall be made available to the visiting team during their visit. These items can be printed or made accessible electronically. This list is not all-inclusive. Additional items may be included or requested by the visiting team. Contact your assigned team chair for additional required items or clarification of requirements for the resource room.

1. Course syllabi/outlines and textbooks
2. Faculty vitae
3. Graded student work including tests, reports, and projects for each management/technical course for the last 2 years
4. Representative student transcripts for each program/option
5. List of graduates (by program/option) for the last 2 years
6. List of advisory committee members with contact information
7. Documentation of advisory committee meetings, including minutes and actions taken
8. Available computers and printers with campus access codes and internet access (with access verified prior to arrival)
9. Access to or information related to the learning management system
10. Phone for contacting advisory members and/or program/option graduates
11. Documentation of student follow-up surveys
12. Documentation of outcomes assessment

Site-Visit Activities by Day

DAY 1 OF THE SITE-VISIT (SUNDAY OR WEDNESDAY)

The team will be traveling and is expected to arrive late afternoon and check into the hotel. The team will meet with the institutional contact and program head in the evening for a brief meeting to:

a. Review objectives of accreditation and the visit.
b. Briefly review accreditation materials provided by the institution.
c. Finalize and/or confirm time schedules (appointments and class observations).

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d. Discuss the “general information” of the self-study report with the institution contact.
e. Interview program head.

DAY 2 SCHEDULE

The team will be expected to:

a. Tour laboratories, classrooms, offices, and other physical areas with the instructor(s) and support personnel responsible for each laboratory.
b. Conduct brief interviews with select administrators including the institution head (or his/her representative), dean, and those responsible for curriculum, finance, personnel, library, physical plant, planning, support service disciplines, and others.
b. Conduct brief interviews with all faculty individually and small groups of students. The following topics will be discussed for each program/option:
    i. Role or function
    ii. Strengths
    iii. Areas for possible improvement
c. Observe a sampling of lectures, laboratories, and related instruction.
d. Review curriculum outlines, textbooks, sample student assignments, examinations, and grading standards.
e. Contact industrial advisory committee members to solicit input.

DAY 3 SCHEDULE

The team will be expected to depart from the institution in the early afternoon. To wrap up their visit they will be expected to:

a. Contact industry and college personnel who are regularly associated with the program/option.
b. Document and compare team member observations, interviews, and findings from the visit and the self-study report.
c. Meet as a team for a final review to agree upon major findings and recommendations to be included in the final team report.
d. Make an informal verbal report to the designated highest administrator, the institutional contact, and the program head before leaving the campus. This report shall include the identification of those standards that are thought to be in partial compliance or not in compliance for each program/option and what the team’s recommendation will be to the ATMAE BoA. This concludes the team’s on-site visit.

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Sample Agenda for the Site Visit

	Day 1 - Arrival
3:00 pm	Team members arrive in late afternoon, check into the hotel, and contact hosts
6:00 pm	Dinner for team members; optionally with faculty and administrators to get acquainted
8:00 pm	Team work session
	Day 2 - First Day on Campus
7:00 am	Team breakfast; optionally with the institution contact
8:00 am	Departure to host institution
8:30 am	Meetings with program head
9:30 am	Meetings with dean/associate dean
10:30 am	Meetings with full-time faculty individually or in groups
12:30 pm	Lunch with faculty and/or staff and/or students, alumni, advisory board
1:30 pm	Team begins reviewing documentation
4:30 pm	Meetings with students, alumni, community partners, advisory board
6:00 pm	Working dinner for the visiting team only; set priorities for gathering and reviewing
	Day 3 - Second Day on Campus and Wrap-up
7:00 am	Team breakfast
8:00 am	Departure to host institution
8:30 am	Meeting with the dean and/or program head to facilitate any further arrangements
9:00 am	Additional interviews with faculty and administrators as needed
10:00 am	Visits to facilities, labs, classrooms, placement services, student services, library, budget director
11:00 am	Finish reviewing documentation; identify any additional information requirements
12:00 pm	Working lunch for visiting team only to arrive at consensus and begin a report outline
2:00 pm	Final exit interview with the appropriate officials
3:00 pm	Site visit is complete and the team departs

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VI. ON-SITE VISIT

On-Site Evaluation

The site visit includes but is not limited to a series of focused interviews, meetings, observations, inspections, and tours that provide the opportunity to verify the information in the self-study report and to further evaluate the program/option. Opening meetings are often with the institution's leaders to gain a sense of the program/option's vision. ATMAE conducts both comprehensive visits (a review of all the standards) and focused visits (to address only certain standards) as directed by the BoA.

The Exit Interview

During the exit interview, the team chair reports the team's preliminary findings to the institution's personnel. Those in attendance shall include, but are not limited to, the institution's highest-level administrators, program heads, faculty, and the institutional contact.

The primary purpose of the exit interview is to inform the institution of the accreditation standards that the visiting team has found to be in Partial Compliance (P) or Non-Compliance (N) for each program/option, and what the visiting team's recommendation to the ATMAE BoA will be. This session is not intended to provide a forum for discussion of team findings; it is intended to reveal the preliminary findings to the institution's personnel and then provide the next steps. The exit interview should last no more than thirty (30) minutes.

A typical exit interview is called to order by the team chair. The interview room should be arranged so that visiting team members are seated with the Team Chair and personnel from the institution are seated together.

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VII. POST-VISIT ACTIONS

Overview of Follow-on Actions

1. Within two weeks following the visit, the Team Chair will email a draft copy (marked “Draft Copy”) of the visiting team report to the institutional contact for review and correction of factual errors. The institutional representative shall respond within two weeks of receipt of the “Draft Copy.” Upon review and correction by the Team Chair, the Team Chair will email it to the MDA.
2. Within 45 days of the visit, the MDA will email the final report to the Institution Head, Program Head, and institutional contact copying the visiting team members. A cover letter addressed to the Institution Head will indicate how the institution may officially respond to the factual accuracy of the report, as stated in 3.
3. If the Institution Head wishes the Board to review brief written materials related to the factual accuracy of the visiting team report, such materials shall be sent to the ATMAE MDA 45 days prior to the BoA hearings.
4. The visiting team report and optional brief written materials from the Institution Head related to the factual accuracy of the visiting team report will be reviewed and acted on by the ATMAE BoA at its annual hearings (typically held at the ATMAE Annual Conference in October/November.)
5. An outcome letter will be issued to the Institution Head as official notice of the actions taken at the hearings.
6. The institution is responsible for remaining in compliance with ATMAE accreditation standards at all times and submitting necessary documentation before all deadlines.
7. A progress report may be required within one or two years. For additional information regarding this, please review section VIII. Progress Report Process & Guidelines.

Visiting Team Report Content

The visiting team report includes the following:

1. Summary of the Visit
2. Program’s Compliance with Standards
    a. The information in the Standards section of the report shall describe how each program/option is in compliance with or fails to be in compliance with each standard. Each standard shall have a declarative statement indicating the team’s evaluation of how the program/option is in compliance with the standard.
3. Summary & Recommendations
    a. The Summary Table lists all program/options with their level of compliance to each standard (C: In Compliance; P: In Partial compliance; N: Not in compliance)
4. Visiting Team Recommendation
    a. The team shall provide their recommendation for each program/option as follows:
        i. Accreditation:
            a. The program is in compliance with all standards.
            b. No further action is required.

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ii. **Accreditation with a Report Due in Two Years**:

a. The program is in compliance with a majority of standards, but improvements are required.

b. A written report is required to detail improvements implemented to bring the program into compliance with the standards identified as being in partial or non-compliance.

ii. **Accreditation with a Report and On-Site Visit Due in Two Years**:

a. The program is in compliance with a majority of standards, but improvements are required.

b. A written report is required to detail improvements implemented to bring the program into compliance with the standards identified as being in partial or non-compliance.

c. An on-site visit is required and essential to validate that the improvements implemented have brought the program into compliance with the standards identified as being in partial or non-compliance. This typically pertains to but is not limited to the standards with facilities, equipment, or safety and requires a physical presence to confirm compliance.

iii **Non-Accreditation**:

a. The program is not in compliance with a majority of the standards.

ATMAE Board of Accreditation Hearings & Results

The BoA hearings is typically held on the first day of the ATMAE Annual Conference which is held in late October or early November. The BoA hearings agenda will be provided no later than 60 days prior to the hearings.

Institutions that have hosted a site visit in the Spring, will be required to have a representative present at the BoA hearings. During the hearings, the BoA will review and act on the accreditation status of the program/option(s). Program representatives will know the results of their accreditation status at the conclusion of their allotted time slot.

Implementation & Continuous Adherence to ATMAE Standards

It is the institution's responsibility to remain in compliance with ATMAE accreditation standards at all times and submit necessary documentation on time. As a general practice, ATMAE sends reminder emails to the institutional contact on record for upcoming deadlines, but it is the responsibility of the institution to contact ATMAE for deadlines if a reminder is not received. It is also the institution's responsibility to notify ATMAE if their contacts change or if substantive changes occur to an accredited program/option during the accreditation period.

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VIII. PROGRESS REPORT PROCESS & GUIDELINES

Programs required to provide a progress report shall submit **ONE** all-inclusive progress report using the progress report template provided by ATMAE. The report shall include a narrative for each standard that was in partial compliance or not in compliance. The narrative shall describe the actions taken since the on-site visit to ensure the program/option is in compliance with ATMAE standards. Reports shall be sent to accreditation@atmae.org.

- For programs/options granted "accreditation with a progress report due in one or two years," the progress report is due to the MDA no later than sixty (60) days prior to the accreditation hearings.

- For programs/options granted "accreditation with a visit and a progress report due in one or two years," the progress report is due to the MDA no later than thirty (30) days prior to the scheduled visit. Visits will occur between March and May.

Progress Report Instructions

1. **Progress Report Template:** Reports shall be submitted using the progress report template provided by ATMAE. Only **ONE** all-inclusive progress report shall be submitted using only the space provided in the template; appendices are to be included at the end of the report.
   a. If the report is not in the correct format, it will not be accepted by ATMAE.
   b. The report shall be emailed to ATMAE's Managing Director of Accreditation at accreditation@atmae.org.
   c. Reports will only be accepted for the hearings in which they were assigned unless an exception is approved by the BoA prior to the date of the assigned hearings.
2. **Title Page:** The first page shall be the title page. Delete the instruction page.
3. **Table of Contents:** The second page shall be the table of contents.
   a. A table of contents shall be provided. If doing one table of contents for all programs/options, list "All Programs" in the space marked "Program(s) with option(s)".
   b. Check the boxes for each standard the program/option was in partial compliance or not in compliance.
   c. In the page number field, put the page number of your response. If needed, you may use a second page to list appendix items.
4. **Narrative:** The narrative shall address only the standards that were in partial compliance or not in compliance. Delete any of the "Standard pages" that don't relate to your report.

   If the response provided is for all programs/options, state "All Programs" in the space marked "Program(s) with option(s)".

   The narrative shall include:

   a. The visiting team's comments from the visiting team report
   b. the accreditation outcome granted by the BoA (In Partial Compliance or Not in Compliance)
   c. Current program/option status describing how the program/option is in compliance with the standard. Space is Limited.
5. **Appendix:** Appendix items referenced in the Narrative shall be included at the end of the report.

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Progress Report Review Committee

A committee will be formed to review the progress report and provide their recommendation to the BoA at least 30 days prior to the accreditation hearings. The committee shall include the original visiting team chair, MDA, and a BoA representative.

The committee will review the progress report, the visiting team report, and previous accreditation reports. The committee will make one of the following recommendations to the BoA:

a. Accreditation with no further action
b. Accreditation with a report in one or two years
c. Accreditation with an on-site visit and report in one or two years
d. Remove accreditation

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APPENDIX A: FOR AGC CONSIDERATION ONLY

For Construction-Related Programs Seeking AGC Scholarship Eligibility ONLY

Construction-related programs seeking to offer their students the eligibility for scholarships by the Associated General Contractors Education & Research Foundation (AGC) must meet the following requirements adopted by and prescribed by AGC[1], **AND** be in compliance with ATMAE Accreditation Standards. ATMAE accreditation does not guarantee an award.

A-1. CURRICULUM REQUIREMENTS

For each construction-related program/option seeking AGC consideration shall be a minimum of 120 semester hours and shall meet the following minimum/maximum foundation semester hour requirements. Table AGC-1 shall be provided for each program.

General Education (shall include at minimum one oral and one written communications course)	18-36
Mathematics	6-18
Physical Sciences	6-18
Business & Management[2]	12
Construction[3]	50
Electives	0-18

[2] Business & Management courses shall include a fundamental understanding of accounting, economics, business law, and principles of management.

[3] Construction courses shall address the student learning outcomes listed in Table AGC-2.

A-2. STUDENT LEARNING OUTCOME MATRIX

Each construction-related program/option seeking AGC consideration shall include a curriculum matrix that maps the AGC-prescribed student learning outcomes (SLOs) to the courses in which the SLO is assessed and the method of assessment. Table AGC-2 shall be provided for each program.

A-3. DOCUMENTATION FOR AGC CONSIDERATION

Once the ATMAE accreditation site visit team has reviewed the program and validated that the both ATMAE and AGC's requirements are met, the program must submit the following documentation to the Associated General Contractors Education & Research Foundation at paige.packard@agc.org by September 15:

1. Letter of interest for consideration, on institution letterhead,
2. A copy of Tables AGC-1 and AGC-2 as provided in the ATMAE Self-Study Report, and
3. A copy of ATMAE's final visiting team report

[1] The Associated General Contractors Education & Research Foundation (AGC) has adopted its prescribed requirements from the **American Council for Construction Education (ACCE)**, specifically the *Standards and Criteria for the Accreditation of Construction Education Programs* (Apr 2024, pp. 9-11). These accreditation requirements, influenced by the involvement of AGC contractors nationwide, provide a comprehensive framework for ensuring the quality and rigor of construction education programs.

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Table AGC-1: AGC Curriculum Requirements Table
For Construction-Related Programs Seeking AGC Scholarship Eligibility ONLY
(Complete a separate table for each construction-related program/option)

TABLE AGC-1 For Use with Appendix A		
Requirements	**School/Program Degree Requirements Course prefix, number, and title**	**Semester Hours**
Program/option:		
General Education (Humanities, English, History, Sociology, Psychology, Speech, etc.) 18-36 Semester Hours		
	Total	
Mathematics 6-18 Semester Hours		
	Total	
Physical Sciences (Life Sciences may be appropriate for selected programs of study) 6-18 Semester Hours		
	Total	
Management 12 Semester Hours		
	Total	
Construction 50-60 Semester Hours		
	Total	
General Electives 0-18 Semester Hours		
	Total	
Minimum Total 120 Semester Hours	**Degree Total**	

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Table AGC-2: AGC Student Learning Outcome Matrix
For Construction-Related Programs Seeking AGC Scholarship Eligibility ONLY
(Complete a separate table for each construction-related program/option)

TABLE AGC-2 For Use with Appendix A		
Program/Option:		
Student Learning Outcome	**Course(s) SLO is Assessed in**	**Assessment Method**
1. Create written communications appropriate to the construction discipline.		
2. Create oral presentations appropriate to the construction discipline.		
3. Create a construction project safety plan.		
4. Create construction project cost estimates.		
5. Create construction project schedules.		
6. Analyze professional decisions based on ethical principles.		
7. Analyze methods, materials, and equipment used to construct projects.		
8. Apply electronic-based technology to manage the construction process.		
9. Apply basic surveying techniques for construction layout and control.		
10. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.		
11. Understand construction accounting and cost control.		
12. Understand construction quality assurance and control.		
13. Understand construction project control processes.		
14. Understand the legal implications of contract, common, and regulatory law to manage a construction project.		
15. Understand the basic principles of sustainable construction.		
16. Understand the basic principles of structural behavior.		
17. Understand the basic principles of HVAC, electrical and plumbing systems.		

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