2027

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

ACCREDITATION HANDBOOK

STANDARDS and GUIDELINES

CHEA Council for Higher Education Accreditation

A CHEA-recognized Accrediting Organization

Effective September 1, 2026

TABLE OF CONTENTS

I. INTRODUCTION TO ATMAE ACCREDITATION 4
About ATMAE Accreditation 4
The History of ATMAE Accreditation & CHEA Recognition 4
Abbreviations and Definition of Terms (Alphabetically) 5
Consideration for ATMAE Accreditation 9
Outcomes Assessment Accreditation Model 10
II. BASIC STEPS IN ATMAE ACCREDITATION 11
III. INSTITUTIONAL SELF-STUDY REPORT PROCESS & GUIDELINES 12
IV. ATMAE STANDARDS FOR ACCREDITATION 16
Standard 1: Program Goals 16
Standard 2: Program Learning Outcomes 16
Standard 3: Program Structure & Course Sequencing 16
Standard 4: Student Admission, Enrollment & Retention 19
Standard 5: Administrative Support & Faculty Qualifications 19
Standard 6: Facilities, Equipment, Support & Safety 20
Standard 7: Program Operation 20
Standard 8: Graduate Satisfaction 21
Standard 9: Employer Satisfaction 21
Standard 10: Industrial Advisory Committee 21
Standard 11: Outcome Measures Used to Improve Program 22
Standard 12: Program Transparency to the Public 23
Table A-1: Associate Degree Foundation Semester Hour Requirements Table 24
Table A-2: Bachelor Degree Foundation Semester Hour Requirements Table 25
Table A-2R: Reduced-Credit Baccalaureate Degree Foundation Semester Hour Requirements Table 26
Table A-3: Master's Degree Foundation Semester Hour Requirements Table 27
Table B: Outcomes Measures Used to Improve Program 28
V. SITE VISIT PREPARATION 29
Responsibilities of the Host Institution 29
Accreditation Timeline & Advance Preparations 29
Resource Room Recommended Items 30
Site-Visit Activities by Day 30
Sample Agenda for the Site Visit 32
VI. ON-SITE VISIT 33
On-Site Evaluation 33
The Exit Interview 33
VII. POST-VISIT ACTIONS 34

Overview of Follow-on Actions 34
Visiting Team Report Content 34
ATMAE Board of Accreditation Hearings & Results 35
Implementation & Continuous Adherence to ATMAE Standards 35
VIII. PROGRESS REPORT PROCESS & GUIDELINES 36
Progress Report Instructions 36
Progress Report Review Committee 37
APPENDIX A: FOR AGC CONSIDERATION ONLY 38
Table AGC-1: AGC Curriculum Requirements Table 39
Table AGC-2: AGC Student Learning Outcome Matrix 40

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 400 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 must 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, technology management, applied technology, engineering technology, applied engineering, and technology-related disciplines delivered at nationally and regionally accredited institutions in the United States and institutions meeting the same standards internationally. (2024)".

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: 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.

Reduced-Credit Baccalaureate Degree: Programs/options that meet the definition of Technology, Management, and Applied Engineering (Policies 1.2), prepare individuals for positions that involve managing complex technological systems, and are offered in a specialized or applied discipline that addresses workforce needs and prepares graduates for direct entry to employment. For ATMAE accreditation, Reduced-Credit Baccalaureate Degree programs are comprised of a minimum of 90 semester hours of coursework and shall be clearly distinguished from a traditional Baccalaureate Degree by use of a distinguishing modifier in the official program name. Institutions seeking to offer a Reduced-Credit Baccalaureate Degree — whether as a new program or as a conversion of an existing ATMAE-accredited Baccalaureate Degree program — shall apply under Policy 3.2 and shall be evaluated in all cases as an initial accreditation application (see Policy 3.17).

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)

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 must 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.

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/Option: A formal academic unit recognized by the institution that leads to a degree and is identified on the official transcript. Throughout ATMAE accreditation materials, the term program/option includes programs and any option, concentration, specialization, track or pathway that is separately named on the official transcript. All institutional reports, self-study submissions, and public references to accreditation must use the program/option title exactly as it appears on the official transcript.

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.

Reduced-Credit Baccalaureate Degree: Programs/options that meet the definition of Technology, Management, and Applied Engineering (Policies 1.2), prepare individuals for positions that involve managing complex technological systems, and are offered in a specialized or applied discipline that addresses workforce needs and prepares graduates for direct entry to employment. For ATMAE accreditation, Reduced-Credit Baccalaureate Degree programs are comprised of a minimum of 90 semester hours of coursework and shall be clearly distinguished from a traditional Baccalaureate Degree by use of a distinguishing modifier in the official program name. Institutions seeking to offer a Reduced-Credit Baccalaureate Degree — whether as a new program or as a conversion of an existing ATMAE-accredited Baccalaureate Degree

program — shall apply under Policy 3.2 and shall be evaluated in all cases as an initial accreditation application (see Policy 3.17).

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 must 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: The report prepared by the visiting team following its review of the self-study report and on-site visit. The report documents the team's findings, the program/option's level of compliance with the standards, and the team's accreditation recommendation.

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.

Consideration for ATMAE Accreditation

ATMAE accredits associate, baccalaureate, and master's degree programs in technology, management, and applied engineering. The scope includes a wide range of technical and management disciplines. Examples 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 related programs.

To be considered for ATMAE Accreditation:

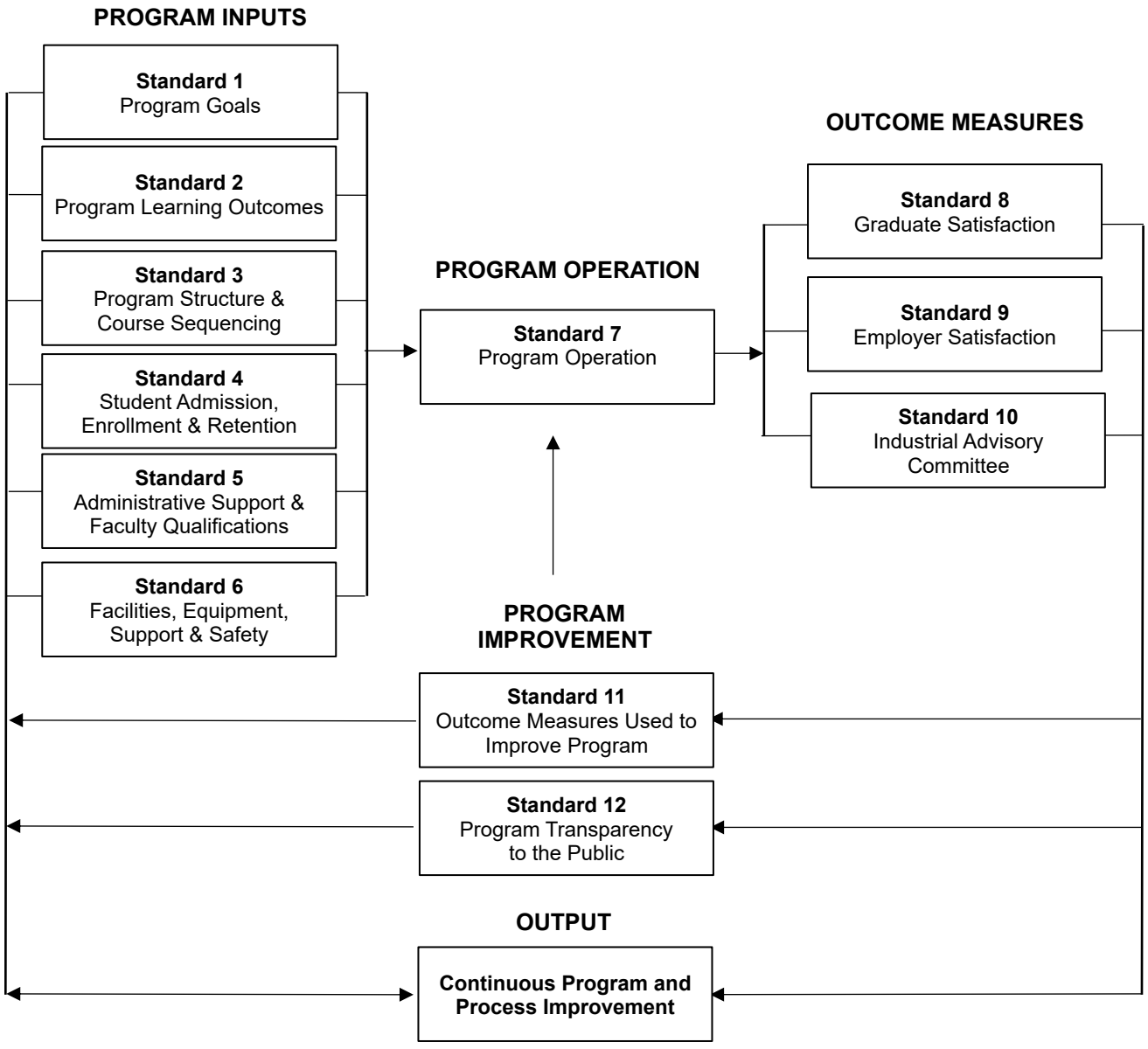
1. The institution must be:
    a. Legally authorized under applicable state law to provide degree programs beyond the secondary level.
    b. Accredited nationally or regionally by a recognized accreditor.
2. The program/option must:
    a. Lead to a degree at the associate, bachelor, or master's level.
    b. Have clearly specified course requirements for each option. Options named separately on official transcripts must seek separate accreditation.
    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 must be submitted.
4. A self-study report must be prepared and submitted following the guidelines in this accreditation handbook.
5. An on-site visit must occur.
6. A program/option representative must attend the BoA hearings that follow the site visit.

© ATMAE

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



II. BASIC STEPS IN ATMAE ACCREDITATION

The accreditation process follows a defined annual cycle. The steps below identify the institution's responsibilities, ATMAE's actions, and the timing of each major activity.

1. **Application** - An institution submits an Application for Accreditation/Reaccreditation by October 1. After receiving the application, the ATMAE Managing Director of Accreditation will determine whether the program/option(s) falls within ATMAE's approved definition of technology, management, and applied engineering. If the program/option(s) is eligible for review, planning begins for an on-site visit between March 1 and May 1 of the following year.

   Institutions seeking initial accreditation will 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 institution prepares a self-study report that evaluates each program/option against the ATMAE standards, documents strengths and areas for improvement, and explains plans for continuous improvement. The completed self-study report is due by **January 31** following the date of application and in the same year as 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 visit, the visiting team prepares a written report documenting its findings and its recommendation. The report is provided to the Institution Head, and the institution is given an opportunity to identify factual errors.

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** – ATMAE provides formal written notice of the accreditation decision to the institution within 30 days of the Board of Accreditation Hearings. The institution is responsible for implementing any required actions and submitting a progress report when specified in the accreditation decision.

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.

III. INSTITUTIONAL SELF-STUDY REPORT PROCESS & GUIDELINES

The self-study report is the institution's comprehensive, evidence-based explanation of how each program/option seeking accreditation complies with ATMAE standards. This section describes who should participate in preparing the self-study report, the information and supporting evidence that must be included, and how the report must be organized.

According to Council for Higher Education Accreditation (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.

As part of the ATMAE accreditation process, the institution must prepare and submit a self-study report that provides qualitative and quantitative evidence to demonstrate compliance with ATMAE standards. The report should provide an accurate and comprehensive evaluation of each program/option under review, including its strengths, areas for improvement, and progress toward established program/option and institutional objectives.

Preparation of the self-study report must be a collaborative process involving a representative group of administrators, teaching faculty, and students who are directly connected to the program/option(s) seeking accreditation.

Self-Study Submission Requirements

An institution seeking ATMAE accreditation for one or more programs/options must submit **ONE** comprehensive, all-inclusive self-study report addressing all programs/options under review.

The completed report must be emailed to the Managing Director of Accreditation (MDA) at accreditation@atmae.org by **January 31**, preceding the scheduled site visit.

Identification of Programs and Options

Each program/option seeking accreditation must be identified using the exact title that appears on the institution's official transcript.

An option, concentration, specialization, track, pathway or other designation that is separately identified on the official transcript must be reviewed separately for accreditation. If the designation is not separately identified on the official transcript, separate accreditation is not required.

Course Materials and Student Work

For each management, technical, and/or specialized course in a program/option seeking accreditation, the institution must make the following materials available:

- Representative examples of graded student work from the previous two academic years. The samples should provide sufficient evidence for the visiting team to evaluate student achievement and the level of rigor associated with the course.
- Current textbooks, instructional materials, and other relevant course resources.

Student Transcripts

Representative student transcripts must be included as supporting evidence in the self-study report for each program/option seeking accreditation and made available to the visiting team for review.

All transcripts included in the self-study report or otherwise provided to the visiting team should be redacted to protect personally identifiable student information.

Self-Study Report Content

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

1. Title Page
    a. Institution Name and Address
    b. Degree and Program/Option pursuing ATMAE accreditation. Options named separately on official transcripts must be listed separately, seeking separate 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

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.

The institution must disclose and document any actions by another accrediting organization that have:

- Denied the institution or a program/option accreditation or pre-accreditation status;
- Placed the institution or a program/option on public probationary status; or

- Revoked the accreditation or pre-accreditation status of the institution or a program/option.

E. Institution's history of accreditation by the ATMAE
F. Administration of the Institution
   1. Name of Institution Head
   2. Name of 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 the college, school, department, and/or other administrative unit, as applicable
B. Name(s) and contact information for Dean and 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 responsibilities at the college, school, department, and/or 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

For each program/option, the institution must clearly demonstrate that the program/option is in compliance with every standard and sub-standard identified in Section IV of the ATMAE Accreditation Handbook. The institution must provide clear, specific, and relevant information and supporting evidence for each standard and sub-standard that enables the visiting team to evaluate and verify compliance.

The self-study report must be prepared in accordance with the established guidelines and developed with meaningful participation from a representative cross-section of the institution, including administrative staff, teaching faculty, and students.

When the response is the same for all programs/options, state:
"All Program(s)/Option(s) have the same response."

When responses differ among programs/options, organize the response under clearly identified program/option headings using the following 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.]

IV. ATMAE STANDARDS FOR ACCREDITATION

An institution seeking ATMAE accreditation or reaccreditation must submit one comprehensive self-study report that includes all programs/options seeking accreditation or reaccreditation. For each program/option, the institution must address each ATMAE standard and substandard, clearly demonstrate how the program/option is in compliance with each requirement, and provide supporting evidence to verify compliance.

STANDARD 1: PROGRAM GOALS

Each program/option must establish both short- and long-term operational goals and documented plans for achieving these goals. The goals must align with the goals of the administrative unit and institution and must be measurable, achievable, and focused on continuous improvement of the program/option. Goals addressing the maintenance and improvement of facilities and equipment must also be included and aligned with Standard 6.

For reaccreditation only: Evidence must be provided of the 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

Each program/option must establish measurable Program Learning Outcomes (PLOs) (to be documented in Standard 2). PLOs must be validated by the Industrial Advisory Committee and other stakeholders (to be documented in Standard 10). Student Learning Outcomes (SLOs), typically identified in course syllabi, must be mapped to the Program Learning Outcomes (to be documented in Standard 2).

Each PLO must be assessed using direct and indirect measures (to be documented in Standard 11). Assessment results must be analyzed and used as part of the program's continuous improvement process (to be documented in Standard 11). Graduate and employer follow-up studies that support evaluation of the Program Learning Outcomes must be conducted and documented in Standards 8 and 9.

STANDARD 3: PROGRAM STRUCTURE & COURSE SEQUENCING

Each program/option must 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 must be provided. The self-study report must include a specific list of courses and course credit hours counted toward each category (complete Table A-1; A-2 or A-2R; or A-3 for each program/option). For institutions on the quarter system, the coursework must be converted to the semester system (hours based on Federal Regulations.)

3.1 PROGRAM MINIMUM CURRICULA FOUNDATION

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

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

Communications (must include at minimum one oral and one written course)	6-9
Mathematics	3-12
Physical Sciences[1]	3-12
Management, Technical, or Specialization[2]	29-45
General Electives	0-12

[1]Life Sciences may be appropriate for select programs/options of study.
[2]Students must complete at least 12 semester hours of management and/or technical coursework at the institution seeking accreditation.

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

General Education (must include at minimum one oral and one written communications course)	18-36
Mathematics	6-18
Physical Sciences[3]	6-18
Management, Technical, or Specialization[4]	42-60
Electives	0-18

[3] Life Sciences may be appropriate for selected programs/options of study.
[4] Management courses must not exceed 24 hours.

Students must 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 must 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. **Reduced-Credit Baccalaureate Degree:** Programs/options must be a minimum of 90 semester hours and must meet the following minimum/maximum foundation semester hour requirements:

General Education (must include at minimum one oral and one written communications course)	12-21
Mathematics	5-12
Physical Sciences[5]	5-12
Management, Technical, or Specialization[6]	38-52
Electives	0-9

[5] Life Sciences may be appropriate for selected programs/options of study.
[6] Management courses must not exceed 18 hours.

Students in a Reduced-Credit Baccalaureate Degree program must successfully complete, at the institution seeking accreditation, the greater of (a) 15 semester hours

of junior and/or senior-level major courses, or (b) 30% of the institution's required Management, Technical, or Specialization coursework for the program.

The institution must provide evidence that its Reduced-Credit Baccalaureate Degree program has been reviewed and approved by, and remains in good standing with, the institution's regional or national institutional accreditor under that accreditor's requirements applicable to reduced-credit, accelerated, or similarly structured baccalaureate degree programs, including any such requirements regarding program naming, public disclosure, and marketing materials. ATMAE relies on the institution's regional or national institutional accreditor to establish and enforce the specific requirements for program naming and public disclosure.

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

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

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

3.2 COURSE SEQUENCING

3.2.1 There must 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 must ensure that advanced-level courses build upon concepts covered in beginning-level courses.

3.3 LABORATORY ACTIVITIES

Programs/options must maintain a reasonable balance between the practical application of "how" and the conceptual understanding of "why."

- **Undergraduate** degree programs/options must include appropriate laboratory activities, which may include virtual laboratory experiences, to support and demonstrate this balance.
- **Reduced-Credit Baccalaureate** degree programs must demonstrate that the reduction in total program credits does not disproportionately reduce laboratory and applied-project experiences. The self-study report must include a comparison of laboratory and applied-project contact hours with those of the institution's traditional-length program in the same or a comparable discipline. If no appropriate institutional comparator exists, the program must compare its laboratory and applied-project contact hours with typical expectations for the discipline. The self-study must provide a justification demonstrating that laboratory and applied-project instruction remains sufficient to support the required balance between practical application and conceptual understanding.
- **Master's** degree programs/options must demonstrate this balance between practical application and conceptual understanding but are not required to include formal laboratory activities.

STANDARD 4: STUDENT ADMISSION, ENROLLMENT & RETENTION

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

4.1 ADMISSION

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

4.3 RETENTION

Evidence must be provided showing that the standards for retention of students are comparable to other program/options at the institution. Evidence of retention information must 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 must 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 must 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 must 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 are the minimum academic qualifications required for full-time faculty teaching in degree granting programs. Exceptional circumstances must be individually justified in accordance with institutional policy:

A. **Associate Degree:** The minimum academic qualification for a regular full-time faculty member must 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 must 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) must have an earned doctorate or other appropriately earned terminal degrees as defined by the institution.

C. **Master's Degree:** Faculty members must 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 must be clearly specified and conducive to maintaining high-quality instruction. This must include policies and procedures for selecting and reappointing part-time/adjunct faculty.

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

5.2.6 Appropriate criteria must 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 must 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 must be available.

6.2 SUPPORT

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

6.3 SAFETY

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

STANDARD 7: PROGRAM OPERATION

Evidence must 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 must 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 must 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 must 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 must 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 must be provided.

8.2. EMPLOYMENT OF GRADUATES

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

8.3. JOB ADVANCEMENT OF GRADUATES

Summary data must 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 must be collected and analyzed at least every two to five years. Summary data must be provided.

STANDARD 10: INDUSTRIAL ADVISORY COMMITTEE

Each program/option must be supported by an active Industrial Advisory Committee. When one committee serves multiple programs/options, its membership must include appropriately qualified industry representatives for each program/option. Alternatively, the institution may maintain a separate committee for each program/option(s).

10.1 BYLAWS

Bylaws for the advisory committee must 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 must 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 must be maintained.

10.4 MEETING AGENDAS & MINUTES

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

STANDARD 11: OUTCOME MEASURES USED TO IMPROVE PROGRAM

Each program/option must assess every Program Learning Outcome (PLO) identified in Standard 2 using direct and indirect outcome measures. Assessment results must be analyzed and used to make decisions that support continuous improvement of the program/option.

A separate Table B must be completed for each PLO for each program/option to demonstrate the assessment and continuous improvement process.

Outcome measures must include, but are not limited to:

a. Graduate satisfaction with the program/option, as documented in Standard 8;
b. Employment of graduates, as documented in Standard 8;
c. Employer satisfaction with graduates' preparation for employment, as documented in Standard 9;
d. Input from the Industrial Advisory Committee and other stakeholders, as documented in Standard 10;
e. Course-based direct measures

Other outcome measures may include but need not be limited to:

f. Job advancement of graduates;
g. Graduate success in advanced programs/options; and/or
h. Student success on certification examinations

Continued on next page

The institution must demonstrate the complete assessment cycle:

PLO → Outcome Measures → Results → Analysis → Improvement

Collecting assessment data alone is not sufficient. The program/option must demonstrate that results are reviewed and analyzed, conclusions are reached, and improvements are made when the results identify a need or opportunity for improvement.

STANDARD 12: PROGRAM TRANSPARENCY TO THE PUBLIC

The program/option must publish student performance and achievement information and make it publicly accessible through the program/option's home page of the institution's website to provide transparent, publicly accessible information about program outcomes, and student success.

The program/option's webpage must include either:

1. **A section titled exactly** *"Student Performance and Achievement Information"* that contains the required information;

   or

2. **A link titled exactly** *"Student Performance and Achievement Information"* that directs users to a publicly accessible page containing the required information.

All publicly shared student performance and achievement information must comply with FERPA, applicable laws, and the institution's policies for public disclosure. If specific information cannot be publicly disclosed due to FERPA restrictions, applicable law, or institutional policy, the program/option must clearly indicate that the information is restricted and state the reason for the restriction.

The *Student Performance and Achievement Information* must include but need not be limited to the following:

a. Program/option student graduation rates
b. Student retention rate
c. Average time (years) to complete the degree
d. Career placement rates
e. Tuition required to complete the entire program/option (a link to the appropriate institutional page is acceptable)
f. Availability of awards and scholarships (a link to the appropriate institutional page is acceptable)

A link to the program/option's webpage must be provided.

The information must be maintained and updated annually throughout the accreditation period.

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**	

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**	

Table A-2R: Reduced-Credit Baccalaureate Degree Foundation Semester Hour Requirements Table

(Complete a separate table for each program/option)

TABLE A-2R (Reduced-Credit Baccalaureate) For Use with Standard 3.1C		
ATMAE Requirements	**School/Program Degree Requirements Course prefix, number, and title**	**Semester Hours**
Program/option		
General Education (Humanities, English, History, Sociology, Psychology, Speech, etc.) 12-21 Semester Hours		
	Total	
Mathematics 5-12 Semester Hours		
	Total	
Physical Sciences (Life Sciences may be appropriate for selected programs of study) 5-12 Semester Hours		
	Total	
Management/ Technical/ Specialization 38-52 Semester Hours		
	Total	
General Electives 0-9 Semester Hours		
	Total	
ATMAE Minimum Total 90 Semester Hours	**Degree Total**	

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 3.1D		
ATMAE Requirements	**School/Program Degree Requirements Course prefix, number, and title**	**Semester Hours**
Program/option		
Communications 6-12 Semester Hours		
	Total	
Research, Applied Research, Comprehensive Projects, or Capstone 0-6 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**	

Table B: Outcomes Measures Used to Improve Program
(Complete a separate table for each PLO associated with 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	

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
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	by January 31
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

© ATMAE

	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	Within 2 weeks of receipt
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	Submit brief written materials addressing the factual accuracy of the final report (optional)	Within 45 days of the 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).
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 must 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.

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
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
8:15 am	Introductory meeting with institution's highest-level administrators, program heads, faculty, and the institutional contact.
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
	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
2:00 pm	Final exit interview with the institution's highest-level administrators, program head(s), faculty, and the institutional contact.
3:00 pm	Site visit is complete and the team departs

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.

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 must 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 must describe how each program/option is in compliance with or fails to be in compliance with each standard. Each standard must 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 must 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.

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 are 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.

VIII. PROGRESS REPORT PROCESS & GUIDELINES

Program/options required to provide a progress report must submit **ONE** all-inclusive progress report using the progress report template provided by ATMAE. The report must include a narrative for each standard that was in partial compliance or not in compliance. The narrative must describe the actions taken since the on-site visit to ensure the program/option is in compliance with ATMAE standards. Reports must 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 must be submitted using the progress report template provided by ATMAE. Only **ONE** all-inclusive progress report must 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 must 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 must be the title page. Delete the instruction page.
3. **Table of Contents:** The second page must be the table of contents.
   a. A table of contents must 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 must 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 must 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 must be included at the end of the report.

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 must 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

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 must be a minimum of 120 semester hours and must meet the following minimum/maximum foundation semester hour requirements. Table AGC-1 must be provided for each program.

General Education (must 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 must include a fundamental understanding of accounting, economics, business law, and principles of management.

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

A-2. STUDENT LEARNING OUTCOME MATRIX

Each construction-related program/option seeking AGC consideration must 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 must 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.

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**	

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.		