FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department CEGE

College CoE&CS

UUPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	CCE4031	***Current* Course Title**	Construction Project Management

*Syllabus must be attached for **ANY** changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

RI: Construction Project Management

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☐ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*Review Provost Memorandum

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.

Change description to:

Topics covered include planning, design, document preparation, bidding, bid tabulation, construction management, cost estimating, conflict resolution, and scheduling of engineering projects. This is a research intensive course.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Spring 2021	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Bloetscher/fbloetsc@fau.edu/7-0744

Approved by		***Date***
Department Chair	Dan Meeroff for Yan Yong	08/24/2020
College Curriculum Chair	Dan Meeroff	08/24/2020
College Dean		9/3 kv
UUPC Chair	Jerry Haky	9-15-20
Undergraduate Studies Dean	Edward Pratt	9-15-20
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Department of Civil Environmental and Geomatics Engineering
Florida Atlantic University
Course Syllabus

1. Course title/number, number of credit hours

RI: Construction Project Management CCE 4031	**3 credit hours**

2. Course prerequisites, co-requisites, and where the course fits in the program of study

Prerequisite*: senior standing or graduate status* ***and instructor approval.***
Co-Requisites**: None.**

This is a senior level course in which planning, design, document preparation, bidding, bid tabulation, construction management, cost estimating, conflict resolution and scheduling for civil engineering projects are covered.

This course contains multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at http://www.fau.edu/ouri.

3. Course logistics

Term**: Spring 2020**
This is a classroom lecture course

Class location and time**: Mon. 6-9:20 pm**

This class will be provided via Live virtual lectures held via Cisco Webex.

Exams will be given only at the scheduled times. No make-ups, except in documented emergencies. Short quizzes may be randomly given throughout the semester.

Other logistics are as follows:

1. Canvas registration is required.
2. Dropbox access required – you will upload scanned homework, projects and other info to the dropbox. Note you must include your name an assignment in the file name: i.e.: Bloetscher-assignment1. NOT "Assignment1" since I will have no idea who's work that is. Thx
3. The instructor will regularly post materials/announcements on Canvas. It is student's responsibility to regularly check Canvas and their FAU email for the most recent information.
4. No hard-copy handouts will be provided. Copies will be posted in files on Canvas
5. *Attendance* is required. All classes will be virtual via webex. You are expected to participate in all sessions and keep up with the material. You are not expected to be a distraction in class. Final grades will be reduced by one full letter for class disruption or lack of participation (as determined by the instructor).
6. Participation in University-approved activities or religious observances, with prior notice, will not be penalized.
7. Students need a reliable internet condition capable of streaming Webex lectures, taking exams on Canvas, etc. Recommended: Broadband Internet connection with a speed of 4 Mbps or higher. To function properly,

Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher. Check your Internet speed here.

8. Students should have an operational computer system equipped with Windows 10 or macOS Sierra (or higher), Microsoft Office, web browser, a webcam, speakers, and microphone, which should be compatible with the most recent version of LockDown Browser, Respondus Monitor, Cisco Webex, etc.
9. All exams will be held using LockDown Browser and Respondus Monitor, or similar features, as determined by the instructor. More information will be provided as we get closer to exams. You must be able to scan answers and upload them to Canvas during tests. Please test this BEFORE the exam. This is subject to change as technology changes.
10. All questions must be sent publicly through Canvas, so other students also benefit from the answers. Only personal or confidential matters should be sent via email to the professor, all others will be ignored.
11. Keep copies of all assignments for ABET purposes.
12. Tests are closed book; however, you may use FE manual.

More details will be announced throughout the semester. It is students' responsibility to review and follow communications posted by the instructor.

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4. Instructor contact information

Instructor's name	**Dr. Frederick Bloetscher, PE, Professor**		
Office address	**EE 308M**		
Office hours	**Webex on line**		
Telephone no.	**239-250-2423**		
Email address	**h2o_man@bellsouth.net**		

5. TA contact information

Not applicable

6. Course description

Topics covered include planning, design, document preparation, bidding, bid tabulation, construction management, cost estimating, conflict resolution, and scheduling of engineering projects. This is a research intensive course and an academic service learning course.

This class teaches students about the bidding and construction process for civil engineering projects. The course briefly looks at how projects are designed, consultant selection, and design steps, prior to delving into bidding projects, developing schedules, evaluating manpower and equipment, monitoring progress, contract requirements, delays and claims and construction methods. A real example will be used as the backdrop for the class project exercise which involves the development of a bid, schedule, resource plan and draw schedule. The class meets once per week.

7. Course objectives/student learning outcomes/program outcomes

Course objectives	I. Present and discuss the processes by which civil engineering projects are designed and constructed. II. Present and develop scheduling and project management skills. III. Present and develop skills for cost estimating, quantity takeoff and bidding civil engineering projects. IV. Show how design professionals and the construction professions interact to

	construct a project.
ABET 1-7 outcomes	1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics 2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors 3. an ability to communicate effectively with a range of audiences 4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts 5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives 6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions 7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies
Student learning outcomes & relationship to ABET 1-7 Student Outcomes	A. Ability to prepare a project progress Report, bid preparation and schedule acceptable to a client (1, 3, 4, 5, 7) B. Ability to analyze project schedule (1, 2, 4, 6) C. Ability to function on multi-disciplinary teams (1, 4, 5) D. Ability to understand professional practice issues such as procurement of work; bidding versus quality-based selection processes; how the design and construction professions interact to construct a project; engineering economics, costs estimates, development of specifications, bidding and contract law (1, 3, 4, 5, 7)
Relationship to program educational objectives	O*bjectives* 1: Be proficient in the following: (a) structural engineering, (b) transportation engineering, (c) geotechnical engineering, and (d) water resources/environmental engineering. — H O*bjectives* 2: Have an appreciation for the role of civil engineers in infrastructure planning, protection and sustainability. — H O*bjectives* 3: Achieve success in finding professional employment and/or pursuing further academic studies, and understand the need for life-long learning — H

8. Course evaluation method (note percentages subject to change)

Mid Term Exam	**25%**
Final Exam	**25%**
Final Report	**40%**
Homework	**10%**

***Note*: The minimum grade required to pass the course is C.**

9. Course grading scale

Course grades are assigned according to the attached Department of Civil Engineering Grading Guidelines. Assignments and reports must be prepared according to the required formats (see attached documents: (a) Assignment Presentation and (b) Technical/Project/Laboratory Report Writing). Additional requirements may be given by the instructor. NOTE: you cannot pass the class if you fail both exams regardless of you grade.

10. Policy on makeup tests, late work, and incompletes

Exams will be given only at the scheduled times and places. No one is exempt from the final examination. *Makeup tests* are given only if there is solid evidence of a medical or otherwise serious emergency that prevented the student of participating in the exam. Makeup exams will be administered and proctored by department personnel unless there are other pre-approved arrangements.

Late work is not acceptable.

Incomplete grades are against the policy of the department. Unless there is solid evidence of medical or otherwise serious emergency situation, incomplete grades will not be given.

Attendance to class is required. You are expected to attend and participate in all class sessions.

11. Special course requirements

- *Projects are expected to achieve all six of the following OURI Student Learning Outcomes (SLOs):*
    - *SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.*
    - *SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.*
    - *SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.*
    - *SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.*
    - *SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.*
    - *SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.*

OURI Student Learning Outcomes (SLO)	Description of Assignment Requirements and Assessments
SLO 1: Knowledge	Students will demonstrate a fundamental basis of discipline-specific knowledge required for effective professional practice in the field of construction engineering. Students will also demonstrate working knowledge of tools and practical skills needed to analyze engineering design problems related to multiple realistic constraints, such as environmental issues, engineering economics, hurricane resiliency, design codes, ethics, land use, climate change, and/or other contemporary design issues.
SLO 2: Formulate Questions	Students will develop and refine a problem statement in which they specifically address their research questions. Students are expected to articulate the scope of the problem to be able to address the research question with an engineering solution. When appropriate, students should be able to create additional (albeit related) questions for smaller subsections of the overall design project.
SLO 3: Plan of Action	Students will create a plan of action that will include the problem statement (or research question), scope of work, literature review and background context, methodology or approach to the solution, analysis plan, conclusion and design documents. Students will

	develop a hypothesis if needed, identify research methods and alternative designs, and select appropriate statistical techniques, if warranted.
SLO 4: Critical Thinking	Students will demonstrate critical thinking skills by taking into consideration multiple perspectives and examining implications and consequences of design decisions or engineering alternatives. Students will also demonstrate an ability to use evidence and reasoning to objectively justify decisions and an ability to apply codes and design standards to make reasonable engineering judgments. Students are asked to peer review student work and provide feedback during the juried presentations.
SLO 5: Ethical Conduct	Students will familiarize themselves with the Code of Ethics of their engineering discipline. All work is held to the standards established by the governing professional societies (FES, ASCE, FSMS, ASPRS, AWWA, WEF, AW&MA, SWANA, etc.) of civil and environmental engineering disciplines.
SLO 6: Communication	Students will present and defend their work in written and oral formats (interim and final). All deliverables are expected to be of professional quality. Students are expected to demonstrate knowledge of technical report writing, visualization in 3D, and persuasive presentation skills.

12. Classroom etiquette policy

1. Cell phones and beepers should have the ringers turned off as a courtesy to the instructor and your fellow classmates.
2. Exams will be given only at the scheduled times and places. No make-ups, except in documented emergencies. No one is exempt from the final examination.
3. Attendance to class is required. You are expected to attend and participate in all class sessions. Final grades will be reduced by one letter for every three (3) unexcused absences (as determined by the instructor). Attendance to at least one (1) professional meeting is required.
4. You are expected to complete the assigned reading prior to the date indicated on the class schedule, to do all homework assignments, and to participate fully in the group projects.
5. Assignments are due at the beginning of class on the date indicated on the assignment sheet. Late assignments are not accepted. Assignments turned in early will receive extra credit.
6. Tests are CLOSED BOOK ONLY
7. University policy requires that in order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular phones and laptops, are to be disabled in class sessions.

13. Disability policy statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

14. Counseling

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

15. Honor code policy

Consultation with your classmates on assignments is expected and encouraged; however what you turn in must be your own work. Representing the work of others as your own is unethical and may result in sanctions (see the FAU Policy on Academic Honesty). FAU is committed to a policy of honesty in academic affairs. The instructor's duty is to pursue any reasonable allegation, taking action where appropriate, as described in the appropriate section of the FAU Catalog (http://www.fau.edu/ug-cat/academic.htm#irregular) and the Florida Administrative Code. Please be advised that the copying of material from the world wide web or any other written material is considered plagiarism and is also a breach of the Honor Code.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and place high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. See University Regulation 4.001 at
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Florida Atlantic University
Regulation 4.001 Code of Academic Integrity
(1) Purpose. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

(2) Definitions. The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

(A) Cheating
1. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.
2. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
3. Having someone take an exam or complete an assignment in one's place.
4. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.
(B) Plagiarism
1. The presentation of words from any other source or another person as one's own without proper quotation and citation.
2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
3. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.
(C) Other Forms of Dishonesty
1. Falsifying or inventing information, data, or citations.
2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
4. Any other form of academic cheating, plagiarism, or dishonesty.

(3) Procedures.
(A) If the instructor determines that there is sufficient evidence to believe that a student engaged in dishonesty, the instructor will meet with the student at the earliest possible opportunity and provide notice to the student of

the instructor's perception of the facts, the charges against the student, and the sanction. The instructor may not remove the student from the course until the appeal process has come to a conclusion.

(B) If, after this meeting, the instructor continues to believe that the student engaged in dishonesty, the instructor will provide the student written notice of the charges and the penalty. A copy of this statement shall be sent to the chair of the department or director of the school/program administering the course.

(C) The student is entitled to an opportunity to be heard at a meeting with the instructor and chair/director to review and discuss the instructor's charges/statement. Such request for a meeting must be made in writing and received by the chair/director within five (5) business days of receipt of the instructor's charges/statement. The purpose of the meeting is to discuss the facts and to advise the student of the appeal process. The chair/director will provide the student, the instructor, and the dean of the college administering the course a summary of both the student's position and the instructor's position.

(D) The student may appeal in writing to the dean of the college administering the course. The appeal must be received by the dean within five (5) business days of receipt of the chair/director's summary from the review meeting. The dean will convene a Faculty-Student Council ("Council"), which will be composed of the dean (or designee), two faculty members, and two students. The dean (or designee) will act as chair of the Council, direct the hearing, and maintain the minutes and all records of the appeal hearing, which will not be transcribed or recorded. The hearing is an educational activity subject to student privacy laws/regulations, and the strict rules of evidence do not apply. The student may choose to be accompanied by a single advisor, but only the student may speak on her/his own behalf. The student and instructor may present testimony and documents on his/her behalf. Additional witnesses may be permitted to speak at the dean's (or designee's) discretion and only if relevant and helpful to the Council. The Council will deliberate and make a recommendation to the dean to affirm or void the instructor's findings of academic dishonesty. The dean (or designee) will inform the student and instructor in writing of his/her findings of academic dishonesty after receipt of the Council's recommendation.

(E) The student may request an appeal in writing of the dean's findings of academic dishonesty to the University Provost (or designee) and include relevant documentation in support of such appeal. The University Provost (or designee) will notify the student, dean, and instructor of his/her decision in writing. This decision by the Provost (or designee) constitutes final University action.

(F) If there is a finding that the Code of Academic Integrity has been violated, the chair will notify the University Registrar that the following notation be included on both the student's official transcript and on the student's internal record: "Violation of Code of Academic Integrity, University Regulations 4.001." If such violation is appealed and overturned, the dean or University Provost (or their designees) will notify the University

Registrar that such notation should be removed from the student's transcript and internal record.

(4) Penalties.
(A) The instructor will determine the penalty to be administered to the student in the course. Penalty grades cannot be removed by drop, withdrawal, or forgiveness policy. Students should be aware that, in some Colleges/programs, failure in a course or a finding of dishonesty may result in other penalties, including expulsion or suspension from the College/program.

(B) In the case of a first offense, the student may elect to complete a peer counseling program administered by the Division of Student Affairs by the end of the semester following the semester in which the dishonesty occurred. Upon successful completion of this program, the notation regarding violation of the Code of Academic Integrity will be expunged from the student's official transcript. The grade, however, will remain unchanged and cannot be removed by drop or forgiveness policy. Also, the notation will remain in internal University student records.

(C) In the case of a repeat offense, even if the notation of violation of the Code of Academic Integrity from the first offense had been expunged from the official transcript as a result of successful completion of the peer counseling program, the student will be expelled from the University.

Specific Authority: Article IX of the Florida Constitution, 1001.706, 1001.74 F.S., Board of Governors Regulations 1.001, 6.010, and 6.0105. History–New 10-1-75, Amended 12-17-78, 3-28-84, Formerly 6C5-4.01, Amended 11-11-87. Formerly 6C5-4.001. Amended 5-26-10

NOTE if you are caught cheating you will fail the class

16. Required texts/reading

13. none

17. Supplementary/recommended readings

1. Halpin, D.W. (2006), Construction Management, 3rd Edition, Wiley (optional)

18. Academic Service Learning Statement

This course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU's Academic Service-Learning program.

Minimum project hours: 10

Assumption of Risk Statement for Student* I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

Assessment of your performance in this aspect of the course is accomplished using your Professional Practice Assignments/Presentations/Reports, the Final Report, and Class Assignments, as evaluated using the rubrics at the end of this syllabus and also found in course LMS.

If you are selected to participate in the university-wide Academic Service-Learning program, you will be required to document a minimum of 10 hours of student service to the community agency.

18. Other

Department of Civil Environmental and Geomatics Engineering
Florida Atlantic University
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1. College of Engineering and Computer Science (COECS) Technology Services Group (TSG)

   TSG provides support for students with issues related to the use of College computing resources such as lamp.cse.fau.edu, the student web server, and GENIE, the Citrix Remote Application Server. TSG also supports the Microsoft Developer Network Academic Alliance portal through which students taking courses in CEECS can obtain free copies of many software products from Microsoft. Details of these and other resources are described on the TSG web site at tsg.eng.fau.edu.

   For support issues not covered on the web site students must send email to help@eng.fau.edu. TSG responds to help requests only through this email address. Do not attempt to phone them or contact them personally. TSG support is limited to assistance with COECS computing resources such as having your password on lamp reset. They do not handle specific course related questions. Those should be directed to the instructor for the course.
2. FAU Information Resource Management (IRM)

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   RM provides support for general computing and network issues at FAU. General information and many resources can be found on the IRM site, www.fau.edu/irm/index.php. IRM provides direct student through an online Help Desk at www.fau.edu/helpdesk/. The help desk includes extensive online support resources and a "Ticket" submission system for support requests. Areas of particular concern to students in this course covered by the Help Desk include general Blackboard, FAU NetId and network login, and FAU Google Email. The Help Desk can also be accessed by phone at (561) 297-3999. Phone access should generally be used only if you are unable to log in to FAU systems. For most other issues the phone consultant will simply record your concern and submit a help ticket on your behalf. The help ticket will get the same treatment as one you submit directly.
3. College of Engineering and Computer Science (COECS) Division of Engineering Student Services (ESS)

   ESS provides general advising and academic support for students in COECS including free tutoring support for all students in computer science courses. Additional information can be found on their web page at www.eng.fau.edu/engineering-student-services.

4. FAU University Center for Excellence in Writing (UCEW)

   The UCEW, sometimes referred to simply as the Writing Center, provides assistance to students with writing assignments through consultants. They can assess student writing skills and suggest approaches to dealing with problem areas. The center web site is at www.fau.edu/UCEW/WC.

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19. Course topical outline, including dates for exams/quizzes, papers, completion of reading

Date	Topic	Assignment
Week 1 5/18	Introduction Defining a Project Stakeholders Defining Project Mgmt Design Procurement Design contracts and Liability Design process	Study guide Week 1
Week 2 5/25 – we will make up	Construction Services Procurement Types of Organizations Construction Contracts Bonds	Study guide Week 2
Week 3 6/1	Plans and Plan Reading Staffing Resource Allocation and Communication Work Breakdown	Study guide Week 3
Week 4 6/8	Scheduling Bar Graphs Milestone PERT CPM More on Schedules MS Project Keeping on Schedule	Study Guide Week 4 CPM hand and MS project – to be turned in
Week 5 6/15	Cost Estimating Executing the Work Communication Draw Schedules/Variance Analysis QA/QC – Quality in a job Review	Study guide Week 5
Week 6 6/22	**Midterm Exam**	
Week 7 6/29	Presentation QTO Construction Equipment Cost Estimates	Study Guide Week 7
Week 8 7/6	Cost estimating	Study guide Week 8
Week 9 7/13	Construction Methods • Excavation/Trenches • Piping • Cut and Fill • Work Zone Safety	
Week 10 7/20	Construction Law Risk Liability Change Orders, Claims and Litigation	Study guide Week 10
Week 11 7/27	**Final Presentation** **Review**	• Final Report/Final ppt loaded to dropbox
Week 12 8/3	**Final Exam**	

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Presentation Rubric

	Excellent	Good	Fair	Poor	Unacceptable
☑ Content	All team members display professional level of knowledge of subject material with no important content left out and no incorrect material presented.	All team members display professional level of knowledge of subject material with minor amount of subject material left out or minor amount of incorrect materials presented.	Majority of team members display professional level of knowledge of subject material with minor amount of subject material left out or minor amount of incorrect materials presented.	Some team members display professional level of knowledge of subject material with minor amount of subject material left out or minor amount of incorrect materials presented.	No team members display professional level of knowledge of subject material with minor amount of subject material left out or minor amount of incorrect materials presented.
• Subject Matter	All important topics are covered during the presentation with no essential elements missing or misrepresented.				
• Knowledge of Subject	Each member of the team demonstrates an understanding of the essential topics presented.				
☑ Organization	Presentation has a strong introduction, an effective body of material that supports the conclusions, and a strong ending.	Presentation has deficiencies in only one of the following: introduction, body, or conclusion.	Presentation has deficiencies in two of the following: introduction, body, or conclusion.	Presentation has deficiencies in all of the following: introduction, body, or conclusion.	Presentation is missing introduction, body, or conclusion.
• Introduction	Presentation starts strong with scope and objectives clearly presented.				
• Continuity	Facts are presented in a logical sequence and transitions effectively between speakers.				
• Conclusion	Finishes strong with reasonable summary and/or recommendations presented, as justified from the body of the presentation.				
☑ Delivery	Presentation is effective in terms of rhythm, visuals, and presenters' body language.	Presentation has deficiencies in only one of the following: rhythm, visuals, and presenters' body language.	Presentation has deficiencies in two of the following: rhythm, visuals, and presenters' body language.	Presentation has deficiencies in all of the following: rhythm, visuals, and presenters' body language.	Presentation is clearly not rehearsed, visuals are unprofessional, and/or presenters' body language is unprofessional.
• Rhythm	Presentation demonstrates effective use of time, presenters seem well-prepared, and appears rehearsed.				
• Visuals	Visuals are effective, free of clutter, related to the discussion, and meaningful.				
• Body Language	Presenters maintain eye contact with the audience and are free of any distracting or annoying mannerisms.				

	Excellent	Good	Fair	Poor	Unacceptable
☑ Discussion	All questions are fielded professionally, confidently, and correctly while avoiding defensive or argumentative responses.	Majority of questions are fielded professionally, confidently, and correctly while avoiding defensive or argumentative responses.	Some questions are fielded professionally, confidently, and correctly while avoiding defensive or argumentative responses.	Only one question is fielded professionally, confidently, and correctly while avoiding defensive or argumentative responses	None of the questions are fielded professionally, confidently, and correctly while avoiding defensive or argumentative responses
• Question and Answer Session	Answers supplied reflect an understanding of the topic.				
☑ Overall Impression	Presentation addresses all important subject matter; demonstrates conceptual understanding of the content, and responds to the purpose of the report; slides are cohesive, clear, concise, and organized well; presentation has many strengths; delivery is professional; question and answers show excellent engineering judgment.	Presentation addresses most of the important subject material; demonstrates conceptual understanding of the content, and responds to the purpose of the report; majority of slides are cohesive, clear, concise, and organized well; presentation has strengths; delivery is professional; question and answers show good engineering judgment.	Presentation addresses some of the important subject material; demonstrates conceptual understanding of the content, and responds to the purpose of the report; some of the slides are cohesive, clear, concise, and organized well; presentation has few strengths; delivery is professional; question and answers show some engineering judgment.	Presentation addresses little of the important subject material; demonstrates conceptual understanding of the content, and responds to the purpose of the report; some of slides are cohesive, clear, concise, and organized well; presentation has requires major revision; delivery is professional; question and answers show lack of engineering judgment.	Presentation is completely unprofessional.