Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: or Degree Plan(s): CMGT

Construction Management is being proposed as a new program and degree.

	Campus-Level Academic Review[1]	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses.[1]						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G *or* G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	–	–	–	–	A	A	A	A	I
19.	Policies governing academic probation and suspension	–	–	–	–	A	A	A	A	I
20.	Requirements for graduating with honors	–	–	–	–	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue[2] [3]	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	–	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	–	A	I
24.	Minor — Discontinue (Provost-proposed)	R	–	R	A	A	A	–	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	–	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
27.	Change course outcomes of an included course	A	A	A	A	A	A	–	A	I
28.	Add or drop a required course from the General Education Requirements	A	–	A	–	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	–	A	–	A	A	–	A	I
30.	Comprehensive revision of General Education Requirements	–	–	–	–	A	A	A	A	I

Notes

[2] Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

[3] For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

[4] When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

3/7/2026

Chair Signature | Date

Chair/Program Director Signature | Date

College Academic Council(s)

03/19/2026

Chair Signature | Date

Chair Signature | Date

Dean(s)

3/30/2026

Signature | Date

Signature | Date

Teacher Education Council

Signature | Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature | Date

Provost

Signature | Date

University General Education Council

Signature | Date

University Faculty

Abilene Faculty Senate Chair signature Date

Dallas Faculty Council Chair signature Date

Senior Vice President for Academic Affairs

Signature Date

President

Signature Date

Abilene New Program Application

Step 1: Campus Coordination Information

1. Program Identification
    A. Program title
    Construction Management (or Construction Science)
    B. Degree type
    Bachelor of Science
    C. Home department or school
    Engineering and Physics
    D. Program developer(s) and credentials
    Timothy Kennedy, Ph.D., P.E. Licensed Civil Engineer, Worked as a consulting engineer in the past and now continues to work as consultant on civil engineering construction projects.
    E. Where program will be offered and delivery method
    The program will be residential on the Abilene campus (but may have online components for possible semesters that could be included in co-op or long internship opportunities with construction firms).
    F. Proposed date of implementation
    Fall 2026?

2. Program Overview
    A. Outlook
        1. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation?

Quick Facts: Construction Managers	
2023 Median Pay	$104,900 per year $50.43 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2023	520,900
Job Outlook, 2023-33	9% (Much faster than average)
Employment Change, 2023-33	47,600

The program has a much faster than average growth as noted in the BLS job outlook above. Students who like to work with their hands and people will be attracted to this program. Construction/engineering minded, but

lower math entry level. They will get jobs with many construction companies around Texas and the world

2. Which students will this program serve that the campus is not already serving?

While many of our students end up in Construction management we continually hear the need from the hiring managers that a more specific degree would be beneficial. It will serve students who are in limbo as to where they should major as no major currently prepares them for all aspects of construction management

B. Curriculum description
   1. Describe the focus of this program and why it will be valuable to students.

The program will prepare students to manage, coordinate, and supervise the construction process from concept development through project completion on timely and economic bases. That Includes instruction in a variety of fields such as constructions (commercial, residential, mechanical, highway/heavy civil, electrical, environmental, industrial, and specialty); facilities management; project planning; budgeting and cost control; logistics and materials management; personnel management and labor relations; site safety; construction contracting; construction processes and techniques; organization and scheduling; and applicable codes and regulations.

   2. Name the existing ACU programs to which it will be most similar.
      Civil Engineering, Interior Architecture, Management

   3. Estimate how many new courses will be needed to deliver the program.-
      This will depend but could be as few as 4 and up to 8 depending on if Interior Architecture, Engineering and Management classes are shared.

C. Resource estimates
   1. Number of new faculty required to deliver program.
      1-2
   2. Describe and estimate cost of equipment needs or facility renovation.
      $25 K for software and some specialized equipment
   3. Will the program require disciplinary accreditation? Which organization?
      Yes, American Council for Construction Engineering

Stop here and submit to the dean for discussion. The dean may ask for some clarification or revision. If the dean agrees, the dean should send the proposal to the vice provost. The vice provost will meet with the applicant to discuss the proposal and present to the applicant a Lightcast report for the proposal as well as a crosswalk document provided by IPEDS. These resources will allow the applicant to reflect upon market analysis and benchmarking in Step 2. Continue with Step 2 after the vice provost approves the proposal to advance. Adjust responses in the Step 1 section as requested by the vice provost.

This proposal

- should
- should not

advance for further consideration.

2/28/2025

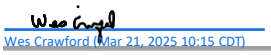
Dean Date

Comments: This program would be a good addition to the engineering programs. For full development, it will require additional courses and faculty. By moving forward to the next step and obtaining a market analysis, it will provide additional information to make a final decision on moving forward with the final program proposal.

This proposal

- should
- should not

advance for further consideration.



Wes Crawford (Mar 21, 2025 10:15 CDT)

03/21/2025

Vice Provost Date

The three programs to use for benchmarking are:

Other comments:

Step 2: Full Proposal Information

3. Program Information
    A. Program description. This 50- to 200-word explanation will be included in the catalog with a degree plan.

        The Bachelor of Science in Construction Management is a comprehensive program designed to prepare students for leadership roles in the construction industry. The curriculum integrates principles from business, engineering, and construction to provide a holistic understanding of the construction process, from initial planning and design to project completion and closeout. Students will develop technical expertise in cost estimating, scheduling, project management, safety protocols, and construction law. The curriculum is designed to equip graduates with the ability to plan, organize, and administer complex projects from conception to completion.

        Students will also work in teams to develop the collaboration and communication skills necessary to work with multidisciplinary teams. Graduates of this program will be well-prepared for diverse career opportunities in the construction industry, where they can contribute to the development and improvement of infrastructure for the betterment of society.

    B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

        The mission of the Construction Management program is to provide an excellent, Christ centered education that prepares graduates for immediate employment in the construction industry. Graduates will be equipped technically, professionally, and spiritually to be well-rounded professionals who will serve the needs of their employers, clients, and communities in a constantly changing world.

    C. Student learning outcomes. Define the competencies for graduates of your program. They should be specific and measurable. You should have a minimum of three and no more than seven.

        The following student outcomes will prepare ACU construction management students to attain the program educational objectives:

        1. Students will contribute effectively to a team where members together provide leadership, create a collaborative environment, establish goals, plan tasks, and meet objectives.
        2. Students will communicate effectively (in written, oral, and graphic forms) about technical and managerial construction topics with diverse professional and non-technical audiences.
        3. Implement and control a construction management system, process, or procedure that satisfies specified project needs and performance criteria.
        4. Identify societal and ethical issues in construction management.

D. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

Before being admitted students must satisfy the requirements listed in the ACT/SAT Placement Information section of the ACU catalog

E. Enrollment estimate provided in market analysis.

Based on the market analysis, the program is projected to enroll 15-20 students in its first year, with a target enrollment of 60-75 students in the major by the fourth year (attached to proposal).

F. SOC code. Use the crosswalk document provided by IPEDS to take your previously identified CIP code and find the associated occupations in the Standard Occupational Classification system provided by the Bureau of Labor Statistics. The program may have only one SOC code.

The Standard Occupational Classification (SOC) code for this program's target profession is 11-9021: Construction Managers.

4. Rationale and Need for Program
   A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?

This program directly supports ACU's mission to educate students for Christian service and leadership throughout the world. Construction managers are builders of communities; they create the physical spaces where people live, work, worship, and learn. Our curriculum will be infused with an emphasis on ethical decision-making, stewardship of environmental and financial resources, and a commitment to safety and human dignity on the job site. By training professionals who lead with integrity and a service mindset, we empower them to have a tangible, positive impact on society, reflecting Christ's call to be salt and light in an industry not known for that. This program aligns with the university's strategic emphasis on launching innovative, career-focused programs that meet market needs while remaining true to our core Christian identity.

   B. Employment demand and career possibilities.
      1. Identify jobs that graduates would be qualified to pursue.

Graduates will be qualified to pursue a variety of roles in the construction industry, including:

- Project Manager
- Field Engineer

- Estimator
- Scheduler
- Safety Manager
- Superintendent
- Construction Manager
- Construction Superintendent
- General Contractor
- Site Manager

2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

   The employment outlook for construction managers is strong. According to the U.S. Bureau of Labor Statistics (BLS), employment for Construction Managers (SOC 11-9021) is projected to grow 9 percent from 2024 to 2034, much faster than the average for all occupations. The median annual wage was $106,980 for 2024.

3. Using the SOC code chosen in 3.G., find entry-level and mean wages in that field in Texas from the Texas Workforce Commission (Texas Wages — Wages by Workforce Development Area).

   According to the Texas Workforce Commission, the entry level wages for Construction Managers is $68,246 state wide, while the mean wages is $109,573 in 2024.

C. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

   This program is expected to attract new students to ACU who are seeking a practical, high-demand degree that combines technical skills with business acumen. It will appeal to students interested in engineering, business, and architecture but who desire a more applied, project-based career path. We anticipate recruiting from high school STEM and business programs, as well as community college transfer students from associate programs in construction technology.

   Currently, students in the Big Country region seeking a four-year construction management degree must look to larger universities like Texas A&M, Texas Tech, or UT Arlington. By offering a high-quality program in a faith-based, smaller-class-size environment, ACU can effectively compete for students who desire a more personalized educational experience. Letourneau has only recently added this program and is the only faith based program nearby. This

program may draw from business and interior architecture at ACU but should also capture a new segment of prospective students.

From Rachel Goodman Executive Director of Rising Scholars:

"The Office of Enrollment strongly supports the creation of a Construction Management degree at ACU. We have lost well-qualified students to institutions such as Texas A&M, Texas Tech, Tarleton, and Texas State simply because we do not offer this major. These students are often an excellent fit for ACU but ultimately choose schools with a clear pathway into this rapidly growing field.

There is a rising demand both regionally and nationally for construction management professionals, making this degree increasingly attractive to prospective students. Additionally, one of our Enrollment Strategic Goals is to grow the number of freshmen engineering majors, and adding Construction Management directly aligns with that goal. Introducing this program would help us attract new students and retain those already interested in ACU by offering a competitive and industry-relevant option within the Texas market."

D. Disciplinary benchmarking. Use the benchmark schools named in the market analysis that you received. It will tell you about the programs' enrollment, and you should review their curriculum and co-curricular offerings online. You may add any other programs you find relevant. How does this program curriculum compare to other programs in your discipline? What market opportunities do you see based on the market analysis?

Programs in four distinct 2-digit CIP families are accredited by ACCE, and programs of each type reside in engineering/civil engineering schools.
The CIP codes include:
• 14.3301 Construction Engineering is in the engineering family; it's at 29 institutions with 727 completions in 2023. Marquette and California Baptist are the two private institutions offering this program. The Texas programs (with 136 total completions) are UT Arlington (market share 48%), Texas Tech (24%), Lamar, Texas A&M-Commerce, and UTEP.

• 15.1001 Construction Engineering Technology/Technician is in the engineering technologies/technician family; it's at 56 institutions with 2,830 completions in 2023. No private institutions offer the program. The nation's largest program is at Texas A&M, which has 40% of the state's market share, and the state's other programs reside at University of Houston, Texas State, Sam Houston State, UNT,
Tarleton, Prairie View A&M, and UT Tyler.

• 46.0412 Building/Construction Site Management/Manager is in the construction trades family; it's at 7 institutions with 239 completions in 2023. Thomas Jefferson University is the only private institution offering the program. UT San Antonio offers one of these programs from their School of Civil and Environmental Engineering, and Construction Management.
• 52.2001 Construction Management, General is in the business family; it's at 75 institutions with 2,911 completions. Only two of these programs are in Texas: SFA and UT Tyler. This program has a private not-for-profit market share of

21.4%; among the largest of these are the Idaho and main campuses of Brigham Young.
These four CIP codes combined are offered at 151 institutions (up 10% in 5 years) with 6,707 completions (up 17% in 5 years).

Five schools in ACU's admissions peer group (UTSA, Texas A&M, Texas Tech, UNT, Texas State) offer a program in one of these CIP codes; four (Baylor, Samford, Lipscomb, and Harding) do not. These represent the institutions that ACU students most frequently consider. Harding began ordering a construction science major in 2021-22; we can't tell the CIP code because they haven't yet had any completions.

Texas A&M, UTSA, and Cal Baptist were suggested and used for benchmarking. Each of these schools are ACCE accredited. A variation in math requirements exists, with Cal Baptist being the only program requiring Calculus 1. The proposed program aligns with these other schools in content as it also must meet ACCE requirements. As mentioned earlier, we are currently losing students who desire a construction management degree as we do not offer it. Few faith-based institutions have traditionally had this program. Letourneau and Harding have recently added this program as well.

5. Curriculum
   A. Degree Plan

i. Math/Science Requirements

MATH 124: Precalculus II – 3 credit hours*
MATH 185: Calculus I – 3 credit hours
PHYS 220: EP I – 3 credit hours*
Total: 3 Hours

ii. Business Requirements

ACCT 210: Financial Accounting – 3 credit hours
BLAW 363: Introduction to Business Law and Ethics – 3 credit hours
MGMT 330: Management and Organizational Behavior – 3 credit hours
Students must choose 3 hours from the following:
ECON 260: Principles of Macroeconomics – 3 credit hours*
ECON 261: Principles of Microeconomics – 3 credit hours*
Total: 9 Hours

iii. Engineering & Design Requirements

CIVE 272: Surveying and Geomatics – 1 credit hour
CIVE 362: Construction Engineering – 3 credit hours
CIVE 371: Civil Engineering Materials Lab – 1 credit hour
DSGN 251: Construction I: Materials and Methods – 3 credit hour
ENGR 115: Intro to ENGR – 2 credit hour
ENGR 116: Intro to ENGR Lab – 1 credit hour
ENGR 117: Comp. Tools – 1 credit hour
ENGR 131: Computer Based Design – 1 credit hour
ENGR 217: Career Skills – 1 credit hour
ENGR 223: Statics and Mechanics of Materials – 4 credit hours
ENGR 306: Engineering Ethics – 1 credit hours

ENGR 390: Junior Clinic – 3 credit hours
ENGR 430: Senior Clinic I – 2 credit hours
ENGR 432: Senior Clinic II – 2 credit hours
Total: 26 hours

iv. Construction Management Requirements

CMGT 215: Plans and Estimation – 3 credit hours
CMGT 351: Construction Safety – 3 credit hours
CMGT 344: Virtual Design and Construction – 3 credit hour
CMGT 375: Construction Accounting, Finance and Law – 3 credit hours
CMGT 315: Advanced Estimating – 3 credit hours
CMGT 364: MEP Construction – 3 credit hours
CMGT 499: Internship – 3 credit hours
Total: 21 Hours

1. **Major Electives**

Students must choose 9 hours from the following:
CMGT 300-499 not taken above
CIVE 321: Transportation Engineering – 3 credit hours
CIVE 370: Structural Analysis – 3 credit hours
CIVE 372: Soil Mechanics – 3 credit hours
CIVE 378: Introduction to Environmental Engineering – 3 credit hours
CIVE 472: Reinforced Concrete Design – 3 credit hours
CIVE 474: Structural Steel Design – 3 credit hours
DSGN 352: Building Systems – 3 credit hour
DSGN 402: Design, Construction, and Details for Interiors – 3 credit hours (with chair approval)
Total: 9 Hours

Electives
6 Credit Hours

Total Major Hours: 68

B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the program.
Memos from COBA, Mathematics, Chemistry, and Art & Design are attached.

C. Courses. Create a table with one row for every course, existing and new, included in the program/major requirements. Create five columns that provide the following information:
   1. Rotation and frequency (e.g., fall odd years)
   2. Whether the course is required or on a menu
   3. Which track(s) the course serves, if applicable
   4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Tracks Served	Names of Credentialed Faculty
MATH 124: Precalculus II	Every Semester	Yes		Any math faculty
MATH 185: Calculus I	Every Semester	Yes		Any math faculty
PHYS 220: EP I	Every Semester	Yes		Any physics faculty
ENGR 115: Introduction to Engineering and Physics	Fall	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG,	Any engineering faculty*
ENGR 116: Introduction to Engineering and Physics Lab	Fall	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG,	Any engineering faculty*
ENGR 117: Computational Tools for Engineers	Spring	Yes	CIVE, MECH, GENG,	Any engineering faculty*
ENGR 131: Computer Based Design	Each Semester	Yes	CIVE, MECH, GENG	Sam Hurley, Matt Vechione, Tim Kennedy, Robert Brown, Scott Marshall, Tim Doty
ENGR 217: Career Skills	Fall	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG,	Sam Hurley, Matt Vechione, Tim Kennedy, Robert Brown, Scott Marshall, Tim Doty
ENGR 306: Engineering Ethics	Fall	Yes	CIVE, ECEN, MECH, GENG	Any engineering faculty*

Course	Rotation/ Frequency	Required?	Tracks Served	Names of Credentialed Faculty
ENGR 390: Jr. Clinic	Spring	Yes	CIVE, ECEN, MECH, GENG	Any engineering faculty*
ENGR 430: Sr. Clinic I	Fall	Yes	CIVE, ECEN, MECH, GENG	Any engineering faculty*
ENGR 432: Sr. Clinic II	Spring	Yes	CIVE, ECEN, MECH, GENG	Any engineering faculty*
ENGR 223: Statics & MoM	Each Semester	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG	Any engineering faculty

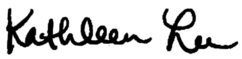
CIVE 272: Surveying and Geomatics	Spring	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG	Tim Kennedy, Sam Hurley, Matt Vechione
CIVE 362 Construction Engineering	Fall	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG	Tim Kennedy, Sam Hurley, Matt Vechione
CIVE 370: Structural Analysis	Fall	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG	Tim Kennedy, Sam Hurley, Matt Vechione
CIVE 371: Civil Engineering Materials Lab	Spring	Yes	CIVE, ECEN, MECH, GENG, INAD-IENG	Tim Kennedy, Sam Hurley, Matt Vechione
DSGN 251: Construction I: Materials and Methods	Fall	Yes	INAD-IART, INAD-IBUS, INAD-IENG	Any design faculty
CIVE 321: Transportation Engineering	Spring	No	CIVE	Tim Kennedy, Sam Hurley, Matt Vechione
CIVE 372: Soil Mechanics	Spring	No	CIVE	Tim Kennedy, Sam Hurley, Matt Vechione
CIVE 378: Intro to Environmental Engineering	Spring	No	CIVE	Tim Kennedy, Sam Hurley, Matt Vechione
CIVE 472: Reinforced Concrete Design	Spring	No	CIVE	Sam Hurley, Tim Kennedy, Matt Vechione
CIVE 474: Structural Steel Design	Spring	No	CIVE	Sam Hurley, Tim Kennedy, Matt Vechione
DSGN 352: Building Systems	Fall	No	INAD-IART, INAD-IBUS, INAD-IENG	Any design faculty
DSGN 402: Design, Construction, and Details for Interiors	Spring	No	INAD-IART, INAD-IBUS, INAD-IENG	Any design faculty

*Engineering Available Faculty:
Jakelyn Abad, Assistant Professor
Robert Brown, Associate Professor
Tim Doty, College Assistant Professor
J. Darby Hewitt, Professor
Sam Hurley, P.E., College Assistant Professor
Tim Kennedy, P.E., Professor
Joseph Makarewicz, P.E., College Professor
Monique Marquardt, Associate Professor of Practice
Scott Marshall, Assistant Professor
Matthew Vehione, P.E. Assistant Professor

D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.
    1. Proposed subject code and course number
    2. Course title and description
    3. Existing programs in which the courses will also be used, if applicable

Course Title	Description	Existing Programs
CMGT 215: Plans and Estimation	This course introduces students to interpreting construction drawings and specifications for residential and light commercial projects. Students learn quantity takeoff fundamentals, estimating methods, and how plans inform scope, schedule, and cost. Emphasis is placed on digital plan reading tools, bid package preparation, and real-world estimating exercises.	INAD-IENG
CMGT 351: Construction Safety	A study of regulations, practices, and management systems that promote health and safety on construction sites. Topics include OSHA standards, hazard identification and mitigation, site safety planning, accident prevention, and documentation requirements. Students will develop safety plans and learn effective communication strategies for fostering a safety culture.	INAD-IENG
CMGT 375: Construction Law, Accounting, and Finance	An overview of legal and financial issues that impact construction projects and contracting businesses. Students explore contract types, risk allocation, dispute resolution, construction documentation, cost control, budgeting, payroll, taxes, and	CIVE, INAD-IENG

	financial reporting. Emphasis is placed on real-world application and ethical decision-making in construction operations.	
CMGT 315: Advanced Estimating	A continuation of foundational estimating, this course focuses on complex commercial and industrial construction estimates. Students perform detailed quantity takeoffs, subcontractor bid evaluation, cost analysis, and value engineering. Use of professional estimating software and integration with project scheduling are key components. Prerequisite: Plans and Estimation or instructor approval.	CIVE,INAD-IENG
CMGT 364: MEP Construction	This course provides students with an understanding of MEP systems as they relate to building construction. Topics include system components, design intent, installation sequencing, coordination, code compliance, and construction plan review. Students learn how to manage MEP subcontractors, avoid spatial conflicts, and incorporate MEP systems into project schedules and estimates.	INAD-IENG
CMGT 344:Virtual Design and Construction	This course introduces the foundational concepts and applications of virtual design and construction(VDC) (such as Building Information Modeling (BIM)) . Students will learn how VDC is used for comprehensive modeling, information management, and collaborative decision-	CIVE, INAD-IENG

	making across all phases of construction projects.	
CMGT 499: Internship 	A supervised, professional industry experience in which students apply construction management knowledge and skills in a real project environment. Interns work with a construction firm or related organization to engage in project planning, scheduling, estimating, safety management, field supervision, and communication with stakeholders. Students document their learning through weekly reflections and a final report or presentation connecting field experience to academic outcomes.	

6. Assessment Plan
    A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes from Section 3.C. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level (see example).

		SO1	SO2	SO3	SO4
CIVE 272	Surveying and Geomatics	I	I	I	
CIVE 362	Const Engineering	R			
CIVE 370	Structural Analysis				
CIVE 371	Construction Materials lab	R	R		
CMGT 215	Plans and estimation		R		

CMGT 351	Construction Safety		R		
CMGT 375	Constr, Acct, Finance and Law				
CMGT 315	Advanced Estimating		A		
CMGT 364	MEP Construction			R	
CMGT 344	Virtual Design and Construction	R	R	R	
CMGT 499	Internship		R	R	R
DSGN 251	Construction I: Materials and Methods			I	I
DSGN 352	Building Systems			R	R
ENGR 115/116	Introduction to Engineering/Lab	I	I	I	I
ENGR 131	CAD		R		
ENGR 217	Career Skills		R	R	
ENGR 223	Statics & MoM				
ENGR 306	Ethics				A
ENGR 390	Jr. Clinic	A	A	R	
ENGR 430	Senior Clinic I	A	A	A	
ENGR 432	Senior Clinic II	A	A	A	

B. Outcome assessment measures. For each program outcome (from Section 3.C), identify *at least* two measures. These may be course-embedded components

(e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. You should be able to collect each measure every year unless the course is offered less frequently. Each measure will include:

1. Measure description. These are details about the artifact or assignment
2. Measure location. This is the course (or other exam or jury source) in which the measure occurs.
3. Student target. What percentage of students will meet what threshold of performance? This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
4. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).

Outcome 1: Students will contribute effectively to a team where members together provide leadership, create a collaborative environment, establish goals, plan tasks, and meet objectives.

Measure 1

Measure Description: Final Project team work survey
Measure Location: ENGR 116
Student Target: 60% of students meet or exceed expectations
Measurement Timeline: Fall semesters

Measure 2

Measure Description: Final Team assessment rubric
Measure Location: ENGR 390
Student Target: 70% of students meet or exceed expectations
Measurement Timeline: Spring semesters

Outcome 2: Students will communicate effectively (in written, oral, and graphic forms) about technical and managerial construction topics with diverse professional and non-technical audiences.

Measure 1

Measure Description: Final Project presentation
Measure Location: ENGR 217
Student Target: 60% receive 75% or better on final project presentation
Measurement Timeline: Fall semesters

Measure 2

Measure Description: CDR Report Rubric
Measure Location: ENGR 430
Student Target: least 60% of students meet or exceed expectations
Measurement Timeline: Fall semesters

Outcome 3: Develop and design a construction system, process, or procedure that satisfies specified project needs and performance criteria

Measure 1

Measure Description: Final Project deliverable
Measure Location: ENGR 116
Student Target: at least 60% receive a 70% or better

Measurement Timeline: Spring semesters

Measure 2

Measure Description: Final Project Rubric

Measure Location: ENGR 432

Student Target: Student Target: 70% of student meet or exceed expectations

Measurement Timeline: Spring semesters

Outcome 4: Identify societal and ethical issues in construction management.

Measure 1

Measure Description: Term Paper

Measure Location: ENGR 306

Student Target: 70% of students score 75% or better

Measurement Timeline: Spring semesters

Measure 2

Measure Description: Case Study from National Institute for Engineering Ethics.

Measure Location: ENGR 115

Student Target: 70% make a 80% or better

Measurement Timeline: Fall semesters

7. Required Institutional Support
   A. Faculty requirements and availability.
      1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

         The new Construction Management (CM) program is designed to leverage existing foundational engineering courses, minimizing the need for new faculty hiring in certain areas while clearly identifying where additional support is critical. The new CM classes will necessitate the addition of a new CM faculty as there are 20 hours that will need to be covered.

         Impact on Civil Engineering and Shared Courses
         The CM curriculum is strategically designed to avoid a significant increase in faculty workload within current Civil Engineering (CIVE) courses. The CM program primarily utilizes foundational engineering courses and some discipline-specific, advanced CIVE design and analysis courses (which currently have the space for additional students). Current courses that will require additional sections are in the table below.

Shared Course	Current Enrollment Status	CM Program Impact	Required Action for Adequacy
CIVE 272 (Surveying and geomatics)	22 (above capacity of lab equipment)	CM students will add approximately 16 students per section/semester nearly doubling enrollment.	Immediate need for a shared lecturer/adjunct to teach an extra section, regardless of CM enrollment, due to existing demand.
ENGR 390, 430, 432 (Jr. Clinic, Sr. Clinic I, Sr. Clinic II))	Spring enrollment (40, 30)	CM students will enroll, assuming 70% retention increasing course size by 25-35%.	An additional section of these courses will be needed.

The CM program will also draw upon courses within Design (DSGN), Mathematics (MATH), COBA, and Chemistry (CHEM). Some of these departments are already experiencing enrollment pressures. The addition of approximately 16 CM students per cohort may necessitate the creation of additional sections annually across these departments.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

   The program will require the initial hiring of at least one new full-time faculty member with a terminal degree or significant (10+ years) industry experience in construction management. The expected salary range should be in line with CUPA salaries. For engineering this is $90,000-$100,000 for assistant professors. To support additional sections of other shared engineering courses another engineering faculty will also be needed, as they are currently experiencing capacity issues. As the program expands additional CM faculty will be needed.

   In the past, applicant pools for open faculty positions in engineering at ACU have been small and underwhelming. Despite this trend, ACU has been fortunate to hire and retain many high-quality engineering faculty

members. These searches have performed best when they follow the normal hiring cycle (early fall advertisement).

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.
   Currently, the plan does not include part time instructors as there are no known construction management adjuncts are available in Abilene. If adjuncts are available they will likely require higher adjunct pay than the current standard.

B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

   The program is designed to attract new students to ACU rather than pull from existing majors. We anticipate a synergistic relationship with the engineering, interior architecture, and business programs, potentially leading to interdisciplinary projects and increased visibility for all departments involved. It will likely have some impact on all three of these departments with the Civil engineering program feeling the most shift, but also having the most overlap.

C. Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.

   The initial program director will be Timothy Kennedy who is a licensed professional civil engineer and has worked as an engineering consultant on multiple construction projects. Once a new construction management professor is identified they will become the program director.

D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

   No additional staff are needed but growth in the program will require a more skilled staff member in the Bennett Labs or new training to meet the needs of the program.

E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

   Access to construction-specific databases, industry standards (e.g., ASTM, CSI, NEC, OSHA), RSMeans, and building codes (e.g., International Building Code - IBC).

Subscriptions to construction management, engineering, and trade journals (e.g., Journal of Construction Engineering and Management, Construction Dive) many of which already exist.

Additionally,

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.
   Faculty and students will access digital information through the ACU Library website. This includes database access, e-book collections, and online journal subscriptions.

2. Describe requirements to support students in their access to and use of learning resources.

   Students will need the same support as current engineering students. A Library Guides (LibGuides) tailored to construction management will also be beneficial.

F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

   No additional physical resources will be needed to implement the construction management program. The existing physical resources in Bennett Lab and Onstead Science Center will be sufficient, though a need for research space for a new faculty member would be needed in proximity to the high bay area.

G. Scholarships. Will the unit provide any unique scholarships to students in the program?
   The department of Engineering and Physics offers multiple competitive scholarships to its students, regardless of major. An endowed scholarship exclusively for construction management students could be offered in the future, but there are no plans to offer such a scholarship and no such scholarship is currently available.

   Additionally, last year a golf tournament was hosted by Core Construction and attended by several in the construction industry. The proceeds were earmarked for development of the construction management program and future scholarships.

H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?
   The degree program should be marketed to prospective students interested in STEM, business and hands-on work.

I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

Offering this program will necessitate a new faculty hire. This faculty member should be tenure-track, with a starting salary of roughly $90,000.

Stop here and resubmit to the vice provost. Section 8 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

8. Additional Information Required for Substantive Changes
    A. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.

    B. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.

    C. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed program as presented.

Wes Crawford (Feb 6, 2026 11:21:41 CST) 02/06/2026

Vice Provost Date

This proposal connects the program's student learning outcomes, curriculum, and assessment plan completely and has designed a program that institutional systems can support.

Assistant Vice President for Academic Affairs Date

The library has sufficient resources to support the program, or the comments below outline additional acquisitions required and their associated costs.

Mark McCallon 02/09/2026

Associate Dean of the Library Date

Comments, if needed:

We have developed a pro forma budget for the program under consideration.

Steven Rutt

Chief Revenue Officer Date

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.

Chris Riley

SACSCOC Liaison Date

Step 3: Curriculum Approval Process

When all signatures are complete, attach an Abilene Approval Chart for Curriculum Changes, conduct the department faculty vote to approve the new program, and continue the approval process as specified by the approval chart.

Updated 8/18/2025

Program Overview

4 Programs

Lightcast Q1 2025 Data Set

April 2025

1600 Campus Ct
Abilene, Texas 79601
(325) 674-2000

Parameters

Completions Year: 2023

Jobs Timeframe: 2022 - 2032

Job Postings Timeframe: Aug 2019 - Oct 2023

Programs:

Code	Description
14.3301	Construction Engineering
15.1001	Construction Engineering Technology/Technician
46.0412	Building/Construction Site Management/Manager
52.2001	Construction Management, General

Regions:

Code	Description
48	Texas

Education Level:

Description
Bachelor's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

15

Institutions

7% Growth (2019-2023)

991

Completions

11% Growth (2019-2023)

Completions Distribution

Average: 66.1

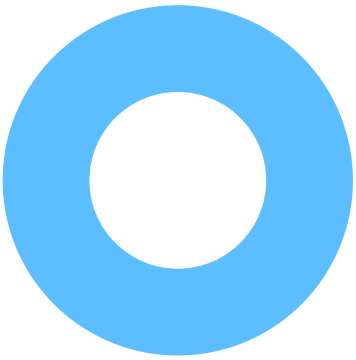
8 — 311

Median: 33

Program Overview

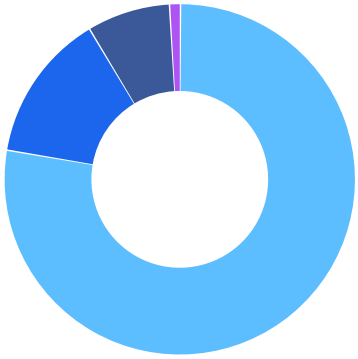
	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	991	100%	15	100%
Distance Offered Programs	0	0%	0	0%
Non-Distance Offered Programs	991	100%	15	100%

Market Share by Institution Type



Institution Type	Completions (2023)	Market Share
Public, 4-year or above	991	100.0%

Market Share by Program

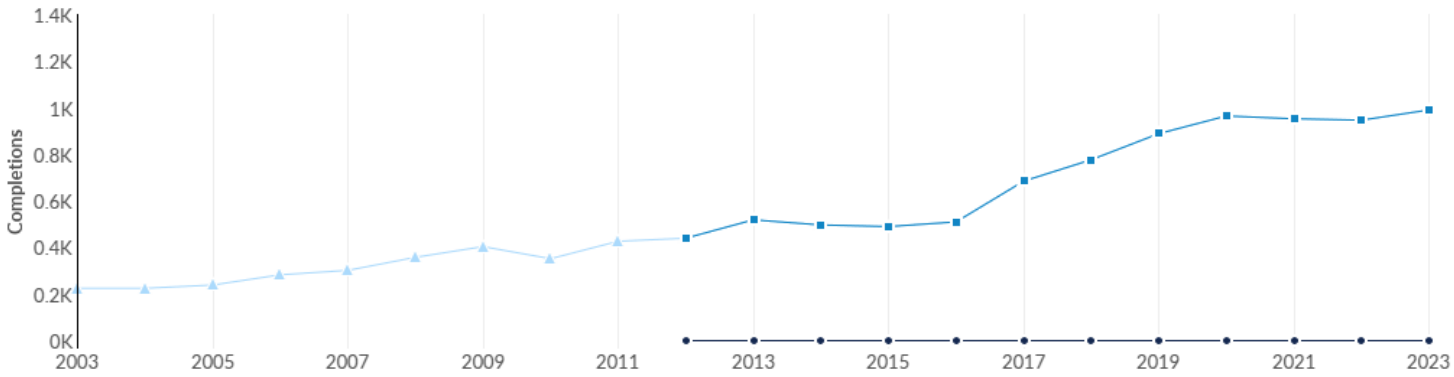


Program	Completions (2023)	Market Share
Construction Engineering Technology/Technician (15.1001)	769	77.6%
Construction Engineering (14.3301)	136	13.7%
Building/Construction Site Management/Manager (46.0412)	76	7.7%
Construction Management, General (52.2001)	10	1.0%

Completions by Institution

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Texas A & M University-College Station	311	14.8%	31.4%	$12,841	
University of Houston	167	-12.6%	16.9%	$9,711	
Texas State University	110	-11.3%	11.1%	$11,450	
The University of Texas at San Antonio	76	22.6%	7.7%	$9,279	
Sam Houston State University	70	1.4%	7.1%	$9,228	
The University of Texas at Arlington	65	-7.1%	6.6%	$11,727	
University of North Texas	35	-5.4%	3.5%	$11,164	
Tarleton State University	33	17.9%	3.3%	$7,878	
Texas Tech University	32	88.2%	3.2%	$11,852	
Prairie View A & M University	23	27.8%	2.3%	$11,299	
The University of Texas at Tyler	22	-26.7%	2.2%	$9,452	
Lamar University	14	16.7%	1.4%	$8,904	
Texas A & M University-Commerce	13	18.2%	1.3%	$10,026	
The University of Texas at El Paso	12	200.0%	1.2%	$9,544	
Stephen F Austin State University	8	166.7%	0.8%	$10,600	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	0	0	0.0%
Non-Distance Offered Programs	440	991	+125.2%
All Programs	440	991	+125.2%

Regional Completions by Award Level

Award Level	Completions (2023)	Percent
Bachelor's Degree	991	100.0%

Similar Programs

60	16,098
Programs (2023)	Completions (2023)

CIP Code	Program	Bachelor's Degree Completions (2023)
14.1901	Mechanical Engineering	2,777
52.0101	Business/Commerce, General	2,009
14.1001	Electrical and Electronics Engineering	1,512
27.0101	Mathematics, General	1,349
14.0801	Civil Engineering, General	1,182
26.0202	Biochemistry	1,000
14.0701	Chemical Engineering	745
40.0501	Chemistry, General	667
04.0201	Architecture	655
14.0501	Bioengineering and Biomedical Engineering	649

Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

76,150	+22.1%	$32.62/hr $67.8K/yr	7,968
*Jobs (2022)**	*% Change (2022-2032)**	Median Earnings	*Annual Openings**
*13% above National average**	*Nation: +13.0%**	Nation: $37.43/hr; $77.9K/yr	

Occupation	*2022 Jobs**	*Annual Openings**	Median Earnings	*Growth (2022 - 2032)**	*Employment Concentration (2022)**
Construction Managers	*18,293*	*2,141*	$41.14/hr	*+32.46%*	*1.43*
Civil Engineers	*18,009*	*1,691*	$39.84/hr	*+25.91%*	*1.03*
Architectural and Engineering Managers	*8,884*	*786*	$79.41/hr	*+18.52%*	*1.04*
First-Line Supervisors of Construction Trades and Extraction Workers	*7,891*	*831*	$31.94/hr	*+16.09%*	*1.31*
Cost Estimators	*6,854*	*680*	$35.17/hr	*+10.72%*	*1.02*
Engineers, All Other	*5,296*	*441*	$52.25/hr	*+16.82%*	*0.70*
Construction and Building Inspectors	*3,931*	*592*	$29.48/hr	*+20.35%*	*1.29*
Architectural and Civil Drafters	*3,451*	*391*	$28.09/hr	*+12.11%*	*1.50*
Civil Engineering Technologists and Technicians	*1,424*	*150*	$28.96/hr	*+7.37%*	*1.31*
Operating Engineers and Other Construction Equipment Operators	*1,229*	*158*	$22.78/hr	*+27.10%*	*1.18*
Surveying and Mapping Technicians	*770*	*100*	$23.23/hr	*+5.71%*	*1.57*
Manufactured Building and Mobile Home Installers	*118*	*8*	$17.89/hr	*-38.98%*	*3.00*

Job Postings Summary

106,097	3 : 1	12,607	29 days
Unique Postings	**Posting Intensity**	**Employers Competing**	**Median Posting Duration**
328,500 Total Postings	Regional Average: 4 : 1	245,118 Total Employers	Regional Average: 28 days

There were **328,500** total job postings for your selection from August 2019 to October 2023, of which **106,097** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they are putting average effort toward hiring for this position.

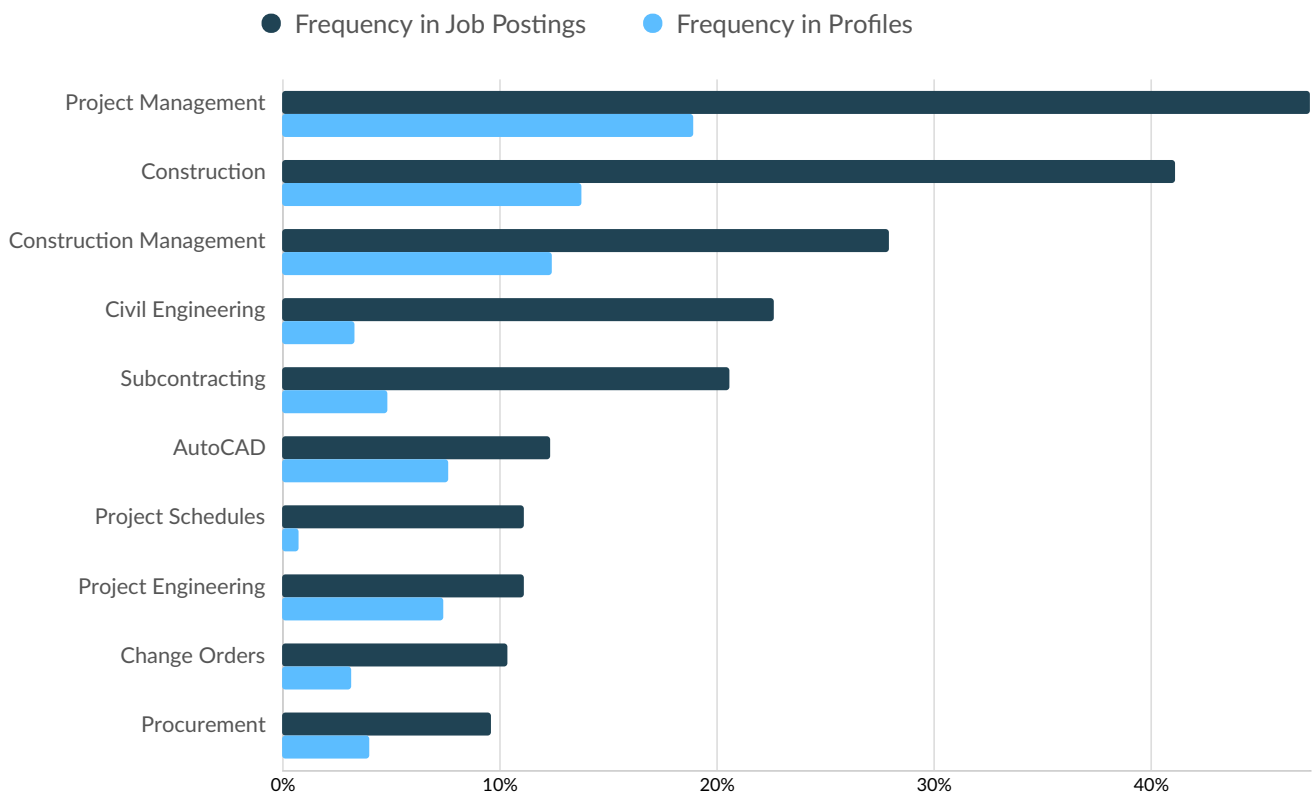
Top Companies Posting

Company	Total/Unique (Aug 2019 - Oct 2023)	Posting Intensity	Median Posting Duration
GPAC	21,571 / 4,606	5 : 1	35 days
State Of Texas	3,214 / 1,989	2 : 1	29 days
CyberCoders	12,703 / 1,397	9 : 1	28 days
Jobot	5,945 / 1,171	5 : 1	28 days
AECOM	3,296 / 1,137	3 : 1	28 days
Black & Veatch	1,386 / 877	2 : 1	32 days
Jacobs Solutions	3,506 / 833	4 : 1	33 days
Pape-Dawson Engineers	2,541 / 786	3 : 1	38 days
Randstad	1,517 / 738	2 : 1	20 days
Halff Associates	1,259 / 714	2 : 1	31 days

Top Posted Job Titles

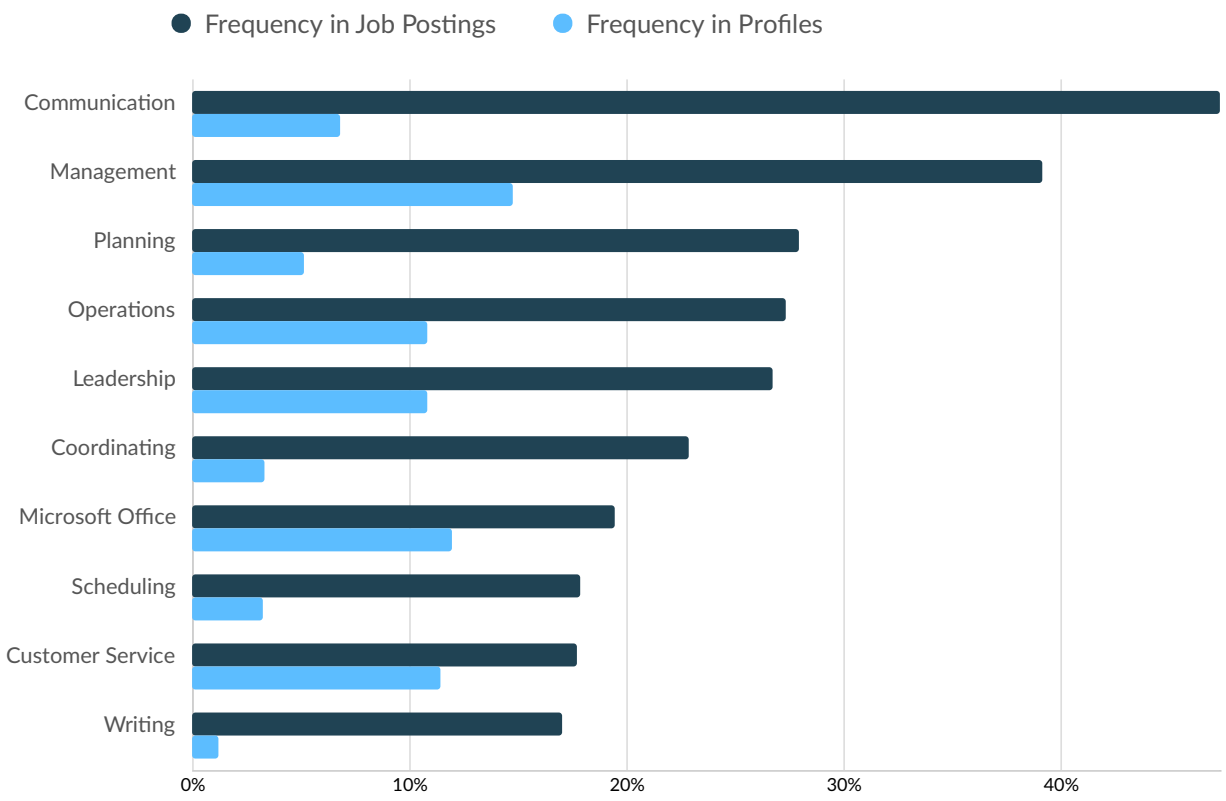
Job Title	Total/Unique (Aug 2019 - Oct 2023)	Posting Intensity	Median Posting Duration
Construction Managers	13,346 / 3,633	4 : 1 	28 days
Project Engineers	8,850 / 3,474	3 : 1 	26 days
Construction Project Managers	8,733 / 3,046	3 : 1 	28 days
Estimators	8,825 / 2,692	3 : 1 	29 days
Civil Engineers	8,599 / 2,443	4 : 1 	28 days
Transportation Engineers	4,725 / 1,900	2 : 1 	33 days
Structural Engineers	4,898 / 1,675	3 : 1 	30 days
Superintendents	5,785 / 1,541	4 : 1 	32 days
Engineering Managers	3,849 / 1,350	3 : 1 	26 days
Construction Superintendents	3,582 / 1,214	3 : 1 	29 days

Top Specialized Skills



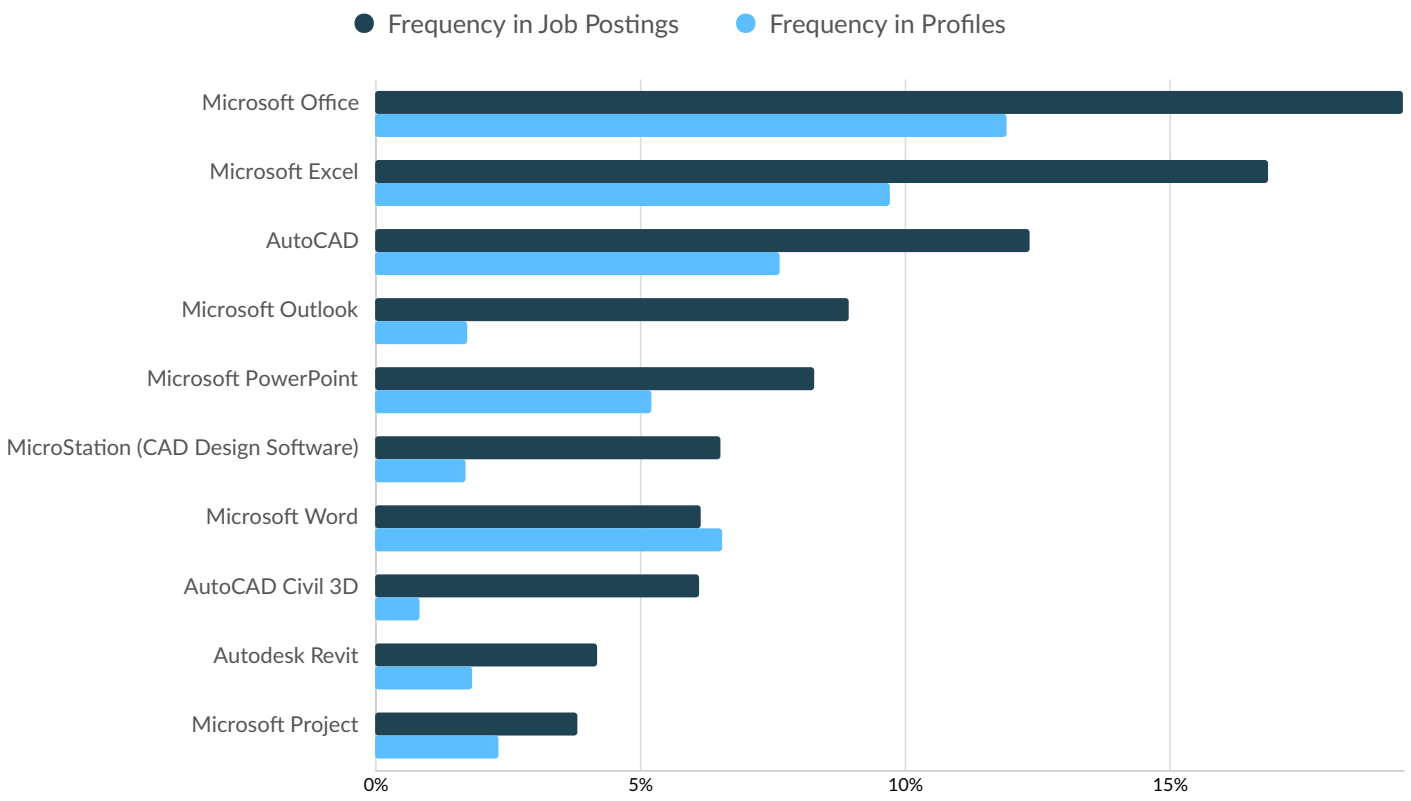
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	50,235	47%	34,724	19%	+19.8%	Rapidly Growing
Construction	43,665	41%	25,296	14%	+10.5%	Growing
Construction Management	29,657	28%	22,834	12%	+18.4%	Growing
Civil Engineering	24,022	23%	6,114	3%	+26.2%	Rapidly Growing
Subcontracting	21,834	21%	8,939	5%	+9.4%	Growing
AutoCAD	13,117	12%	14,031	8%	+16.9%	Growing
Project Schedules	11,838	11%	1,440	1%	+17.0%	Growing
Project Engineering	11,805	11%	13,599	7%	+11.7%	Growing
Change Orders	10,980	10%	5,794	3%	+18.7%	Growing
Procurement	10,189	10%	7,318	4%	+13.8%	Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	50,208	47%	12,493	7%	+3.6%	Lagging
Management	41,510	39%	27,181	15%	+5.3%	Stable
Planning	29,674	28%	9,466	5%	+10.9%	Growing
Operations	28,987	27%	19,852	11%	+8.1%	Stable
Leadership	28,326	27%	19,934	11%	+8.5%	Stable
Coordinating	24,248	23%	6,053	3%	+14.7%	Growing
Microsoft Office	20,612	19%	21,938	12%	+18.5%	Growing
Scheduling	18,953	18%	5,941	3%	+16.4%	Growing
Customer Service	18,768	18%	20,952	11%	+5.2%	Stable
Writing	18,096	17%	2,168	1%	+11.8%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	20,612	19%	21,938	12%	+18.5%	Growing
Microsoft Excel	17,917	17%	17,857	10%	+17.7%	Growing
AutoCAD	13,117	12%	14,031	8%	+16.9%	Growing
Microsoft Outlook	9,493	9%	3,202	2%	+25.0%	Rapidly Growing
Microsoft PowerPoint	8,806	8%	9,580	5%	+26.1%	Rapidly Growing
MicroStation (CAD Design Software)	6,924	7%	3,155	2%	+3.7%	Lagging
Microsoft Word	6,544	6%	12,028	7%	+7.2%	Stable
AutoCAD Civil 3D	6,503	6%	1,550	1%	+7.5%	Stable
Autodesk Revit	4,436	4%	3,346	2%	+18.3%	Growing
Microsoft Project	4,045	4%	4,257	2%	+3.4%	Lagging

Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	14,658
Professional Engineer (PE) License	11,374
Engineer in Training	5,377
Project Management Professional Certification	2,788
Security Clearance	2,154
Master Of Business Administration (MBA)	1,672
Secret Clearance	1,259
30-Hour OSHA General Industry Card	1,212
LEED Accredited Professional (AP)	969
Cardiopulmonary Resuscitation (CPR) Certification	804

Appendix A

Program Selection Details

CIP Code	Program Name
14.3301	Construction Engineering
15.1001	Construction Engineering Technology/Technician
46.0412	Building/Construction Site Management/Manager
52.2001	Construction Management, General

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Texas Workforce Commission

Program Overview

4 Programs

Lightcast Q1 2025 Data Set

April 2025

1600 Campus Ct
Abilene, Texas 79601
(325) 674-2000

Parameters

Completions Year: 2023

Jobs Timeframe: 2022 - 2032

Job Postings Timeframe: Aug 2019 - Oct 2023

Programs:

Code	Description
14.3301	Construction Engineering
15.1001	Construction Engineering Technology/Technician
46.0412	Building/Construction Site Management/Manager
52.2001	Construction Management, General

Regions:

Code	Description
0	United States

Institution Sectors:

Description
Private not-for-profit

Education Level:

Description
Bachelor's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

25

Institutions

0% Growth (2019-2023)

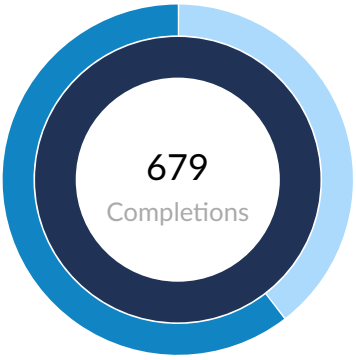
679

Completions

12% Growth (2019-2023)

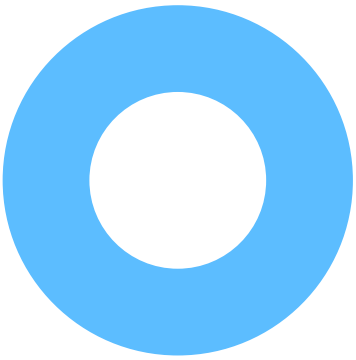
Completions Distribution

Program Overview



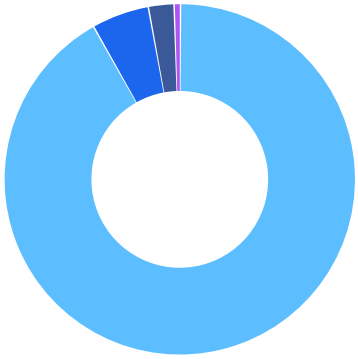
	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	679	100%	25	100%
Distance Offered Programs	268	39%	5	20%
Non-Distance Offered Programs	411	61%	20	80%

Market Share by Institution Type



Institution Type	Completions (2023)	Market Share
Private not-for-profit, 4-year or above	679	100.0%

Market Share by Program



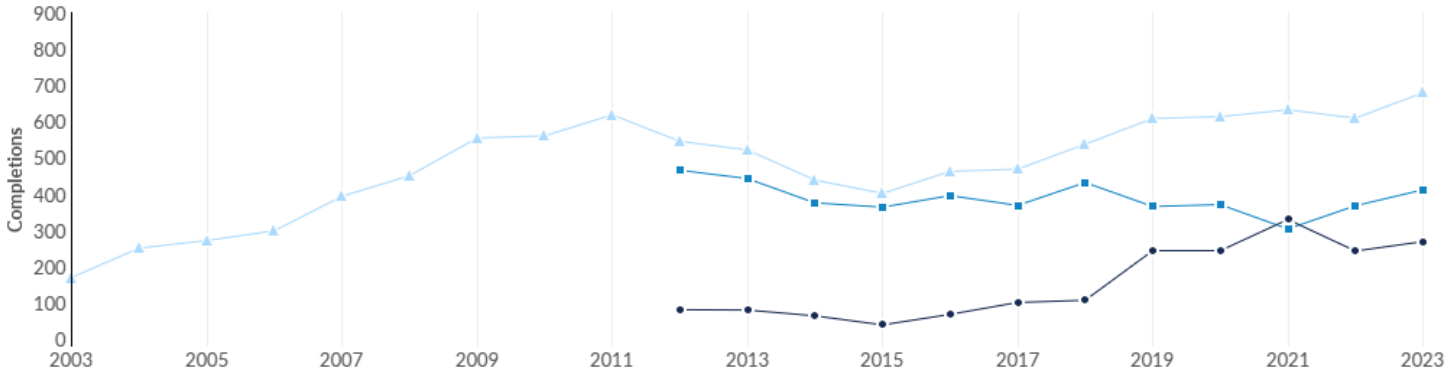
Program	Completions (2023)	Market Share
Construction Management, General (52.2001)	623	91.8%
Construction Engineering (14.3301)	36	5.3%
Construction Engineering Technology/Technician (15.1001)	16	2.4%
Building/Construction Site Management/Manager (46.0412)	4	0.6%

Completions by Institution

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Wentworth Institute of Technology	106	-5.4%	15.6%	$41,010	
Everglades University	96	35.2%	14.1%	$20,768	
Brigham Young University-Idaho	95	14.5%	14.0%	$4,656	
Brigham Young University	66	6.5%	9.7%	$6,496	
Roger Williams University	58	61.1%	8.5%	$42,666	
Park University	32	88.2%	4.7%	$12,808	
Norwich University	27	28.6%	4.0%	$49,600	
Drexel University	23	27.8%	3.4%	$60,663	
National University	20	-20.0%	2.9%	$13,320	
Bradley University	19	18.8%	2.8%	$39,680	
Milwaukee School of Engineering	16	45.5%	2.4%	$48,421	
Utica University	15	-58.3%	2.2%	$24,308	
Dunwoody College of Technology	14	133.3%	2.1%	$25,659	
Thomas Jefferson University	14	40.0%	2.1%	$45,533	
Southern New Hampshire University	13	Insf. Data	1.9%	$16,450	
Marquette University	13	116.7%	1.9%	$48,700	
John Brown University	11	-15.4%	1.6%	$30,832	
Ohio Northern University	11	-31.3%	1.6%	$37,600	
Lawrence Technological University	8	-11.1%	1.2%	$41,872	
California Baptist University	7	-12.5%	1.0%	$39,720	
Florida Institute of Technology	6	-68.4%	0.9%	$44,360	
Dordt University	3	0.0%	0.4%	$35,960	

University of Mary	3	-40.0%	0.4%	$21,468	
Christian Brothers University	2	-33.3%	0.3%	$37,300	
New York Institute of Technology	1	Insf. Data	0.1%	$44,360	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	80	268	+235.0%
Non-Distance Offered Programs	465	411	-11.6%
All Programs	545	679	+24.6%

Regional Completions by Award Level

Award Level	Completions (2023)	Percent	
Bachelor's Degree	679	100.0%	

Similar Programs

99	49,842
Programs (2023)	Completions (2023)

CIP Code	Program	Bachelor's Degree Completions (2023)
14.1901	Mechanical Engineering	6,951
27.0101	Mathematics, General	6,830
52.0101	Business/Commerce, General	5,942
40.0501	Chemistry, General	3,696
26.0202	Biochemistry	3,201
14.1001	Electrical and Electronics Engineering	2,507
14.0501	Bioengineering and Biomedical Engineering	2,343
14.0801	Civil Engineering, General	2,147
14.0701	Chemical Engineering	1,661
14.0901	Computer Engineering, General	1,632

Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

761,404	+13.0%	$37.43/hr $77.9K/yr	69,900
*Jobs (2022)**	*% Change (2022-2032)**	Median Earnings	*Annual Openings**

Occupation	*2022 Jobs**	*Annual Openings**	Median Earnings	*Growth (2022 - 2032)**
Civil Engineers	*198,609*	*16,633*	$46.08/hr	*+17.25%*
Construction Managers	*144,569*	*14,305*	$42.12/hr	*+19.31%*
Architectural and Engineering Managers	*96,920*	*7,966*	$79.39/hr	*+12.54%*
Engineers, All Other	*86,096*	*6,233*	$53.80/hr	*+7.13%*
Cost Estimators	*76,071*	*6,759*	$35.94/hr	*+0.83%*
First-Line Supervisors of Construction Trades and Extraction Workers	*68,472*	*7,055*	$36.05/hr	*+13.21%*
Construction and Building Inspectors	*34,513*	*4,547*	$32.31/hr	*+7.87%*
Architectural and Civil Drafters	*26,105*	*2,966*	$29.62/hr	*+10.34%*
Civil Engineering Technologists and Technicians	*12,278*	*1,346*	$29.15/hr	*+8.55%*
Operating Engineers and Other Construction Equipment Operators	*11,781*	*1,309*	$26.93/hr	*+15.24%*
Surveying and Mapping Technicians	*5,542*	*743*	$23.56/hr	*+7.09%*
Manufactured Building and Mobile Home Installers	*447*	*38*	$18.63/hr	*-35.57%*

Job Postings Summary

1.16M	3 : 1	59,334	28 days
Unique Postings	**Posting Intensity**	**Employers Competing**	**Median Posting Duration**
3.30M Total Postings	Regional Average: 3 : 1	1.83M Total Employers	Regional Average: 28 days

There were **3.30M** total job postings for your selection from August 2019 to October 2023, of which **1.16M** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

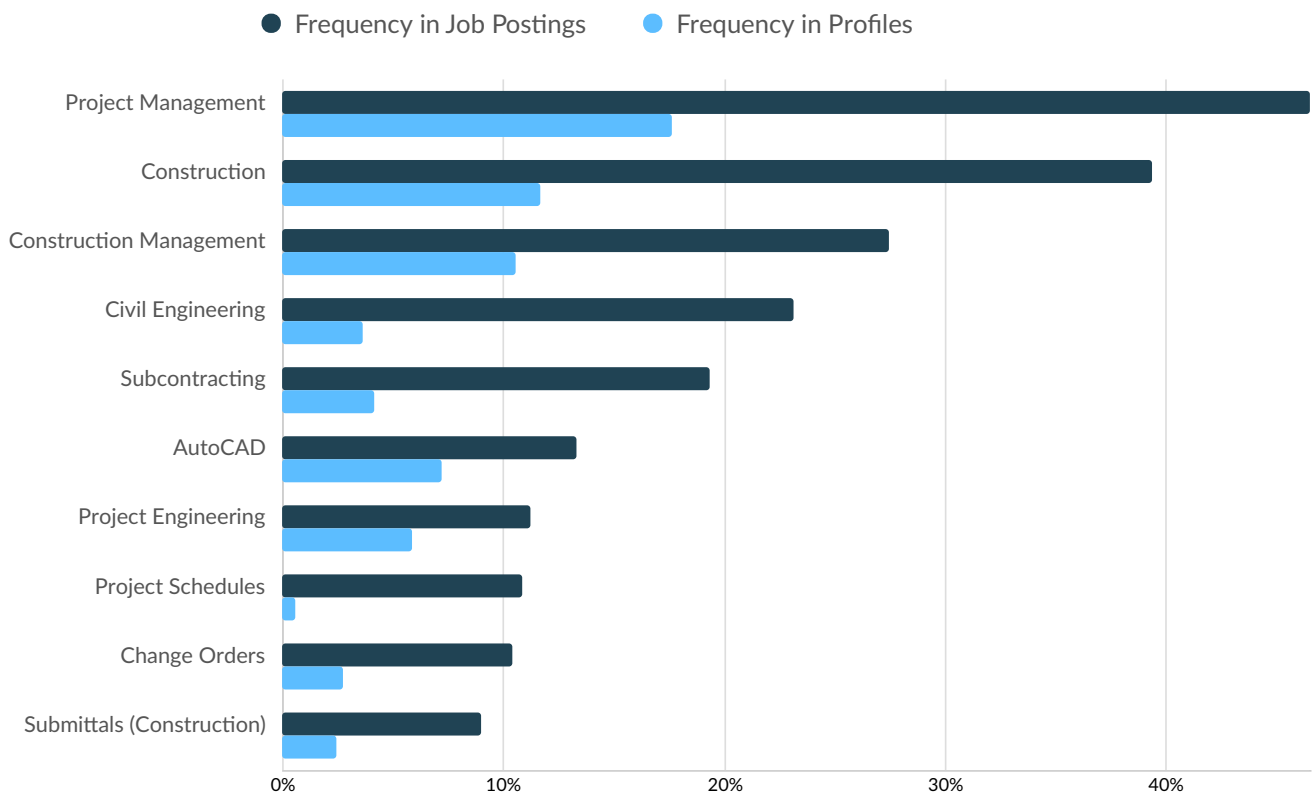
Top Companies Posting

Company	Total/Unique (Aug 2019 - Oct 2023)	Posting Intensity	Median Posting Duration
GPAC	154,785 / 55,722	3 : 1	35 days
CDM Smith	26,220 / 16,319	2 : 1	35 days
Black & Veatch	23,126 / 15,799	1 : 1	30 days
Jobot	68,314 / 13,777	5 : 1	26 days
CyberCoders	111,345 / 13,294	8 : 1	28 days
AECOM	32,939 / 11,546	3 : 1	29 days
Northrop Grumman	42,560 / 9,902	4 : 1	28 days
PageGroup	30,094 / 9,092	3 : 1	35 days
Actalent	17,116 / 8,603	2 : 1	25 days
Randstad	16,291 / 8,527	2 : 1	22 days

Top Posted Job Titles

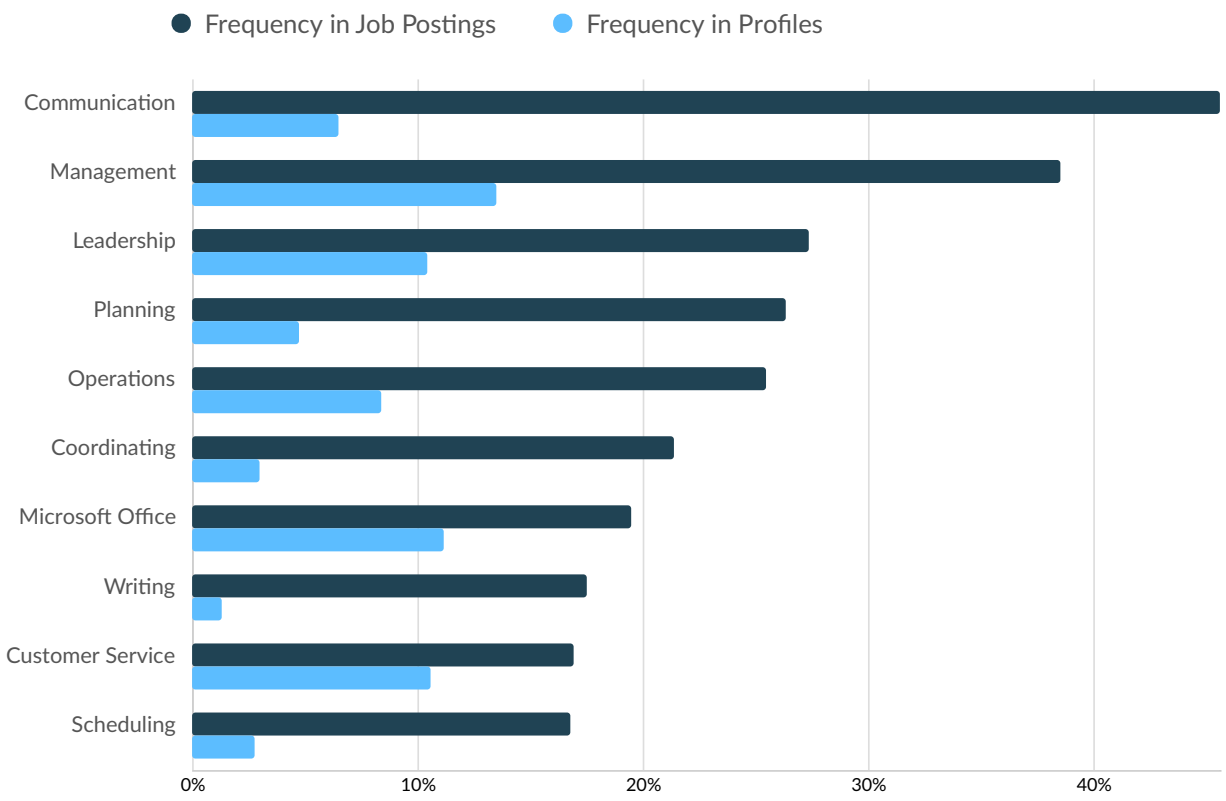
Job Title	Total/Unique (Aug 2019 - Oct 2023)	Posting Intensity	Median Posting Duration
Project Engineers	101,605 / 38,691	3 : 1	26 days
Construction Project Managers	106,674 / 35,819	3 : 1	28 days
Civil Engineers	95,596 / 35,172	3 : 1	30 days
Construction Managers	81,846 / 29,844	3 : 1	28 days
Structural Engineers	81,963 / 26,765	3 : 1	28 days
Estimators	79,427 / 25,207	3 : 1	29 days
Engineering Managers	46,673 / 18,595	3 : 1	26 days
Superintendents	49,285 / 14,090	3 : 1	30 days
Construction Estimators	41,425 / 11,313	4 : 1	30 days
Transportation Engineers	26,202 / 11,020	2 : 1	31 days

Top Specialized Skills



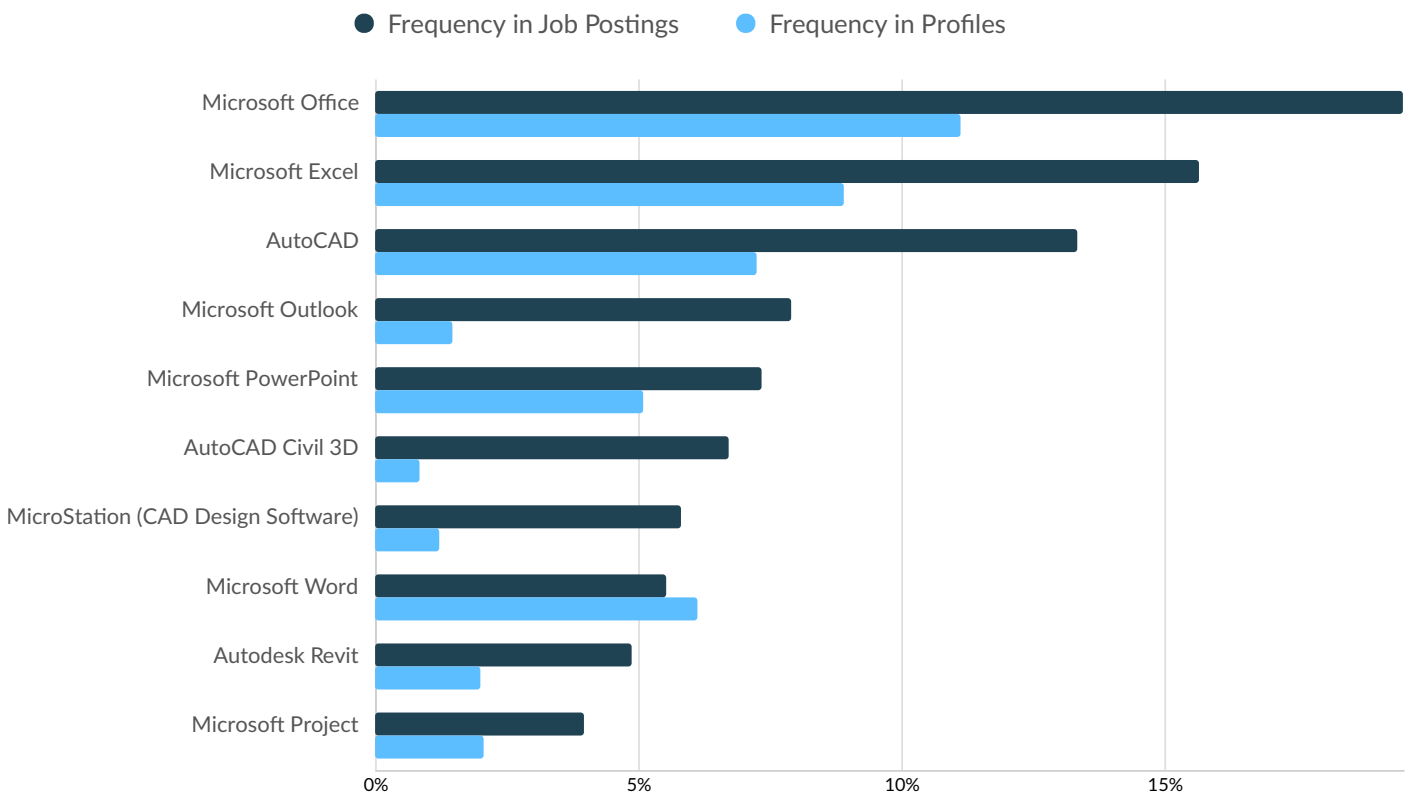
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	539,446	47%	336,209	18%	+19.8%	Rapidly Growing
Construction	456,304	39%	223,244	12%	+10.5%	Growing
Construction Management	318,535	27%	201,907	11%	+18.4%	Growing
Civil Engineering	268,372	23%	70,197	4%	+26.2%	Rapidly Growing
Subcontracting	224,103	19%	79,682	4%	+9.4%	Growing
AutoCAD	154,542	13%	138,226	7%	+16.9%	Growing
Project Engineering	130,524	11%	112,444	6%	+11.7%	Growing
Project Schedules	125,910	11%	11,557	1%	+17.0%	Growing
Change Orders	121,136	10%	53,284	3%	+18.7%	Growing
Submittals (Construction)	104,379	9%	47,575	2%	+19.4%	Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	529,042	46%	124,348	7%	+3.6%	Lagging
Management	446,583	39%	258,496	14%	+5.3%	Stable
Leadership	317,233	27%	199,497	10%	+8.5%	Stable
Planning	305,295	26%	90,183	5%	+10.9%	Growing
Operations	295,060	25%	159,673	8%	+8.1%	Stable
Coordinating	247,944	21%	57,521	3%	+14.7%	Growing
Microsoft Office	226,312	20%	212,562	11%	+18.5%	Growing
Writing	203,177	18%	24,979	1%	+11.8%	Growing
Customer Service	196,603	17%	202,708	11%	+5.2%	Stable
Scheduling	194,663	17%	52,968	3%	+16.4%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	226,312	20%	212,562	11%	+18.5%	Growing
Microsoft Excel	181,255	16%	170,072	9%	+17.7%	Growing
AutoCAD	154,542	13%	138,226	7%	+16.9%	Growing
Microsoft Outlook	91,703	8%	27,808	1%	+25.0%	Rapidly Growing
Microsoft PowerPoint	85,050	7%	97,114	5%	+26.1%	Rapidly Growing
AutoCAD Civil 3D	77,740	7%	15,833	1%	+7.5%	Stable
MicroStation (CAD Design Software)	67,284	6%	23,434	1%	+3.7%	Lagging
Microsoft Word	64,140	6%	116,800	6%	+7.2%	Stable
Autodesk Revit	56,380	5%	37,882	2%	+18.3%	Growing
Microsoft Project	45,915	4%	39,239	2%	+3.4%	Lagging

Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	147,036
Professional Engineer (PE) License	121,136
Engineer in Training	55,164
Security Clearance	34,015
Project Management Professional Certification	30,049
Secret Clearance	21,296
Master Of Business Administration (MBA)	19,019
30-Hour OSHA General Industry Card	16,239
LEED Accredited Professional (AP)	14,653
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	12,010

Appendix A

Program Selection Details

CIP Code	Program Name
14.3301	Construction Engineering
15.1001	Construction Engineering Technology/Technician
46.0412	Building/Construction Site Management/Manager
52.2001	Construction Management, General

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

Market Analysis

14.3301 Construction Engineering — Bachelor's
15.1001 Construction Engineering Technology/Technician — Bachelor's
46.0412 Building/Construction Site Management/Manager — Bachelor's
52.2001 Construction Management, General — Bachelor's

Jessica Smith — April 11, 2025

Program Comparisons and Competitors

National Trends

Programs in four distinct 2-digit CIP families are accredited by ACCE, and programs of each type reside in engineering/civil engineering schools. The curriculum description in the first step of the program application suggests a preference for 52.2001. Faculty should choose the CIP code that best reflects the program's content but consider both together to understand the market in Texas.

The CIP codes include:

- 14.3301 Construction Engineering is in the engineering family; it's at 29 institutions with 727 completions in 2023. Marquette and California Baptist are the two private institutions offering this program. The Texas programs (with 136 total completions) are UT Arlington (market share 48%), Texas Tech (24%), Lamar, Texas A&M-Commerce, and UTEP.
- 15.1001 Construction Engineering Technology/Technician is in the engineering technologies/technician family; it's at 56 institutions with 2,830 completions in 2023. No private institutions offer the program. The nation's largest program is at Texas A&M, which has 40% of the state's market share, and the state's other programs reside at University of Houston, Texas State, Sam Houston State, UNT, Tarleton, Prairie View A&M, and UT Tyler.
- 46.0412 Building/Construction Site Management/Manager is in the construction trades family; it's at 7 institutions with 239 completions in 2023. Thomas Jefferson University is the only private institution offering the program. UT San Antonio offers one of these programs from their School of Civil and Environmental Engineering, and Construction Management.
- 52.2001 Construction Management, General is in the business family; it's at 75 institutions with 2,911 completions. Only two of these programs are in Texas: SFA

and UT Tyler. This program has a private not-for-profit market share of 21.4%; among the largest of these are the Idaho and main campuses of Brigham Young.

These four CIP codes combined are offered at 151 institutions (up 10% in 5 years) with 6,707 completions (up 17% in 5 years).

Five schools in ACU's admissions peer group (UTSA, Texas A&M, Texas Tech, UNT, Texas State) offer a program in one of these CIP codes; four (Baylor, Samford, Lipscomb, and Harding) do not. These represent the institutions that ACU students most frequently consider. Harding began offering a construction science major in 2021-22; we can't tell the CIP code because they haven't yet had any completions.

In Texas

Growth in the area has been more modest in Texas than national; 15 institutions (up 7% in 5 years) offer one of the programs with 991 completions (up 11% in 5 years). SFA's program was added less than 5 years ago; they had their first completions in 2020. Texas schools represent 9.9% of those offering such a program, and it has 14.8% of completions in these areas.

Tuition cost will be the biggest hurdle for ACU in comparison to all other programs in the state; IPEDS tuition at these 15 schools ranges from $7,878 to $12,841. With all four CIP codes considered, Texas A&M has 31% of the market share, and Houston (17%) and Texas State (11%) also have large programs. The remaining 40% of market share is split among a dozen others. The mean number of completions is 66.1, and the median is 33.

It's difficult to say whether all programs across the four CIP codes are directly comparable, but considering the 991 completions together places construction management as slightly smaller than civil engineering (1,182) and general music (1,209) and slightly larger than general chemistry (667) and communication sciences and disorders (675).

For Section 4.D, I suggest benchmarking curriculum against Texas A&M, UTSA, and Cal Baptist. You might also add Harding or one other school from the CIP code that you select as the best match for your curriculum.

Enrollment Expectations

Average completions among Texas programs is 66.1. The median is 33. It's uncommon that the only programs in Texas are at public schools, so looking at private not-for-profit institutions in the U.S also provides context. Private NFPs in the nation (N=25) have lower numbers: average 27.2 and median 14. Notably, private NFP residential programs have

been declining while online programs from the same institutions have been growing until the last two years, when the trend reversed for both, so it's difficult to say whether this will continue.

To predict enrollment, I typically estimate five times the median to take into account attrition before graduation, which suggests about 70 students from the national not-for profit institutions. This is significantly higher than predictions from Gray's program prediction tool. Gray suggests annual predicted completions of 0 for 46.0412 and 15.1001, 3 for 14.3301 and 22 for 52.2001 (where the state's actual completions are lowest).

The conflicting information is a challenge to interpret. Performing at the state median seems optimistic given the ACU tuition difference, but the Gray data do not align with performance at other Texas schools or at private NFP schools in the nation.

For Section 3.E, I suggest an estimated enrollment of 16. This is about half of the median and is in line with our current enrollment of 15 in civil engineering, taking into account the number of students still completing the general engineering program.

The possibility that we're not accurately capturing all construction management/science programs is encouraging but requires some faith. We'll want to keep enrollment in mind if any new courses are needed for this major that wouldn't also serve other programs. Discussion about impact on existing programs **in Section 7.B.** will be important to understand whether drawing students from existing majors will affect any currently low-enrolled courses.

Jobs Outlook

There's a greater predicted growth in Texas (22.1%) than the nation as a whole (13.0%) for the target occupations in construction management in 2022-32, although Texans earn less ($67,800) than the median for the nation ($77,900). This information may inform your response to **Section 4.B.2**.

Reviewing the lists of specialized skills, common skills, and software skills that are most commonly included in job descriptions in this area are an important guide for curriculum at the course and assignment level in the program. Focusing on skills classified as "rapidly growing" can provide students a competitive advantage over those from existing programs that have not yet adapted.

myACU powered by Google

Tim Kennedy <tjk14a@acu.edu>

Letter of Support for New Construction Management Program

Robert Green <greenr@acu.edu> Tue, Dec 2, 2025 at 10:39 AM
To: Tim Kennedy <timothy.kennedy@acu.edu>

Tim,

As the Chair of the Department of Art and Design, I wish to affirm our support for the Engineering Department's proposed BS degree in Construction Management and our commitment to meet the needs of students who opt to take any of the three DSGN courses from our Interior Architecture and Design Program.

In our view, this degree fulfills a significant need. Prospective students and their families frequently inquire about whether ACU offers a construction management or construction science degree. The number of times we field this question grows every year, as does general interest in the discipline of Interior Architecture and Design and related disciplines. Those students who are committed to a degree in construction management are all choosing to attend other universities. In the future, this degree should attract a high percentage of those students to ACU.

Sincerely,
Robert Green

Robert Green
Chair and Professor of Art
Department of Art and Design
Abilene Christian University

Tel: 325-674-2098
Fax: 325-674-2051

robertgreenstudio.com

[Quoted text hidden]

Educating Christian Students for Service and Leadership Throughout the World

College of Business Administration
ACU Box 29300, Abilene, TX 79699-9300
325-674-2245

ABILENE CHRISTIAN
College of Business Administration

To: Wes Crawford, Vice Provost
From: Laura Phillips, Associate Dean, College of Business Administration
CC: Tim Kennedy, Executive Director of Engineering
Date: December 1, 2025
RE: Proposed Major—Construction Management

A few months ago, I met with Tim Kennedy to discuss the proposed Construction Management degree. Based on information from the Bureau of Labor Statistics, this field is projected to have higher than average growth over the next several years and it is a field that welcomes new graduates without related work experience. Based not only on the national outlook for the field but also on the current rate of construction in the Big Country, this area seems to be a great way to utilize some of COBA's existing resources. In general, we think it is valuable to contribute to degrees which integrate resources that are available in various locations on campus, and we are happy to partner with the engineering department to contribute expertise that already exists in COBA. We understand that we will need to provide capacity in four of our core course areas (accounting, management, business law, and economics) to accommodate the construction management students and we will make the adjustments necessary as enrollment ramps up.

I hope that this will provide a compelling new option for students interested in the combination of engineering and business.

Sincerely,

Laura Phillips
Associate Professor of Management
Associate Dean, College of Business Administration

Educating Students for Christian Service and Leadership Throughout the World

Department of Mathematics
ACU Box 28012, Abilene, Texas 79699-8012
325-674-2007

ABILENE CHRISTIAN UNIVERSITY

To: Tim Kennedy, Chair of Engineering and Physics

From: John Ehrke, Chair of Mathematics

Re: Memo of Support for New Construction Management Program

I have reviewed the proposal for the new Construction Management Program. The mathematics department, as a member of the Onstead College of Science and Engineering is fully in support of this new program as it shows great promise to further college goals related to recruiting, retention, and academic excellence. This proposal should have a minimal impact on our department's course offerings with small enrollment increases in MATH 124 and MATH 185.

The department looks forward to working with the Department of Engineering and Physics on this plan.

Blessings,

Dr. John Ehrke

Chair of Mathematics

myACU powered by Google

Tim Kennedy <tjk14a@acu.edu>

construction management CIP code

Jessica Smith <jes98k@acu.edu> Fri, Feb 13, 2026 at 1:56 PM
To: Tim Kennedy <timothy.kennedy@acu.edu>
Cc: Charla Miertschin <csm23a@acu.edu>, Wes Crawford <twc99a@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>

Very good! Would you please attach this thread to the new program application so that it will advance through the curriculum approval process with the CIP code named?

Thank you!

Jessica Smith, Ph.D.
Assistant Vice President for Academic Affairs
Abilene Christian University
325-674-2024

On Fri, Feb 13, 2026 at 1:09 PM Tim Kennedy <timothy.kennedy@acu.edu> wrote:

> I think 52.2001 fits our intent best after looking over it.
>
> On Wednesday, February 11, 2026, Jessica Smith <jes98k@acu.edu> wrote:
>
> > I would encourage the best fit to the curriculum. FAQs from the government instruct selecting based on program content. One of their questions addresses where STEM designations come from, but their answer does not focus on this as a basis for assigning the code.
> >
> > The other three possibilities address management as a component far more explicitly than 15.1001 does, so it's your judgment call about the best match. The "technologies/technicians" option comes up in quite a few other CIP families (10 communications, 41 science, 47 mechanic and repair), and these are often understood as roles for individuals in the hands-on work who are not contributing to the technology advancement, processes, or management.
> >
> > 52.2001 is at the most schools (but only two, SFA and UT Tyler, in Texas). 15.1001 is at about a quarter fewer schools overall — none of them private — but is the most common option in Texas at eight schools. The other two options are offered less frequently than these two.
> >
> > Jessica Smith, Ph.D.
> > Assistant Vice President for Academic Affairs
> > Abilene Christian University
> > 325-674-2024
> >
> > On Tue, Feb 10, 2026 at 3:15 PM Tim Kennedy <timothy.kennedy@acu.edu> wrote:
> >
> > > Doing a little research it looks like most ACCE schools are 52.2001, but the trend lately is to go 15.1001 as it allows for 24 months OPT for international students since it is classified as a STEM degree. So for the international students that seems best are there any advantages that you see?
> > >
> > > On Tue, Feb 10, 2026 at 2:42 PM Jessica Smith <jes98k@acu.edu> wrote:
> > >
> > > > Hi, Tim —
> > > >
> > > > Thanks for all of your work over the last months on the construction management proposal!
> > > >
> > > > Which of the related CIP codes did you decide was most appropriate for the program?
> > > >
> > > > - 14.3301 Construction Engineering
> > > > - 15.1001 Construction Engineering Technology/Technician
> > > > - 46.0412 Building/Construction Site Management/Manager

- 52.2001 Construction Management, General

We discussed the differences early on, but I don't remember the conclusion. The number did not end up in the final proposal. Thank you for looking at this!

Jessica

Jessica Smith, Ph.D.
Assistant Vice President for Academic Affairs
Abilene Christian University
325-674-2024

--
Kind Regards,

Timothy Kennedy, Ph.D., P.E.
Department Chairperson, Engineering
Professor of Engineering & Physics
Book a meeting with me

ABILENE CHRISTIAN UNIVERSITY
Engineering and Physics
Onstead Science Center, Room 113A
Abilene, Texas 79699
325-674-2854 (o)
acu.edu