

**The University of Oklahoma**  
**Christopher C. Gibbs College of Architecture**  
**Haskell & Irene Lemon Construction Science Division**

Assessment and Academic Quality Plan for the Undergraduate Program: Bachelor  
of Science Construction Science

This document has been approved by the Haskell and Irene Lemon Construction Science Division, at the University of Oklahoma: 2/26/2018

**CNS Mission**

The mission of the Construction Science Division is to prepare our students to be leaders in the construction industry by fostering a student centered, collaborative learning environment that benefits local, state, national, and international communities through innovative teaching, research, and service.

**CNS Vision**

The vision of the Construction Science Division is to be a progressive program focused on serving students, employers, and the construction industry at large.

**Description**

The Bachelors of Science in Construction Science at the University of Oklahoma is a student centered degree program that prepares students to be leaders in the construction industry. Students who pursue this degree obtain a practical study where they are taught skills and concepts that allow them to add value in a construction company immediately upon graduation.

The program is comprised of 120 credit hours. Those include 50 credits of approved course work outside the CNS Division, 64 credit hours of required coursework within the CNS Division, and 6 credit hours of elective course work in construction topics that are approved by the Division. This combination of coursework exposes students to both fundamental concepts and advanced applications of construction principles including: materials and methods, sustainability, estimating, scheduling, surveying, safety, MEP, project controls, structures, BIM, and legal issues.

**Student Learning Outcomes**

The Division of Construction Science (CNS) is accredited by the American Council for Construction Education (ACCE). As a result, the CNS Division has adopted the 20 student learning outcomes (SLOs) identified in ACCE Document 103. These SLOs describe the skills and knowledge students are expected to know and be able to perform at the time of graduation from the University of Oklahoma with a degree in Construction Science.

The faculty in the CNS Division at the University of Oklahoma introduce, reinforce, and assess certain SLO's in the courses they teach. As such the context of each SLO requires interpretation by the individual faculty members. The 20 ACCE SLOs are provided below, with the OU CNS faculty interpretation of each provided in bullet points below the SLO.

#1: Create written communications appropriate to the construction discipline

- Summarize information into an appropriate and concise format
- Format professional communications
- Use language and content appropriate to an audience

#2: Create oral presentations appropriate to the construction discipline

- Deliver accurate information
- Use language appropriate for the audience
- Use visual tools appropriate for the topic and audience
- Demonstrate verbal and non-verbal communication skills

#3: Create a construction project safety plan

- Differentiate between corporate policy and job-specific safety requirements
- Demonstrate knowledge of OSHA requirements
- Develop a Job Hazard Analysis
- Develop a plan for training and hazard awareness

#4: Create construction project cost estimates

- Analyze a given set of construction documents to create a quantity takeoff of materials, labor and equipment
- Apply unit pricing to a quantity takeoff/survey
- Understand all of the components typically included in an estimate and in a bid
- Develop conceptual estimates and detailed estimates

#5: Create construction project schedules

- Identify activities and their corresponding durations based on their relationship to productivity
- Understand the critical path and apply it towards creating schedules for construction projects
- Create and update a project schedule

#6: Analyze professional decisions based on ethical principles

- Identify common ethical issues that may arise on a construction project

#7 Analyze construction documents for planning and management of construction processes

- Understand how to read construction documents and associated nomenclature
- Understand the organization of information in construction documents
- Extract information to perform various construction management tasks

#8 Analyze methods, material and equipment used to construction projects

- Understand common materials, methods, and equipment in construction
- Select appropriate means and methods for a construction project

#9 Apply construction management skills as a member of a multi-disciplinary team

- Understand the roles, training, and qualifications of the different parties involved in a construction project
- Create a project specific teaming agreement or management plan
- Work with other disciplines to execute and complete a project

#10 Apply electronic-based technology to manage the construction process

- Demonstrate basic skills using computer applications common to the construction industry
- Apply technology to complete common construction management tasks
- Understand the concept of construction technologies as communication tools

#11 Apply basic surveying techniques for construction layout and control

- Understand distance, grade, and angular measurement
- Understand means of calculating horizontal and vertical measurement and layout
- Use surveying equipment to measure and establish vertical elevations
- Use surveying equipment for horizontal layout based on given control points

#12 Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process

- Understand and compare aspects of different project delivery methods
- Understand the various stakeholders involved and their roles in the different project delivery methods

#13 Understand construction risk management

- Understand different types of risk associated with construction projects
- Understand construction insurance and bonding principles
- Understand how risk management principles are applied to construction projects

#14 Understand construction accounting and cost control

- Understand the connection between an estimate and a budget and how they are used
- Understand how a project fee is developed and calculated
- Understand how to account for costs on a project
- Understand methods of projecting profit

#15 Understand construction quality assurance and control

- Be familiar with common QA/QC processes in construction management
- Understand the role of specifications and submittals in QA/QC
- Develop a QC plan for a construction project

#16 Understand construction project control processes

- Understand the role of project management team members on a construction project
- Understand how to manage construction documents such as RFIs and submittals
- Understand how to use cost control tools on a construction project

#17 Understand the legal implications of contract, common and regulatory law to manage a construction project

- Understand what contracts are and how they are used in the construction industry
- Know common legal issues which arise in different phases of a construction project
- Understand strategies for avoiding and/or resolving construction disputes

#18 Understand the basic principles of sustainable construction

- Understand the definition and application of sustainability
- Understand the characteristics of sustainable materials and methods

#19 Understand the basic principles of structural behavior

- Understand basic structural systems
- Understand the fundamental properties of soils
- Understand the basic forces that act upon buildings

#20 Understand the basic principles of mechanical, electrical, and piping systems

- Understand the basic science principles with MEP systems
- Understand the operation and installation of MEP systems
- Understand the construction manager's role with MEP systems

These SLOs are all introduced, reinforced and assessed in courses that comprise part of the required construction science curriculum. Where possible SLO's are introduced and reinforced in multiple different courses before they are assessed. Courses where SLOs are assessed were typically selected because those courses provide the best focus on the specific topic. Most SLOs are assessed in 3<sup>rd</sup> and 4<sup>th</sup> year courses. In the few instances where an SLO is assessed in a 1<sup>st</sup> or 2<sup>nd</sup> year course, there are 3<sup>rd</sup> and 4<sup>th</sup> year courses where a 2<sup>nd</sup> direct assessment occurs or reinforcement of the same SLO occur.

All SLOs are assessed directly and indirectly. Direct assessment, in required CNS coursework, occurs at the discretion of the faculty member teaching the course. That is to say that each faculty member has identified how the SLO can be quantitatively assessed in their course and they report that information in a course notebook. Division size and resources dictate that CNS courses are only offered once each year (In the Spring or Fall semester, except for CNS 3943 –

Field Work which is a summer course). As a result, each time a course is offered (yearly) a notebook including assessment materials is collected. Assessment data is collected along with other pertinent course information in a course notebook. Course notebooks are collected at the end of the semester in which the course is taught.

Table 1 displays the courses where SLOs are Introduced (I), Reinforced (R) and Directly Assessed (D), it also indicates how SLOs are indirectly assessed.

Table 1. SLO Assessment and CNS Course Matrix.

	<b>ACCE SLO</b>	<b>Indirect Assessment Location(s)</b>	<b>Introduction Location</b>	<b>Reinforcement Location(s)</b>	<b>Direct Assessment Location(s)</b>
1	Create written communications appropriate to the construction discipline	Senior exit & Employer Survey	CNS 2833	CNS 3413, 3823, 3883, 4943, 4133	CNS 4993
2	Create oral presentations appropriate to the construction discipline	Senior exit & Employer Survey	CNS 3413	CNS 3883, 4943	CNS 3413
3	Create a construction project safety plan	Senior exit & Employer Survey	CNS 2812	CNS 4993	CNS 3883
4	Create construction project cost estimates	Senior exit & Employer Survey	CNS 1111	CNS 4523	CNS 3512, 4993
5	Create construction project schedules	Senior exit & Employer Survey	CNS 1111		CNS 3812, 4993
6	Analyze professional decisions based on ethical principles	Senior exit & Employer Survey	CNS 2363	CNS 2833, 2211, 3823, 4153, 4233	CNS 3512
7	Analyze construction documents for planning and management of construction processes	Senior exit & Employer Survey	CNS 2433	CNS 3612, 3823, 4943, 4133, 4523, 4612, 4993	CNS 2812, 2813
8	Analyze methods, materials, and equipment used to construction projects	Senior exit & Employer Survey	CNS 2363	CNS 2433, 2812, 3103, 3443, 4943, 4133, 4523, 4612, 4993	CNS 2833
9	Apply construction management skills as a member of a multi-disciplinary team	Senior exit & Employer Survey	CNS 2363	CNS 2833, 2211, 2433	CNS 2363, 4993
10	Apply Electronic-based technology to manage the construction process	Senior exit & Employer Survey	CNS 1111	CNS 1213, 3512, 3812, 3823, 4993	CNS 4133
11	Apply basic surveying techniques for construction layout and control	Senior exit & Employer Survey	CNS 3103		CNS 3103
12	Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process	Senior exit & Employer Survey	CNS 1111	CNS 2363, 2833, 2211, 3512, 4133, 4993	CNS 1111, 4523

13	Understand construction risk management	Senior exit & Employer Survey	CNS 1111	CNS 2363, 2833, 2211, 3883, 4993	CNS 4523
14	Understand construction accounting and cost control	Senior exit & Employer Survey	CNS 1111		CNS 3823
15	Understand construction quality assurance and control	Senior exit & Employer Survey	CNS 1111	CNS 3103, 4993	CNS 2812, 4523
16	Understand construction project control processes	Senior exit & Employer Survey	CNS 1111	CNS 4993	CNS 3823
17	Understand the legal implications of contract, common, and regulatory law to manage a construction project	Senior exit & Employer Survey	CNS 3823		CNS 4153
18	Understand the basic principles of sustainable construction	Senior exit & Employer Survey	CNS 2833	CNS 4943, 4993	CNS 2211
19	Understand the basic principles of structural behavior	Senior exit & Employer Survey	CNS 4193	CNS 4612	CNS 4193, 4233
20	Understand the basic principles of mechanical, electrical and piping systems	Senior exit & Employer Survey	CNS 2433		CNS 2433, 3443

The CNS Division has established a benchmark for direct and indirect assessment. That benchmark is an average score of 70% for both direct and indirect assessment. For direct assessment that means the average score on the assessment measure will be 70% or higher and for indirect assessment, 70% or more, of returned surveys will indicate that students gained the skills and knowledge expected of them at graduation.

### **Direct Assessment (Course Notebooks)**

Course notebooks are the method for regular collection of assessment data. Course notebooks contain course syllabi, ACCE SLO summary forms, CNS Division Summary Forms, course materials and assignments, and examples of student work. These materials are used to comply with both University of Oklahoma and ACCE assessment reporting.

To facilitate collection of assessment data course notebooks are organized consistently. All faculty members in the Division of Construction Science follow the organization outlined below in assembling their course notebook(s), and submit them in electronic format.

### ***Course Notebook Organization for CNS required coursework***

1. Course syllabus (which follows the University of Oklahoma recommendations)
2. ACCE SLO summary form (for each SLO)
  - If an SLO is directly assessed in the course:
    - Description of the method by which the SLO was assessed
    - The assignment/quiz/exam/project used for assessment
    - The rubric for the assignment
    - Average student score on the assignment
    - Narrative regarding results
      - If the benchmark was not met what the faculty member intends to do about it

- If the benchmark was met what if any changes the faculty member anticipates
  - If an SLO is introduced or reinforced in the course:
    - Description of the method by which the SLO was introduced or reinforced
- 3. CNS Division Course Summary Form
  - Final grade distribution
  - Were the students in the course adequately prepared (in terms of skills and knowledge) for the course? If not please provide as much detail as possible regarding deficiencies.
  - Did you make any changes to the course to better meet the courses' SLOs? If so, please describe
  - What recommendations do you have for improvement of the course?
- 4. Course lectures or other presentation materials
- 5. Course assignments and tests with grading rubrics or keys
- 6. 1 Examples of student work for each assignment (student names should be removed from all student work).
- 7. Any other materials the instructor deems appropriate to include.

***Course Notebook Organization for CNS elective coursework***

1. Course syllabus (which follows the University of Oklahoma recommendations)
2. CNS Division Course Summary Form
  - Final grade distribution
  - Were the students in the course adequately prepared (in terms of skills and knowledge) for the course? If not please provide as much detail as possible regarding deficiencies.
  - Did you make any changes to the course to better meet the courses' SLOs? If so, please describe
  - What recommendations do you have for improvement of the course?
3. Course lectures or other presentation materials
4. Course assignments and tests with grading rubrics or keys
5. 1 Examples of student work for each assignment (student names should be removed from all student work).
6. Any other materials the instructor deems appropriate to include.

A blank ACCE SLO Summary Form, CNS Course Summary Form, and an example syllabus are included in the appendix of this document.

**Indirect Assessment (Surveys)**

Indirect assessment of SLOs will occur through surveys. The Division utilizes two surveys to achieve this end. First an exit survey is administered to all students shortly before graduation. Second an employer survey is conducted.

The senior exit survey provides the perceptions of students. Among other data collected in the exit survey, students are asked to give Likert scale responses regarding how confident they are

in their ability to apply the SLO. The Likert scale responses include: 4 = Very confident, 3 = confident, 2 = somewhat confident, 1 = not confident.

The employer survey provides the perceptions of individuals who are hiring our students. Employers are asked to consider their recently hired graduates from the CNS Division and evaluate their capability relating to each SLO. Employers are asked how well prepared recent graduates have been in each SLO. Likert scale response are used, and include: 4 = Very Well Prepared, 3 = Prepared, 2 = Neither Prepared nor Unprepared, 1 = Unprepared.

**Assessment Calendar**

Most assessment measures will be conducted annually. To avoid fatigue, employer surveys will occur every two years. The University of Oklahoma requires annual reporting on SLO assessment, as such collection of assessment data must be done to facilitate compliance with that requirement. Courses in the CNS Division are only taught once each year and students only graduate from the undergraduate program in May. So, collection of direct assessment data (notebooks) will occur following each semester, and indirect assessment via senior exit survey will occur each April. Indirect assessment via employer survey will occur every other year at the September Professional Advisory Board meeting. Table 2 outlines the time frame and accountability for assessment.

Table 2. Assessment and Academic Quality Implementation Plan

Deadline	Task	Responsibility	Deliverable to
April/May	Conduct Senior Exit Survey	Director & Capstone Instructor	Director
May	Complete Spring course notebook(s)	Instructors	Director
June	Review course notebooks & assessment data collected	Director	Director
June	Analyze exit survey results	Director	Director
July	Compose annual assessment memo	Director	CoA Dean & ACCE
July	Remind faculty of assessment and notebook requirements for Fall classes	Director	Instructors
August	Report on previous year’s assessment results	Director	CNS Faculty PAB (at PAB meeting)
October	Complete OU assessment report	Director or as assigned	Felix Wao (OU Assessment)
November	ACCE Annual Data Sheet	Director	ACCE
December	Complete fall course notebook(s)	Instructors	Director
December	Review course notebooks & assessment data collected	Director	Director
December	Remind faculty of assessment and notebook requirements for Spring classes	Director	Instructors



APPENDIX

The University of Oklahoma  
Christopher C. Gibbs College of Architecture  
Haskell & Irene Lemon Construction Science Division  
**ACCE SLO Summary Sheet**

**SLOs Introduced:**

Please describe how each SLO is introduced in the course:

**SLOs Reinforced:**

Please describe how each SLO is reinforced in the course:

**SLOs Assessed:**

- Please describe how each SLO is assessed in the course
- Include the assignment/quiz/exam/project used for assessment
- Include the grading rubric for the assignment (if applicable)
- Average student scores on the assignment/quiz/exam/project:
- Narrative of the results addressing: if the benchmark was met what the faculty member intends to do about it and if the benchmark was met any changes the faculty member anticipates.

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**Course Summary Sheet**

This form should be included in the course notebook faculty members assemble for each class they teach in a semester.

Final Grade Distribution:

Total number of students enrolled in the course \_\_\_\_\_

Total number of A's \_\_\_\_\_ Percent of the class \_\_\_\_\_

Total number of B's \_\_\_\_\_ Percent of the class \_\_\_\_\_

Total number of C's \_\_\_\_\_ Percent of the class \_\_\_\_\_

Total number of D's \_\_\_\_\_ Percent of the class \_\_\_\_\_

Total number of F's \_\_\_\_\_ Percent of the class \_\_\_\_\_

Student Preparation:

Where the students in the course adequately prepared  
(in terms of skills and knowledge) for the course?

Yes / No

If no, please describe deficiencies:

Course Changes:

Did you make any changes to the course to better meet  
the courses' outcomes?

Yes / No

If yes, please describe:

Recommendations:

What recommendations do you have to improve this course?

**University of Oklahoma  
College of Architecture  
Division of Construction Science**

**CNS 1111 – Introduction to Construction Management  
Fall 2018**

**Instructor:** Dr. Ben Bigelow

**Office:** Gould Hall 298

**Email:** bigelow@ou.edu

**Phone:** (405) 325-6404

**Office Hours:** T/R 2-4, by appointment, or if my door is open feel free to come in.

**Learning Management System:** <https://learn.ou.edu>

**Course Meeting Time and Location:**

W 1:30-2:20 Gould Hall TBA

**Course Prerequisite:**

None

**Course Delivery:**

Traditional

**Course Description:**

CNS 1111 – introduction to Construction Management. An introduction to the concepts and issues related to construction management, as well as a description of the roles and careers available in the construction industry. The tasks, tools and processes used by construction management professionals are addressed.

**Course Goal(s):**

The goal of this course is to provide students with a broad overview of construction management and the construction industry, to establish a foundation for students in subsequent CNS courses.

**Learning Outcomes:**

1. Learn the basic roles and responsibilities of a construction manager.
2. Know the various career paths available to construction science graduates.
3. Become familiar with basic construction management terminology, tools and processes

**ACCE Student Learning Outcomes:**

4. Create construction project cost estimates
5. Create construction project schedules
10. Apply electronic based technology to manage the construction process
12. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process

13. Understand construction risk management
14. Understand construction accounting and cost control
15. Understand construction Quality assurance and control
16. Understand construction project control processes

**Texts and Materials:**

Construction Management Jumpstart 2<sup>nd</sup> Edition by Barbara J. Jackson

**Teaching Philosophy:**

I believe that a discussion format is a more effective way to learn, as such students should be prepared not only to ask questions but to present opinions and engage with one another and the instructor.

**Expectations:**

I expect students to come to class prepared to engage in the materials presented, and to be on time. Coming to class prepared, means you have completed the required reading and assignments before class so that you are prepared to ask questions and discuss that material. I cannot read minds and only know that you did not understand something when you ask questions. Being on time means that you are in your seat and ready to being class at the scheduled class time. Walking in late is a disruption to the whole class and is disrespectful.

**Learning Activities and Assessment**

Assignments shall be submitted in a neat, complete, readable, and understandable (to the Professor) manner. Unless otherwise noted, assignments are due before class begins and must be turned in on time. Late assignments will receive a penalty of 50 percent for one week following the due date, after one week late assignments will not be accepted for credit.

Assignments in this class include weekly quizzes, and assignments over the assigned book chapter. In addition, there are assignments that are conducted in class.

**Assessments\* (each student must do each of the following)**

		<b>Assessments*</b> <i>(each student must do each of the following)</i>		
<b>Learning Outcomes &amp; ACCE Student Learning Outcomes</b>	<b>Learning Activities</b>	<b>Quizzes (13)</b>	<b>Assignment Questions (13)</b>	<b>In Class Assignments</b>
1 Learn the basic roles and responsibilities of a construction manager.	Reading, Guest lecture	✓	✓	
2 Know the various career paths available to construction science graduates.	Reading, Guest lecture	✓	✓	✓
3 Become familiar with basic construction management terminology, tools and processes	Reading	✓	✓	
4 Create construction project cost estimates	Reading	✓	✓	

5 Create construction project schedules	Reading	✓	✓	
10 Apply electronic based technology to manage the construction process	Reading, Guest lecture	✓	✓	
12 Understand different methods of project delivery and the roles and responsibilities of all constituencies	Reading, Guest lecture	✓	✓	
13 Understand construction risk management	Reading	✓	✓	
15 Understand construction quality assurance and control	Reading	✓	✓	✓
16 Understand construction project control processes	Reading	✓	✓	✓
Maximum Points		100	100	100

\* *The quality of all written assignments and presentation should be evaluated using a rubric.*

### **Final Grade:**

*Final grades will be determined by the average of the weekly quizzes and assignments. It is anticipated that there will be 13 quizzes, and 13-18 assignments. The final letter grade for the course will be assigned as follows:*

A > 90%

B > 80 - 89%

C > 70 - 79%

D > 60 - 69%

F < 59%

The instructor will round to 2 decimal places, so a 79.44 would result in a grade of C, while a 79.45 would result in a grade of B.

### **Additional Support for Learning**

The University of Oklahoma provides additional support to assist in your success in this class. The University College provides free tutoring through Action Tutoring, [www.ou.edu/univcoll/action\\_tutoring.html](http://www.ou.edu/univcoll/action_tutoring.html). The Writing Center, [www.ou.edu/writingcenter/](http://www.ou.edu/writingcenter/), provides assistance on writing and consultations to improve writing skills.

### **Course Policies**

#### **Absences:**

Students are responsible for the content of the courses in which they are enrolled. If you must miss a class meeting, advanced notice should be given the instructor. Absences for specific reasons (defined by the University of Oklahoma policy) will be accommodated by the instructor.

#### **Make-up Policy:**

Per University of Oklahoma policy, if a student misses an assignment for a legitimate, verifiable reason accommodation will be provided by the instructor to make up that assignment.

#### **Course Presentations, Guidelines, and Evaluation:**

Unless otherwise indicated, students are to complete the course requirements as individuals. Any indication that students are doing otherwise will result in the maximum ramifications as

allowed by university policy. In the case of group assignments, all members are expected to contribute to their best potential. The instructor retains the right to have group members grade the performance of all of the other members of their group.

**Respect:**

All students are expected to follow appropriate etiquette and behavior in the classroom. Specifically, disrespectful behavior to the instructor or other students will not be allowed. If the instructor deems a student's behavior to be disruptive or inappropriate the student will be asked to leave class for that day.

**Communication:**

The vast majority of communication for this course will occur through email and you should check yours regularly (at least daily) or have it forwarded to an account you check. Canvas will only be used for posting of grades etc.

**University Policies**

**Academic Integrity**

All students are expected to conform to college-level standards of ethics, academic integrity, and academic honesty. By enrolling in this course, you agree to be bound by the Academic Misconduct Code published in The University of Oklahoma Student Code ([www.ou.edu/studentcode/OUStudentCode.pdf](http://www.ou.edu/studentcode/OUStudentCode.pdf)). For further clarification please see: [www.ou.edu/provost/integrity-rights/](http://www.ou.edu/provost/integrity-rights/).

All members of the community recognize the necessity of being honest with themselves and with others. Cheating in class, plagiarizing, lying and employing other modes of deceit diminish the integrity of the educational experience. None of these should be used as a strategy to obtain a false sense of success. The need for honest relations among all members of the community is essential.

Cheating is strictly prohibited at the University of Oklahoma, because it devalues the degree you are working hard to obtain. As a member of the OU community it is your responsibility to protect your educational investment by knowing and following the rules. For specific definitions on what constitutes cheating, review the Student's Guide to Academic Integrity at: [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

**Religious Observance**

It is the policy of the University to excuse the absences of students that result from religious observances and to accommodate the student making up required coursework they may have missed.

### **Reasonable Accommodation Policy**

Students requiring academic accommodation should contact the Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information please see the Disability Resource Center website <http://www.ou.edu/drc/home.html>

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

### **Adjustments for Pregnancy/Childbirth Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Also, see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for answers to commonly asked questions.

### **Title IX Resources and Reporting Requirement**

For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405/325-2215 (8 to 5, M-F) or [smo@ou.edu](mailto:smo@ou.edu). Incidents can also be reported confidentially to OU Advocates at 405/615-0013 (phones are answered 24 hours a day, 7 days a week). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies may be directed to: Bobby J. Mason, University Equal Opportunity Officer and Title IX Coordinator at 405/325-3546 or [bjm@ou.edu](mailto:bjm@ou.edu). For more information, visit <http://www.ou.edu/eoo.html>.

## Tentative Schedule

Date	Topics or Activities	Learning Outcome(s) Addressed	Assignments, Exams, or Readings
8/22	Syllabus & Introductions	n/a	None
8/29	Design vs Construction	1, 12	Get Book
9/5	The Construction Industry	1, 2, 3, 12	Chapter 1
9/12	What is Construction Management	1, 2, 3	Chapter 2
9/19	How We Get the Work	1, 2, 3	Chapter 3
9/26	The Construction Contract	1, 3, 12	Chapter 4
10/3	Project Stages	1, 3	Chapter 5
10/10	Estimating Project Costs	1, 2, 3, 4	Chapter 6
10/17	Contract Administration	1, 3, 14	Chapter 7
10/24	Construction Ops and Job Site Mgmt	1, 2, 3	Chapter 8
10/31	Project Planning and Scheduling	1, 3, 5	Chapter 9
11/7	Monitoring Project Performance	1, 3, 14, 16	Chapter 10
11/14	Managing Quality and Safety	1, 3, 15	Chapter 11
11/21	<b>Thanksgiving Holiday</b>		
11/28	Managing Project Risks	1, 3, 13	Chapter 12
12/5	Building Information Modeling	1, 2, 3, 10	Chapter 13