

CLEMSON UNIVERSITY



Nieri Department of

**CONSTRUCTION AND
REAL ESTATE DEVELOPMENT**

**CONSTRUCTION SCIENCE AND
MANAGEMENT PROGRAMS
OPERATIONS HANDBOOK**

Revision: May 8, 2026

TABLE OF CONTENTS

I.	Introduction to the Nieri Department of Construction and Real Estate Development, Construction Science and Management Program Operations Handbook _____	3
II.	Nieri Department of Construction and Real Estate Development, Construction Science and Management Program Mission and Goals _____	4
III.	Origins and Development History of the Nieri Family Department of Construction and Real Estate Development and the Construction Science and Management Program _____	5
IV.	Department Bylaws and Tenure Promotion and Reappointment (TPR) Guidelines _____	6
V.	Instruction and Advising _____	7
VI.	Department Personnel Reviews _____	13
VII.	Professional Development _____	15
VIII.	Travel Guidelines _____	16
IX.	Consulting _____	17
X.	Service and Industry Relations _____	18
	Students _____	19
XI.	Student Employer Interview Policy _____	20
XII.	INDUSTRY RELATIONS _____	21
XIII.	Department Assessment _____	22

I. Introduction to the Nieri Department of Construction and Real Estate Development, Construction Science and Management Program Operations Handbook

The Program's personnel are involved in many activities. As a result, some of the "must-do" items are forgotten, and our daily schedule may be disrupted. Furthermore, questions come up from time to time that require one to call others for answers.

This handbook was developed to help alleviate such problems and to better maintain policies and procedures for the Program that are not otherwise addressed in the University Faculty Manual, Department bylaws, or Department TPR Guidelines. The reader should keep in mind that this handbook supplements any existing University and College policies and procedures as contained in the University Faculty Manual, and in other official University documents. If there is conflicting information between the handbook and other official University governance documents, the University governance documents should be followed and take precedence.

This handbook has been placed in an electronic format so that additions, deletions and revisions can be easily made. The user should note that the handbook is designed to be a living document, in that new items will arise that need to be added as received. In no way does this handbook mean that the Program is to be static. It has been developed to streamline the Program's operations and to inform its personnel of expectations.

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II. Nieri Department of Construction and Real Estate Development, Construction Science and Management Program Mission and Goals

The Mission of the Construction Science and Management (CSM) program is to offer a comprehensive program of construction education, with scholarly and service activities, consistent with the Mission of Clemson University and the College of Architecture, Arts and Construction, to improve the quality of the construction industry and thus the built environment. To realize this mission, the department has the following major goals:

- i) Excel in the education of Construction Science and Management undergraduate and graduate students alike through a vigorous program of academic learning designed to produce motivated, well-educated, responsible citizens with the management and technical skills requisite for leadership positions in the construction industry.
- ii) Foster Clemson University's service mission by providing outreach activities for the construction industry and the public, both nationally and internationally.
- iii) Assist in attaining Clemson University's funded research goals by conducting and disseminating the results of research and development and/or providing other educational opportunities for the construction industry.

III. Origins and Development History of the Nieri Department of Construction and Real Estate Development and the Construction Science and Management Program

The first courses in the undergraduate building construction program at Clemson University were offered by the School of Architecture in the 1963-64 academic year. This program was initiated in response to the South Carolina construction industry's demand for individuals educated in the specialized technological and managerial skills of the construction profession. The first degrees were awarded in May of 1966.

In 1971, the Department of Building Science became one of the College of Architecture's original four departments at Clemson. The department is a charter member of the Associated Schools of Construction and actively participated in the formation of the American Council for Construction Education (ACCE). The department's name was changed to Construction Science and Management in 1991. In 1986 the department received approval and began to offer a Master's degree in Construction Science and Management (MCSM). In 1992, the department received approval to offer its MCSM degree via distance learning.

The Undergraduate and Graduate degree programs are accredited by ACCE. In 2004, the CSM Department, in collaboration with the School of Architecture and the Department of Planning and Landscape Architecture initiated a PhD Program in Planning, Development and the Built Environment (PDBE). The department was officially endowed as the Nieri Family Department of Construction Science and Management (NfCSM) in the Fall semester of 2019. In the Fall of 2022, the City Planning and Development Department was merged with the NfCSM to form the Nieri Department of Construction, Development, and Planning. Additionally, the PhD in CSM was created. In the Fall of 2023, the Department was moved to the newly formed College of Architecture, Art, and Construction (CAAC). Finally, in the fall of 2024, the current Department structure of the Nieri Department of Construction and Real Estate Development was formed, with the City and Regional Planning programs moving to the School of Architecture. Within the Nieri Department of Construction and Real Estate Development, there are three Construction Science and Management Programs: Bachelor of Science in CSM, Master of CSM, and PhD in CSM, and one Real Estate Development Program: Master of Real Estate Development. The Department organization consists of a Department Chair, a Masters in Real Estate Development Program Director, a CSM Undergraduate Programs Director, and a CSM Graduate Programs Director with the support of administration and advising staff.

IV. Department Bylaws and Tenure Promotion and Reappointment (TPR) Guidelines

The Department and University are governed through shared governance policies that are outlined in the Clemson University Faculty Manual. Furthermore, policies and procedures outlined as the responsibility of the Department by the Faculty Manual on workload, hiring, promotion, and other matters, are contained within the published Department Bylaws and TPR Guidelines, available through the University's Faculty Senate Governance website.

V. Instruction and Advising

1. Introduction

The duties and responsibilities of the faculty are as discussed in the University Faculty Manual, as is information regarding promotion and tenure.

Relative to subject matter, each faculty member brings to the Department custom expertise that enables them to have a thorough understanding of the topics to be taught in the assigned classes and to be able to answer all student questions, even this means finding the answer for later presentation. The faculty, as a whole, brings diverse backgrounds and experiences, which together make for a well-rounded core of educated professionals dedicated to teaching students.

Each faculty member needs to be aware that their instructional technique can “make or break” a class. It is their responsibility to:

- i) Be prepared to teach each class session in an organized manner (as determined by the faculty member).
- ii) Listen to student question and concerns.
- iii) Utilize instructional techniques commensurate with the type of class, size of class, topics being discussed and nature of each student.
- iv) Make changes as needed but cover the topics included in the course outline.
- v) Evaluate the students on an objective basis and in a timely manner. Provide timely feedback to them so they know where they stand each class session.
- vi) Perform administrative duties as needed.
- vii) Treat every student as you would want others to treat you, as a caring and concerned person. Deal with any problem students on a one-to-one basis.

Research has shown that an effective teacher has the following qualities:

- i) Good listener
- ii) Patient
- iii) Knowledgeable about material being taught
- iv) Enthusiastic about teaching and subject matter
- v) Sensitive to students' needs
- vi) Inspirational
- vii) Innovative in the classroom
- viii) Cares about his/ her students

2. Course Outlines

All courses shall be taught in accordance with the approved course outline for the same. Course Catalog Descriptions and Course Learning Objectives must be consistent between different sections.

Each faculty member is responsible for adding to each outline their evaluation method, teaching methodology, and other information students need to know. Each course and section of the course must have a completed Syllabus and Course Outline in the Simple Syllabus Library by the first day of classes.

3. Meeting Classes

Each faculty member is responsible for meeting all classes. There will be times when this will be impossible. If one or more classes are to be missed, follow the steps below:

1. For sickness, family-related emergency, or other emergency- contact your class through Canvas as soon as possible with how the class will be covered or otherwise canceled for that day.
2. For planned time away from class – at least one week prior to the first missed class, provide notice to the students through a class announcement or through Canvas. Whenever possible, have someone cover the class. If this is not possible, provide students with work that reinforces the subject matter being discussed at the time of the class cancellation. These may include projects for the students to work on in the instructor's absence or pre-recorded lectures.

4. Construction Science and Management Programs - Expected Student Behavior

The following are student behavior expectations agreed upon by the faculty and should be incorporated into the course syllabus to hold students accountable.

Class Attendance - Class attendance is mandatory. Unexcused absences may affect the student's final grade at the discretion of each department faculty member as shown in the respective course syllabus. A student with two or more unexcused absences for classes that meet once a week; four or more unexcused absences for classes that meet twice a week, or six or more unexcused absences for classes that meet three times a week will, as a matter of departmental policy, be dropped from the respective course and receive an F unless the student voluntarily drops the course within the approved university time frame. *Additionally, students should understand that, unless prior arrangements have been made and approved, leaving class before the faculty member has dismissed the class is unprofessional and unacceptable and may result in an absence being recorded.*

Punctuality - Students are expected to be in class at the scheduled start time. Repeated tardiness is unacceptable. Two instances of tardiness will result in one unexcused absence. Excessive tardiness may result in a reduction in a student's grade if attendance and participation is a portion of the evaluation matrix for the course.

Attire - Students are expected to dress in a professional manner, as if they were going to a job site as a construction industry professional. Ball caps must be removed during exams in class or when otherwise requested by the instructor.

Cell Phones and Laptop Computers - Cell phones are to be turned off or to vibrate during class. Not adhering to this courtesy may result in the phone being confiscated during class. Laptop computers are allowed in class for taking notes and other faculty-approved purposes. If the computers are used for non-approved purposes during class, students may be asked to leave the class for that day and be counted as absent.

Food and Drinks - Food and drink may be consumed in classrooms at the discretion of the respective faculty member. If allowed, and you bring food and drink, you are expected to clean up after yourself by placing trash and recyclables in the proper containers. The custodial staff is not expected to clean up food and drink containers left in classroom spaces. Note: only non-alcoholic beverages are to be consumed unless approved in advance for receptions at special events and

within University policy.

Academic Honesty - A student's work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable, and will result in dismissal from class and course failure or lowering of course grade. Consequences are at the discretion of the respective faculty member and in accordance with policy and procedure as set forth in the University Student Handbook.

Ethics - The construction industry demands the highest standards of ethical conduct. There are three types of ethics: Business or Legal, Professional or Balanced, and Situational (Blanchard, K. and Peale, N.V.). Business or Legal ethics is adhering to all legal, academic and other pertinent regulations. Professional or Balanced ethics is carrying out all activities in a manner that is fair to everyone concerned. Finally, Situational ethics pertains to specific activities or events that may initially appear to be a "gray area" until you ask yourself: "How will I feel about myself if my actions are published in the newspaper or if I have to justify my actions to my family, friends and colleagues?" Students in the Construction Science and Management programs are expected to uphold the highest standards of Legal, Professional and Situational ethics. Failure to do so will result in the student having to meet with the program director or department Chair for disciplinary actions, including possible removal from the respective courses and/or program. Reference: *The Power of Ethical Management*, K. Blanchard & N.V., Peale, 1982, Fawcett, New York.
July 1, 2014

5. Student Evaluation

It is up to each faculty member to establish his/her own method of student evaluation. It must be contained in the course outline and should not be changed during the semester. If a series of methods is being used, such as unit tests, daily homework assignments, etc., a sufficient number of them should be assigned, evaluated and returned to the student prior to mid-term so the student knows how they are performing at that time (i.e., decision to drop a course). Also, establish test and project due dates and announce them to the classes as far in advance as possible. Attempt to hold to these dates. Finally, return evaluated assignments as soon as possible after collecting. This may vary depending on the depth and complexity of each assignment; expectations should be provided to the students on when they will receive feedback.

For a final Examination, the policies in the University Student Handbook and Announcements must be followed. These include holding exams at the scheduled time.

6. Office Hours

Faculty are expected to maintain regular office hours that are proportional to their teaching responsibilities, with those teaching more courses providing a correspondingly greater number of hours. The expectation is 2 hours of office hours per 3 credit hours taught in the semester (e.g., a faculty member teaching 2, 3-credit-hour classes needs at least 4 posted office hours). Office hours should be scheduled across multiple days and times to maximize accessibility for students with varying schedules. To further support student access, faculty teaching in-person courses may designate a reasonable portion of their office hours for virtual sessions, ensuring flexibility while maintaining meaningful opportunities for student engagement.

7. Textbook Selection

Instructors should be reviewing new textbooks as they are released for possible adoption. Instructors should select textbooks that will serve as resources for any course but not be used to establish the curriculum. The textbook should be used as much as possible throughout the course (i.e., using a \$50.00 textbook for two weeks of the semester is not an efficient decision).

When selecting a new textbook for a multi-section course, all involved in teaching the class should have input on the decision and agree on the selection. In single-section courses, this decision should be reviewed by the course instructor and, if applicable, by others who have taught the course before or are likely to teach it in the future. The recommendation should be sent to the department chair for final approval. The entire process must be completed to meet the University Bookstore's textbook order deadline. The bookstore typically communicates with faculty when textbook orders for the upcoming semester are due.

8. Curriculum Revisions

A curriculum that remains static is, over time, no longer current, as it does not incorporate the latest industry technology nor the latest course design and implementation methods at the undergraduate and/or graduate levels. Therefore, all curricula should be reviewed regularly and appropriate changes made as needed.

If changes are to be made, they should be based on input from as many related sources as possible. For our program, these include: faculty, graduates, employers of our graduates, CSM Program Industry Advisory Board members, other departments within the College and University, and/or the American Council for Construction Education.

The following series of activities will occur every three years to provide a comprehensive review of our curriculum. A timetable will be established to carry out the tasks for each assessment period. The entire process will be developed around the seven-year ACCE accreditation time span.

- Design and send out forms to program graduates to collect information about their educational experience at Clemson and their evaluation of it.
- Use similar forms to survey graduating seniors to obtain their feelings about the curriculum.
- Design and send out a form to employers of our graduates to obtain information relating to the quality of our graduates and how they are performing on the job.
- Organize a formal department curriculum review ad-hoc committee to review our present curriculum and recommended changes.
- Request our Industry Advisory Board to review our undergraduate curriculum. Also, obtain input from the department's Student Advisory Committee (Commonly the student leaders of the Clemson University Construction Guild).
- Discuss any potential changes with others in the college and university who may be affected.
- Make changes as needed following the University's curriculum revision process.

9. Special Considerations for Multi- Section Courses

Faculty teaching a section of a multi-section course will meet to establish the approximate time needed to teach each topical area. The time can be given in weeks, class periods or another convenient time unit.

The same topical outline and activities should be done for a course with more than one section taught by the same faculty member. Appropriate changes for mode of instruction should be taken into account for faculty teaching the same course in different formats.

In courses that serve as prerequisites for other courses, it is important that students be able to perform certain tasks before being allowed to enter the next course in the sequence. For instance, a student who cannot estimate should not be allowed to take the scheduling course. In this light, the following is provided for possible action:

- Faculty teaching in a specific sequence of courses meet and determine what the basic tasks are that the student must be able to perform before being able to go on to the next course. Use the department's approved course outlines and the objectives contained in each for this activity.
- Design similar (but not necessarily the same) tests containing problems that will evaluate whether or not the students have mastered the "prerequisite tasks". In other words, the tests for all sections of CSM 2010 should be comparable in difficulty and in the concepts on which students are being tested. Each faculty member teaching CSM 2010 would construct their own tests and then meet with the other faculty members teaching the same course to compare test questions, evaluate whether they are, in fact, testing the required prerequisite (for the next course), and ensure the degree of difficulty is about the same.
- If the same faculty member is teaching all sections, they could do the same activity and implement it in all sections.

10. Field Trips

If planning to take a field trip, please adhere to the following guidelines:

- Department Chair must approve all field trips at least two weeks prior to the event.
- If there are any costs involved, prepare a budget and send it to the department Chair for approval at least two weeks prior to the event through the processes put forth by the CAAC Business Office.
- If the field trip is to be conducted outside normal class time, students cannot be required to participate unless it was scheduled for the course at the beginning of the semester. What you can do to try to increase participation is to offer to provide a memo that your students can give to the teachers of their other classes, asking them to be excused (but those faculty receiving the memo can still respond negatively), or to create an alternative assignment, such as a paper or another exercise, for those students who choose or cannot attend.
- Attempt to plan field trips around major projects and tests of other classes to minimize the overall disruption.
- All students must sign (before taking the field trip) a University Waiver of Liability Form available from the department office.
- Determine if the field trip you are planning to take requires any special onsite items, such as safety shoes, hard hats, etc. and if you are limited to a maximum number of participants. Notify students and ensure they have the appropriate items before allowing them to participate.
- If transportation is needed, work with the department's Administrative Assistant in acquiring it.

11. Undergraduate CSM Program Internship/Co-op Guidelines and Requirements

One of the graduation requirements for the CSM undergraduate program is to successfully complete and document a minimum of 800 hours of approved experience in the construction industry. The updated policy and required forms are maintained on the Undergraduate Programs website.

12. Student Orientations

The following are descriptions of the orientations that the department conducts for new and existing students in the undergraduate and graduate programs.

Undergraduate Program

New Student Convocation - Each fall, the Department holds a Welcome Event as part of the CSM 1000 course, in which all new freshmen, transfer students from other colleges/ universities, and change of major students are invited (and expected) to meet the CSM faculty/ staff and hear about the CSM program.

The CSM 1000 Introduction to Construction Science and Management course is required by all majors. It includes information about the program, its history, its relationship to the industry, career opportunities, etc. (See the course outline)

Each fall, the Clemson University Constructors Guild hosts an industry-sponsored Welcome Back Event at the start of the academic year and as a recruiting effort to engage students in student clubs. This event is to be coordinated by the student leaders of the Guild.

Graduate Program

Each semester, the department conducts an orientation session for all new and existing graduate degree students. Additional meetings may be held during the year as needed.

13. Assignment of Undergraduate and Graduate Courses

The program directors, with the support and final approval of the department Chair, are responsible for making teaching assignments. This will be done in conjunction with the faculty and in accordance with other University policies and the Faculty Manual. Faculty will be assigned to teach courses for which they have the technical skills and knowledge based on their educational and professional qualifications and experience.

VI. Department Personnel Reviews

Department personnel are evaluated based on the criteria listed in the Department Bylaws and TPR Guidelines and in accordance with the Faculty manual. Staff are reviewed and evaluated based on the University policy.

In addition, the following information, based on the TPR Guideline and informed by the faculty, is also include an annual numerical rating of each full-time faculty member in accordance with the below 7-point Likert scale:

Excellent Rating 6-7	Very Good Rating 4-5	Good Rating 2-3	Fair/Marginal Rating 1
Instruction			
Teaching effectiveness ratings on university student course evaluation form averaging at least 4.5/5.0 on questions 1-10.	Teaching effectiveness ratings on university student course evaluation form averaging at least 4.0/5.0 on questions 1-10.	Teaching effectiveness ratings on university student course evaluation form averaging at least 3.5/5.0 on questions 1-10.	The individual is generally not performing at the level expected for a rating of Good
Teaching effectiveness rating of 4.5/5.0 on student exit interviews.	Teaching effectiveness rating of 4.0/5.0 on student exit interviews.	Teaching effectiveness rating of 3.5/5.0 on student exit interviews.	Neglects assigned duties with no special circumstances
National or University teaching award.	Regional or College teaching award.	Develops a new CSM course	Fails to submit assessment data in a timely manner
Chair of at least one PhD committee	Serves on at least one PhD or Chairs at least one MCSM thesis committee	Serves on at least one PhD or MCSM thesis committee	<50% response rate on student course evaluations
Scholarship			
Minimum of two peer reviewed Journal publications.	Minimum of one peer reviewed Journal publication and one peer reviewed paper that has been accepted for publication.	Minimum of one peer reviewed paper published or presented.	No published/presented evidence of scholarship submitted.
Award Credit for external funding for at least one research project, and continuing Award Credit for work on existing externally funded research.	Award Credit for internal funding for at least one research project, and at least two external grant proposals submitted.	At least one funded grant proposal submitted, and continuing work on existing funded research.	
National or University research award	Regional or College research award		

Service/Administration			
Chairs one Department committee. Chairs one College or University committee or task force. Serves on other Department, College and/or University committees.	Chairs one Department committee or task force. Serves on two or more Department, College and/or University committees or task forces.	Membership and participation in at least one service activity that significantly contributes to the department's mission/operations.	No documented evidence of service submitted.
Holds a leadership position in unit/division of at least one national or international professional association.	Holds a leadership position in unit/division of at least one local or regional professional association. Reviews manuscripts for peer-reviewed publications.	Membership and participation in at least one professional association and attends at least two professional conferences/seminars/workshops.	
National or University service Award	Regional or College service award		
Excellent Service in Program Coordinator/Director Role	Very Good Service in Program Coordinator/Director Role	Good Service in Program Coordinator/Director Role	

It is noted that the above-referenced calculation of Overall Annual Performance Rating will be accomplished as follows:

Performance Rating = % Instruction Workload x Instruction Rating + % Scholarship Workload x Scholarship Rating + % Service Workload x Service Rating

For example: % Instruction Workload = 60% (3 courses), and annual Instruction Rating = 5;
 % Scholarship Workload = 30%, and annual Scholarship Rating = 4;
 % Service Workload = 10%, and annual Service Rating = 7; then

Overall Performance Rating = $(0.6 \times 5) + (0.3 \times 4) + (0.1 \times 7) = 4.9$ "Very Good"

VII. Professional Development

All faculty and staff need to grow, both personally and professionally. But to realize this goal, resources need to be identified and dedicated to it.

Regarding professional development, each faculty member should have the opportunity to review and improve his/her teaching skills. For a new, inexperienced faculty member, they should learn effective teaching skills. This shall be one area in which professional development occurs. The other area for professional development is keeping current in the subject matter. As technology changes in any area, it is our responsibility to pass it along to our students through formal instruction.

Professional development resources are available to every department member. This experience will be one way to attain the objectives identified during the evaluation process. Professional development does not stop once a person has attended a meeting, conference, workshop, etc., identified to address a specific weakness and/or undeveloped strength during the evaluation process. In most cases, the information learned and brought away from the experience would be of interest and/or help to others. Therefore, it is recommended that, at the time of annual review for the year in which the continuing education experience was completed, a summary report be prepared that reviews the events that took place, the things learned and how the writer will improve their performance as a result of attending the meeting.

VIII. Travel Guidelines

Travel may be needed in conjunction with teaching, service and research activities. Travel may also be involved in professional development activities.

Travel funds have and will continue to be limited in amount from University sources. Therefore, soft monies must be identified for this purpose. These may be from associations, grant agencies, and others. All department personnel should make every effort to obtain travel funding.

In this light, all travel requests may not be realized. Therefore, in order to plan the use of the year's travel budget from departmental funds, all known requests must be submitted to the department chair by June 1st of the prior academic year in which the travel will take place in order to get consideration for funding. In addition, any possible sources to help support the travel (in terms of funding) should be identified. Part-time faculty requests will only be considered after requests from full-time faculty are met.

Funding will be allocated equitably to all full-time faculty. When travel funds are limited and there is high demand from the faculty, deference will be given to junior faculty to support their needs for demonstrating growth and progress towards tenure and promotion. All travel requests and reimbursements shall be performed in accordance with College and University travel and reimbursement policies.

To qualify for reimbursement from the departmental budget, the purpose of travel should meet one of the following guidelines:

Faculty

- Attend a meeting to present an original paper or to participate in some other meaningful way likely to reflect favorably on the reputation of the Department, College and University.
- Attend a seminar or other activity designed to improve on the expertise of the participant in his specific teaching responsibility.
- Attend a meeting of a professional organization of which the participant is an officer and receives no expense reimbursement from the organization.

Note: The amount of travel expense reimbursement may be less than the actual total expense and should be approved in advance. Any permanent or temporary College or University restriction on travel will supersede these guidelines.

Students

- Participate in approved educational field trips.
- Attend a meeting of a professional organization when student participation is judged to be in the best interest of the department.
- Participate in competition learning at an approved event

Note: Budget creation and approval for expenses related to student travel are the responsibility of the advising faculty for the organization, class, or student.

All requests for travel expense reimbursement should be approved in advance, utilizing the appropriate forms and following current University policy.

IX. Consulting

Individual consulting must be carried out in such a manner and time as not to interfere with one's responsibilities to the University, college and department. It must adhere to University guidelines and obtain the required approvals.

X. Service and Industry Relations

Each faculty member shall make every attempt to be involved in service activities for the improvement of their profession, department, college, University and society. Various service experiences are and will become available. They should be reviewed, and those of interest and meaning should be adopted by the individual.

The identification of these, and their realization or non- realization, will be part of the evaluation process.

Travel and other relevant costs associated with service and industry relations that support the mission of the Department or College can be supported by the Department if funds are available. Appropriate forms for expense approval and reimbursement should be utilized. All expenses to be reimbursed must receive written approval before they are incurred.

XI. Students

Clemson University Constructors Guild: This is the organization that serves as the umbrella for all student chapters of the trade organizations. Its officers coordinate the major activities of the student chapters and conduct meetings and social events for all Guild members throughout the academic year. When joining the Guild, the respective student can also choose to become a member of one of the association's student chapters as part of the annual duties. Students can join additional student chapters for an additional fee. Dues are set annually by the Guild's student leadership team. Members of the Guild are provided the opportunity to attend educational programs, field trips and social events.

Associated Builders and Contractors (ABC) Student Chapter: ABC Student Chapter members are able to participate in the Carolina's ABC Chapter functions, attend the national convention and Job Fair, and receive information and communications from ABC. In addition, they are eligible to apply for ABC student scholarships and participate in many of their activities at reduced costs.

Associated General Contractors of America (AGC) Student Chapter: AGC Student Chapter members are able to attend many events sponsored by the AGC Carolina's Chapter and the national office. In addition, they can apply for AGC-sponsored scholarships and receive communications and information from the association.

Design Build Institute of America (DBIA) Student Chapter: Construction Science and Management and Architectural Studies students interested in the design-build project delivery process are members of the DBIA Student Chapter. Benefits include receipt of regular DBIA publications, access to the national DBIA membership and opportunities to attend local, regional and national meetings of the association.

National Association of Home Builders (NAHB) Student chapter: Students and Faculty are actively involved in the association's local, state and national activities. The Clemson University chapter of the NAHB is sponsored by the Greenville HBA, part of the South Carolina HBA. Students are able to attend local and national meetings and participate in the national association's student competitions. As members of the NAHB, students can apply for the National Housing Endowment student scholarships and receive communications from the local, state, and national organizations.

Sigma Lambda Chi (SLX): SLX is the national honorary society for construction education. Students are invited to join the society based on their past academic performance. To be considered, juniors and seniors must have a cumulative grade point average of 3.25 and graduate students must be in the upper 1/3 of the class. Also, students must be or have been involved in extracurricular activities in the program and Department, have been in the Department for at least one semester and have been voted positively on by a majority of the current SLX members in the Department.

Student Departmental Awards vary from time to time for scholarships and other recognitions. The list of available awards is maintained by the department, and the selection of award recipients is made by the faculty based on the criteria for each award.

XII. Student Employer Interview Policy

The department does not provide space for student interviews after the career fair or at other times of the year. The Career Center provides services to support companies in their pursuit to hire students. Additionally, resources may be available through the Madren and Alumni Center. It is the responsibility of the interviewing company to make appropriate space arrangements.

Students should make every effort to schedule interviews so they do not conflict with class times, as these are not considered excused absences and are generally within students' control. Interviews that require travel on the student's behalf away from campus may be considered excused absences by the faculty on a case-by-case basis if the student makes prior arrangements to cover the missed materials.

XIII. INDUSTRY RELATIONS

Faculty can contact industry members to support their research or classroom activities. As a courtesy, faculty should reach out to the Corporate Partner Coordinator before contacting the company to determine whether there is a preexisting relationship.

If industry members contact faculty about involvement in the Corporate Partner program, recruitment opportunities through the career fair, or membership on the Industry Advisory Board, they should be put in contact with the Corporate Partner Coordinator to ensure they receive consistent, up-to-date information. This does not mean that the faculty cannot otherwise develop and maintain relationships with the industry members to support classroom and research activities.

Industry Advisory Board

The Industry Advisory Board (IAB) is a group of professionals and leaders from relevant industries who provide guidance to the department to ensure its programs remain aligned with current workforce needs and trends. They offer insights on curriculum development, emerging technologies, and industry expectations, helping to strengthen the quality and relevance of academic offerings. In addition, board members may support the department through mentorship, internships, networking, and feedback on student preparedness.

The IAB meets as a whole once per semester, generally in alignment with the Construction Career Fair. The IAB is created to support the activities of the Department and program and maintains its own bylaws and oversees the administration of its committees.

A current list of Industry Advisory Board members is maintained by the program's Corporate Partner Coordinator.

Corporate Partners

The Clemson University Construction Science and Management (CSM) Corporate Partner Program is an industry engagement initiative that connects construction companies with the department to support education, research, and workforce development. Through this program, corporate partners contribute financial resources, industry insight, and professional opportunities such as internships, networking, and mentorship, while also helping inform curriculum and student preparation through their participation in the IAB. In return, partners gain access to top student talent, recruiting opportunities, tables at the Construction Career Fair, and collaboration with faculty, creating a mutually beneficial relationship that strengthens both the academic program and the construction industry.

A current list of Corporate Partners is maintained by the program's Corporate Partner Coordinator.

XIV. Department Assessment

Each year, the University and the American Council for Construction Education require the department to conduct a comprehensive assessment to ensure a culture of continuous improvement is maintained. The results of the assessment of the bachelor's and master's programs must be filed with the ACCE annually through a form A-17 submitted through the web portal. To successfully complete this requirement, program directors must collect and analyze SLO assignment data and compile it for the report. In support of these efforts, all instructors must provide the necessary information for SLOs covered in their classes, as noted in the course syllabi, by the date final grades are due for the semester. Failure to provide the necessary information by this crucial deadline may result negatively on your annual evaluation provided by the Department chair.