Your Name

Instructor Name

Course Number

Date

Learning Outcomes for a Civil Engineer

There are a number of strategies used for interview preparation and resume writing according to ABET student outcomes. It works by enabling students to communicate effectively with a variety of audiences. Communication skills are key to getting recognized and entertained during interviews. For resumes, support summary must be provided to the faculty to assess the requirements. The key requirements in the resume that must be fulfilled are education, activities, experience, current and recent activities, and currency in the field. A program evaluator must be helped to identify the candidates who are going to be interviewed. The interview must be related to the points discussed in the resume. A senior exit interview must be conducted annually as well as in late springs. Students must be able to utilize techniques, modern engineering tools, and skills for practice in order to get their names on the final list.

According to ABET student outcomes, it is the responsibility of the faculty and institute to enable the students to recognize their financial and ethical responsibilities in civil engineering situations by making informed judgments. These judgments must impact civil engineering solutions in economic, global, societal and environmental contexts. ABET provides guidance for an engineer’s professional and personal conduct which includes the code of ensuring safety, the welfare of the public, health and the code of ethics (Criteria for Accrediting Engineering Programs). These aspects must be at the forefront of all design, decisions and execution of the operations. The key criterions in this regard are public and employee safety, enduring legal compliance, protection and use of employee’s assets, maintaining workplace quality, and ensuring awareness of propriety and confidential information. Engineers are required to maintain the quality of the workplace where members of the teams are professionally satisfied and respected. Disciplinary behaviors including racism and harassment will not be tolerated. All these suggestions may help civil engineers to recognize their financial and ethical responsibilities and work in a safe and reliable environment.

According to ABET student outcomes, students and engineers are trained to stay engaged in the field of civil engineering by regularly using appropriate, documented processes for evaluating and assessing the limit to which outcomes of the student are being acquired. After collecting all the information and gathering results, the records of the results must be used systematically as an input for further continual improvement of the program. Other available information may also be used by the management and faculty to help in the continuous improvement of the program. From an educational point of view, advanced and comprehensive curriculum must be present in order to engage the engineer’s interest in the field. The curriculum must train graduates to exercise the knowledge of mathematics using differential equations, chemistry, physics (calculus-based) and also one or two areas of the basic sciences. Also from accounting and finance point of view, the subjects of probability statistics and accounting are also very helpful in equipping civil engineers with beneficial and interesting knowledge. A strong curriculum that aims to help and assist civil engineering students or training graduates in the workplace is definitely promising in engaging their interest in the field.

ABET criterions related to student outcomes also provide instructions for engineers regarding a relationship with other team members at workplaces. This is a very important aspect considering the effect of efficient teamwork and understanding between different levels of the organization. A team is made up of more than one person who are working together to achieve a common goal and generally include individuals from diverse fields, perspectives, and backgrounds. According to ABET criterions, team members must be treated with honesty, without deception or discrimination and in a manner conforming to state local and national laws. They must ensure that they remain consistent with their clients and other team members with good business practices and must not propagate false or misleading remarks about any other individual at the workplace. In many cases, perceived or actual conflicts of interests may arise but playing favorites or allowing personal endeavors or interests to affect and influence a business/ professional decision is strictly prohibited. An engineer must abide by all the ethical considerations that are associated with the profession and must exercise all the rules and principles. An engineer must make sure that they respect the privacy of other co-workers and maintain a friendly and reliable environment.

According to the ACCE Student Learning outcome for the civil engineers about professional decisions, it is advised that all the business and professional decisions should be made by ensuring the best interests of the client, the employer, the profession and the general public. The guidelines that are generally provided for ACCE members and others to better understand what ACCE expects from its professionals (BURT). The following questions are supposed to be incorporated into the decision making of the professionals. The approach is known as the PLUS approach

1. P = Policies: Are the best interests of the public served by the action under consideration? Is the action in line with ACCE’s code of ethics?
2. L = Legal: Is the action compliant with the rules and regulations that are applicable in the case of the proposed action?
3. U = Universal: Are the values of your employer or company being represented in the considered action?
4. S= Self: Is the action in line with your own personal convictions of morality?

If an ACCE member asks the above-mentioned questions and gets a response in the negative, he or she should refrain from the said action.

**Cited By:**

"Criteria for Accrediting Engineering Programs, 2019 – 2020." 2019. *ABET.*

Burt, R., et al. "Commentary on the ACCE student learning outcomes. Report of the SLO task force on the development of the ACCE student learning outcomes." *Retrieved February* 26 (2013): 2015.