

The **CIVIL ENGINEERING (CE) DIVISION** seeks papers for presentation at the 2019 ASEE Annual Conference and Exposition to be held in Tampa, Florida, June 16-19, 2019. Paper submission is a two-step process: (1) Abstract submission, review, and acceptance; followed by (2) Paper submission, review, and acceptance. The submission and review process is double blind; do not include names of authors or institutions within the title or body of the Abstract. Abstracts are limited to 500 words and should provide a clear statement of the objectives of the work, its relevance to the civil engineering community, assessment methods used, and major findings. Authors of accepted Abstracts will be invited to prepare full papers for peer review.

ASCE Liaison Committee

Tom Lenox, tlenox@asce.org, 703.887.3320
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Educational & Professional Issues of Strategic Importance to the Civil Engineering Profession and ASCE.

ASCE has been working proactively to address several educational and professional issues of strategic importance to the future of the civil engineering profession. To this end, this session will explore several of the issues that are being addressed (or should be addressed) by ASCE. This might include, but is not limited to, the following topics:

- The “Raise the Bar” initiative – Where is ASCE going? Where should ASCE be going?
- The new *Civil Engineering Body of Knowledge, Third Edition* (BOK3):
 - A progress report from the leaders of the BOK3 Task Committee (BOK3TC).
 - Attaining the affective domain outcomes of BOK3.
 - The *User’s Guide* to BOK3.
 - BOK3 – perspectives of some department heads.
 - The Civil Engineering BOKs – the 15-year history of their development
- A Gap Analysis: BOK3 versus the accreditation criteria for civil engineering programs.
- The sociology of professions and the distinct & distinguished role of the civil engineering technologist.
- Should ASCE promote discipline specific licensure of engineers? If yes, how?
- The new changes to Criterion 3 and Criterion 5 of the EAC/ABET General Criteria – lessons learned from the “first to be evaluated.”
- ABET accreditation – neither necessary nor sufficient for ASCE’s strategic interests?
- The 2019 Civil Engineering Education Summit: design, processes, and expected outcomes.
- How can the ASCE/department head connection be strengthened?

Committee on Effective Teaching

Clifton Farnsworth, cfarnsworth@byu.edu

Jim Kaklamanos, kaklamanosj@merrimack.edu

Joel Lanning, joel.lanning@uci.edu

Your Best in 5 Minutes: Demonstration of Hands on and Virtual In-Class Teaching Aids

Short papers describing your most impactful classroom moments including demonstrations, student activities, or experiences. In this unique session, papers do not require a research question, data or conclusion. Presentations will be short (5 minutes!) and concise to give attendees many ideas during the presentation period. The demonstrations, accompanied with pedagogy-rich papers, could include physical models, interactive videos, or embedded technology. The audience will be active participants. All civil engineering sub-disciplines are welcome!

Innovations in Introductory Civil Engineering Courses

The division is interested in new ideas to improve the introduction to civil engineering experience. This includes course design, projects, and other innovations.

Vertical Integration of Design Through the Curriculum

This session seeks examples of ways in which programs effectively integrate design from freshman through senior years.

Committee on Instructional Technology

Doug Schmucker, doug.schmucker@utah.edu

Matthew Sleep, matthew.sleep@oit.edu

Tales from the Flip Side

Papers are requested that include data-driven results of hybrid and flipped learning and teaching models with a particular focus on modified and/or adapted approaches vis-à-vis traditionally defined alternative methods.

Committee on Educational Policy

Scott Hamilton, shamilton@ycp.edu

Rolando Valdez-Vasquez

Connectedness and Belonging in the Civil Engineering Community

We invite papers investigating best practices and successes in inclusion and diversity efforts intended to create a welcoming and supportive environment at all levels and aspects of civil engineering education.

Creating a Culture of Integrity

We invite papers exploring policies and practices that foster ethical behavior and development.

Committee on Professional Practice

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Claire Dancz, cdancz@clemson.edu

Matt Lovell, lovellmd@rose-hulman.edu

Effective Approaches to Bring Engineering Practice into the Curriculum

This session will review the effectiveness of methods of integrating engineering practice into the classroom. This might come through hiring or development of tenure track faculty, adjuncts, professors of practice, guest lectures, field trips, attending local professional society meetings, or others. Is there evidence to show which of these approaches are more effective?

Applications of Sustainability Rating Systems in Civil Engineering Curriculum

The Formal Engineering Education Committee, a subcommittee of ASCE Committee on Sustainability, seeks papers on the applications of sustainability rating systems (e.g., LEED, Envision, Living Building Challenge, Green Roads) in Civil Engineering curriculum. This session will provide an opportunity to share curricular materials, lessons learned, or related ideas pertaining to sustainability rating systems that address the environmental, social, and economic impacts of all types and sizes of infrastructure projects. Special emphasis on role of engaging practitioners in using sustainability rating systems and their potential to contribute instructional practice.