ABET Engineering Technology Accreditation Commission

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: ETAC SITE VISIT

August 12, 2025

WELCOME!
ETAC INSTITUTIONAL REPRESENTATIVE WEBINAR

We will be recording today's webinar

- The recording and the slides will be available on ABET's public website
- All Institutional Representatives will receive a follow up email with the link to the recording and slides and instructions to their location on the ABET public website.

Q&A

- You will have the opportunity to ask questions throughout the webinar using the Q&A button at the bottom of your Zoom screen.
- Chat function is disabled..

We will not be providing technical support during today's webinar. The recording will be available after the webinar is completed.

If we are unable to address all your question due to time constraints, please follow up with your team chair.

Agenda

- *ETAC Overview*
- *Timeline*
  - *Pre-visit activities*
  - **SITE VISIT Activities**
  - Post-visit timeline and activities
- Due Process & Accreditation
- Q&A

Covered in Evaluation Preparation Webinar (Spring)

Our mutual goal is to have a successful and productive accreditation visit!

2025-2026 ETAC Executive Committee

Venny Fuentes
Chair

Mark Lower
Past Chair

Gary Clark
Chair Elect

Berrin Tansel
Vice-Chair of Operations

Maureen Hart
Member-at-Large

Michael Johnson
Member-at-Large

Keith Johnson
Member-at-Large

Ilya Grinberg
Member-at-Large

Michael Gazzerro
Public Commissioner

Ece Yaprak
Board Area Delegation Chair

Kevin Taylor
Adjunct Accreditation Director

Today's Presenters

Keith Johnson

Co-Chair,

Training Committee

Ilya Grinberg

Co-Chair,

Training Committee

Clay Gloster

Commissioner

Training Committee

M. Javed Khan

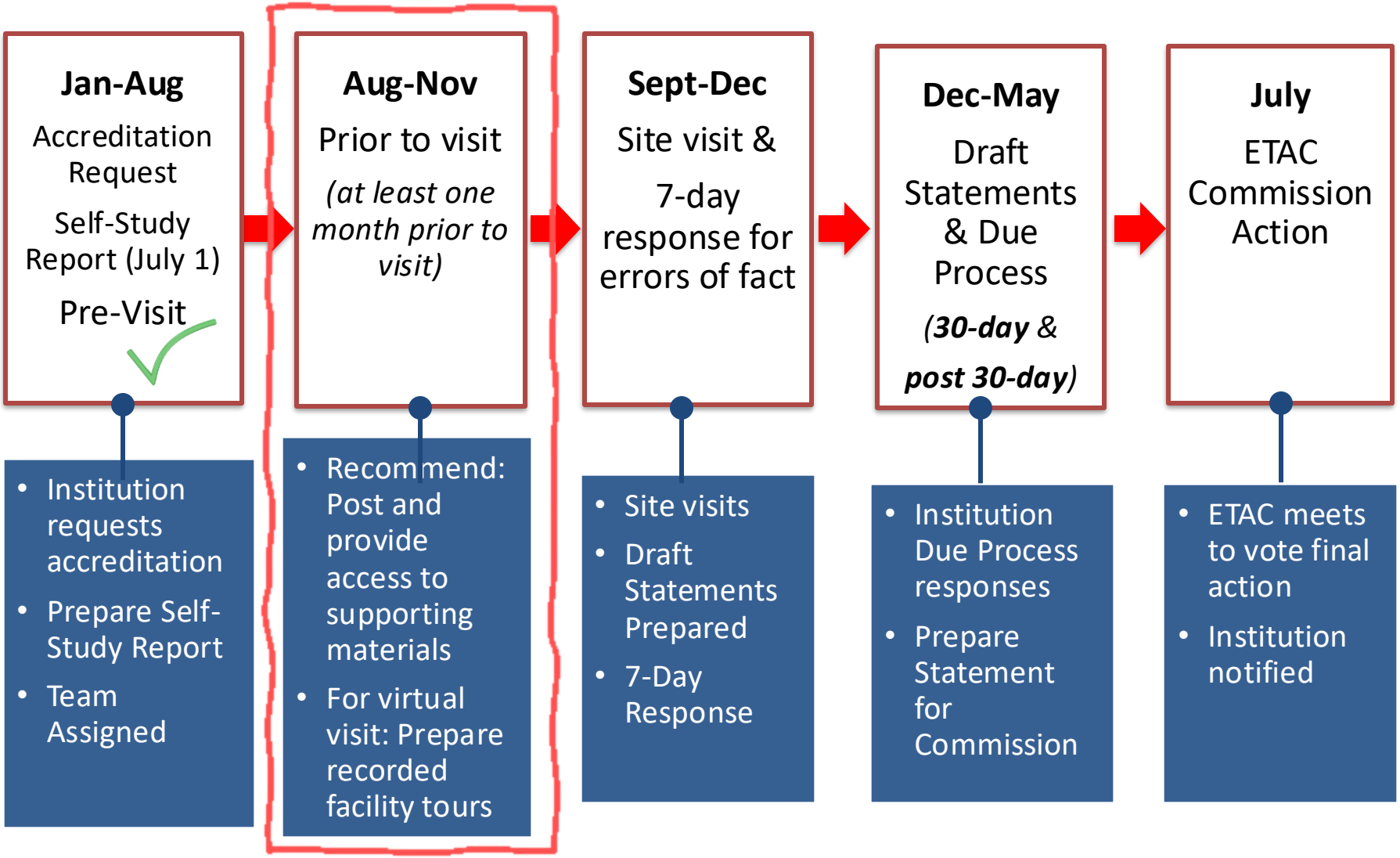
Commissioner

Training Committee

Common Terms and Acronyms

Acronym	Meaning
Adjunct	Adjunct Accreditation Director for ETAC (ABET Staff member)
AMS	Accreditation Management System
APPM	Accreditation Policy and Procedure Manual
Ed 1, Ed 2	Editor 1 and Editor 2 assigned to each visit/review, who edit the Draft and Final Statements for consistency
ETAC	Engineering Technology Accreditation Commission of ABET
PAF	Program Audit Form
PEOs	Program Educational Objectives
PEV	Program Evaluator
RFE	Request for Evaluation
SOs	Student Outcomes
SSQ	Self-Study Questionnaire
SSR	Self-Study Report
TC	Team Chair leading visit/review

Accreditation Timeline



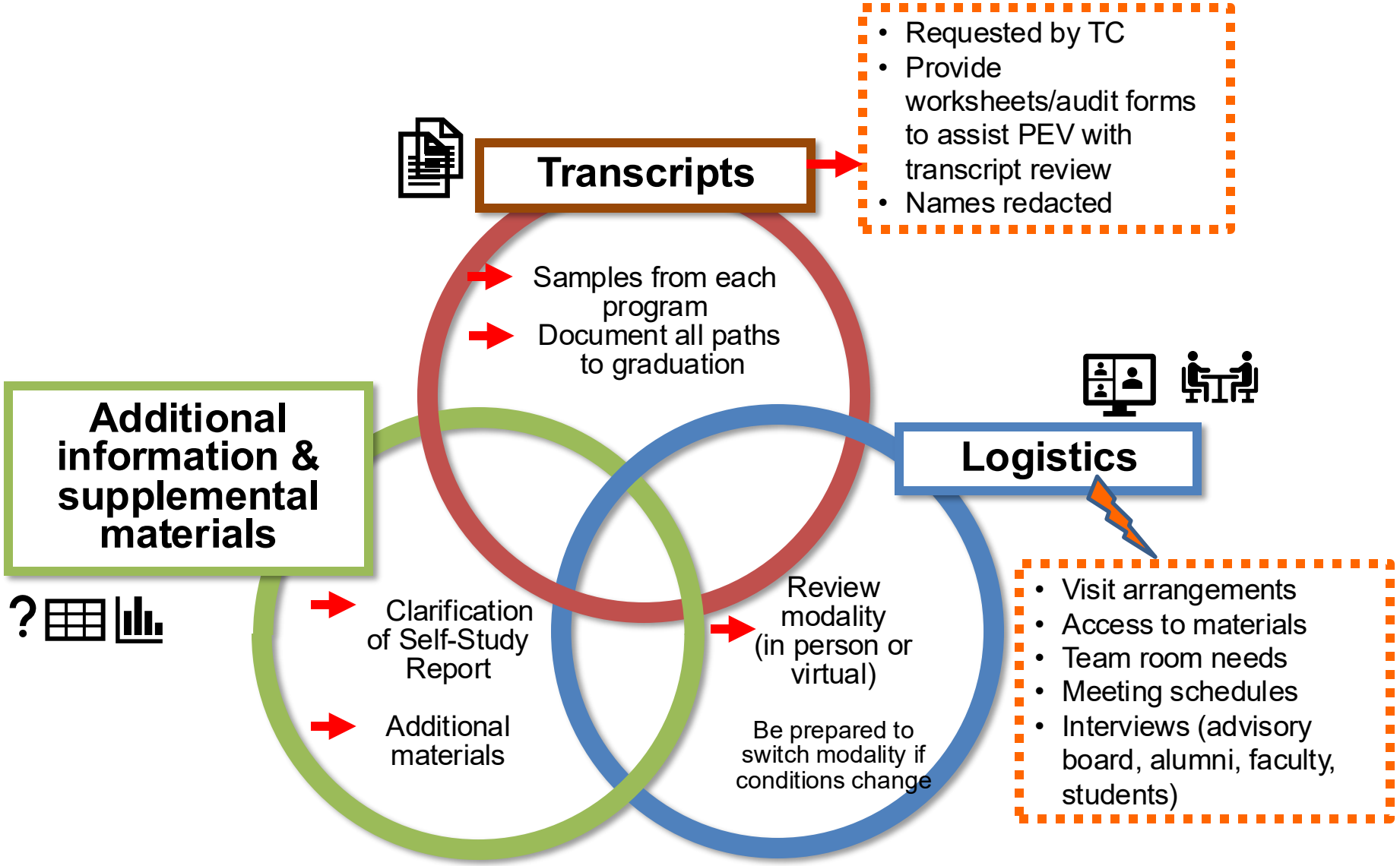
By now, you should have…

- ✓ Team Chair approved
- ✓ Visit dates set
- ✓ Self-Study report uploaded
- ✓ Visiting team Program Evaluators approved

Prepare to provide transcripts…

- ✓ Transcripts for graduates of each program
  - Team chair can provide guidance on number of transcripts
  - Student names should be removed and replaced by a tracking system
- ✓ Explanation of course substitutions & course waivers
- ✓ Approval process for transfer/substitution/waiver of courses
- ✓ Graduation audit form

Follow-up with Team Chair: Transcript and Enrollment documentation



Follow-up with Team Chair on Communication Protocol

What happens during an in-person site visit?

The goal is to conduct a site visit to review and evaluate facilities, resources, meet with program faculty and administrators.

Logistics

- Team travels to institution
- Programs provide tours of facilities and laboratories
- Interviews with students, faculty, and staff, advisory board
- Review of assessment and evaluation materials and other supporting materials
- Other printed materials, USB, or other physical formats can be provided during the visit upon request
- Team room and assistance for Wi-Fi access. Team room should be equipped with a printer and shredder

In person meetings

- In person meeting locations
- Work with Team Chair and Program Evaluators to set up the schedule for meetings.
- Make arrangements for face-to-face meetings (location, time) and provide support to team as needed.
- **On-line Programs**: Team to access the LMS course and assessment materials one month before the visit. Team members sign a confidentiality agreement. Identify on-line and/or hybrid.

What does a Virtual Review look like?

The goal is to conduct a virtual visit which achieves the same goals as an on-site visit, recognizing the team members and institutional representatives may be in multiple time zones.

Logistics

- No team travel
- Programs to provide virtual facility and laboratory tours
- Interviews of students, faculty, and staff conducted virtually
- Supporting materials to be provided electronically (Institutional or 3rd party i.e., Dropbox, Google drive, Canvas)
- No exchange of printed materials. Additional materials can be provided in digital format upon request

Virtual meetings

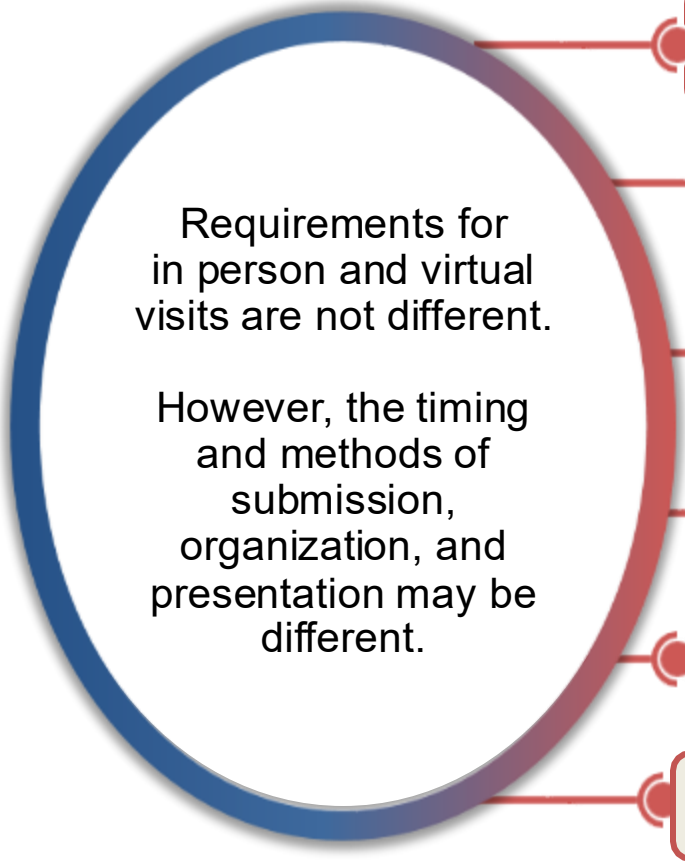
- Zoom is the default ABET video conferencing platform
- Work with Team Chair to set up meetings. IT support provided by institution.
- If requirements at your institution require an alternative platform for video conferencing, you will need to provide access, set up meetings, and provide training and support to the team.

<u>NOTE:</u> Any type of electronic recording of live ABET accreditation conversations or meetings is prohibited.

Getting Ready for the Visit

Getting Ready for the Visit

(in person or virtual)



Materials (Recommended): The program to make supporting materials available at least one month prior to the start date of the virtual visit

Materials: Guidance on materials from the program must be provided so team members can work efficiently

Materials: If an institutional system is used for documentation, team members will need access to your network (or another accessible digital platform) and guidance to use the digital storage platform/software.

Communications with PEVs: Teams AND programs benefit from clearing up documentation and supporting material issues before the visit begins

Communications: Work with the Team Chair and PEVs regarding supporting materials they will require and where the materials will be located

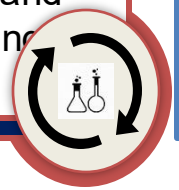
Communications with TC: Start early.

Note: Programs should not duplicate and resubmit documentation and supporting material submitted with the Self-Study Report.

Facility Tours

Laboratory Tours

- Identify the name of laboratory and physical location in building/on campus
- Identify who uses the laboratory and the courses the laboratory supports
- Provide a general layout of the setting of laboratories
- Show safety equipment (PPE, eyewash stations, showers, first aid kits, SDS sheets, inspection reports, etc.)
- Identify number of instructional experimental setups in the laboratory
- Show instructional equipment and supplies
- Provide the maximum number of students working concurrently in the laboratory and maximum team size working on any sing experimental station (capacity)



Classroom Tours

- Show larger and smaller classrooms, to give the team a sense for representative types of classrooms
- Show a regular (whiteboard) and a technology classroom with associated audio-visual equipment
- Identify the courses using the classroom
- Provide the capacity of the classroom
- Show a typical instructor station
- Show the classrooms to provide a sense of their general condition
- Show student study rooms and spaces

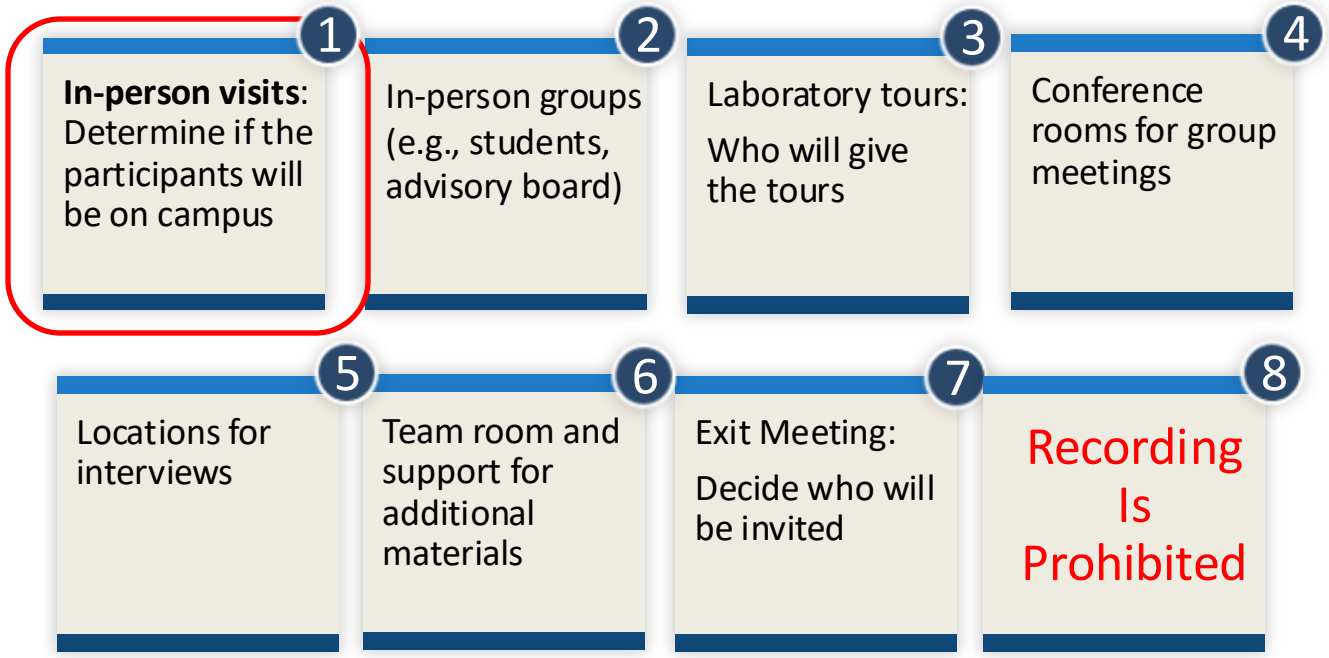
Note: For virtual visits: All parties involved in the pre-recorded laboratory and classroom tours must be identified by name and provide their recorded consent to be recorded.

Tips and Guidance for Videos
(for virtual visits and if provided in advance to site visit)

- ❑ Develop the pre-recorded videos as early as feasible. If campus accessibility becomes a problem as the academic year progresses, you will have addressed this critical component of the review
- ❑ Where possible, use a smartphone (typically has a decent camera) rather than an iPad (awkward to hold) or a video camera (does not integrate with Zoom easily for a live broadcast)
- ❑ Have 2 people record tours: 1 holding the camera with the other narrating
- ❑ Charge your phone before the tour
- ❑ Use landscape mode for a better and larger image
- ❑ Record the tour through Zoom
- ❑ Have WiFi and cellular network services turned on
- ❑ Start each tour with a view of the signage for the space
- ❑ Include name, location, signage, general layout, safety, courses supported, instructional equipment, etc.
- ❑ Move the camera slowly around the room. Rapid movement will make it difficult to clearly see details.
- ❑ Provide a narrative as you walk through the tour
- ❑ Short videos (maximum of 10 min/lab, one video/lab or other location)
- ❑ Practice a live tour prior to the virtual visit

Planning for Interviews & Group Meetings

- ✓ **One-on-one meetings**, such as interviews with institutional personnel and faculty are easier to schedule.
- ✓ **Group meetings**, such as meetings with students, advisory boards, and the exit interview require some advance planning.
- ✓ **For virtual visits**: All participants will require a device with the camera and are encouraged to use a headset, for high fidelity in communications.



Are you ready?

The following tasks should be completed soon:

1. Team Chair approved
2. PEVs approved
3. Self-Study Report received by the team
4. Transcripts/Audit forms provided to the team – coordinated with TC
5. Establish team-accessible file storage system (recommended)

What else needs to be done?

Follow-up with Team Chair: Outstanding tasks

Supporting Materials (APPM I.E.5.b (5)

https://www.abet.org/wp-content/uploads/2025/01/Guidance-on-Materials_2025-01-12.pdf

Preparation	Review Process	Expectations (Recommended)
■ Course materials, including course syllabi, example assignments and exams, and examples of student work showing range of student achievement ■ Evidence that the program's educational objectives are based on needs of program constituencies ■ Evidence of the assessment, evaluation, and attainment of student outcomes ■ Evidence of actions taken to improve the program based on the evaluation of assessment data	■ Assessment instruments used and connected to primary evidence (student work) being assessed ■ Summaries of the data with results reported in a usable form (have a "scorecard" for program student outcomes, demonstrate level of attainment) ■ Recommendations for program improvement based on the data (Continuous Improvement) ■ Implementation and results	■ Electronically available with easy access to ABET team members ■ Focus on outcomes and the process of meeting criteria and policies ■ Demonstrate level of attainment of student outcomes ■ Completion of continuous improvement feedback loop

Textbooks are not required

Recommend:

- **In person visits: Some materials should be available to PEVs prior to visit.**
- **Virtual visits: Supporting materials should be accessible by PEVs at least one month prior to visit date.**

Supporting Materials

Supporting materials:

1. Location
2. What materials are to be available (on-line and on-site)
3. PEV access to files (for on-line programs: access to your learning management system - LMS)
4. Guidance on how to access information

On-line programs:

1. PEV access to files (one month before visit: access to your learning management system - LMS)
2. Guidance on how to access information

Visit Schedule
and
Post Visit Follow up

Visit Schedule

Day 0 (typically Sunday)	Laboratory and facility tours
	PEVs meet program chairs/directors, TC meet dean
	PEVs review materials as needed
	ABET team review Day 0 findings
Day 1 (typically Monday)	Team meets with Dean (brief orientation and review of visit)
	PEVs brief program chairs
	PEVs conduct interviews with faculty and students
	PEVs meet with alumni, advisory boards, and support departments
	ABET team review Day 1 findings
Day 2 (typically Tuesday)	Meetings with faculty and staff, as needed
	Team finalized findings
	PEVs brief program chair/directors, TC briefs dean
	Team members draft exit statements and forms
	Exit meeting (Institution may invite anyone they wish. ABET typically expects President and/or Provost to be present.)
	TC provides Program Audit Forms to dean

In-person visits (Recommended): The supporting materials be available one month prior to Day 0
Virtual visits: The supporting materials must be available one month prior to Day 0

Sample Virtual Visit Schedule

Prior to Day 0

- Team Meeting
- Facility Tours
- Materials Review

Day 0

- Meetings with the Dean and Program Heads

Meetings with the Dean and Program Heads
The team chair should plan on meeting with the Dean each day of the virtual visit and program evaluators should meet with the heads of their programs to keep everyone connected and to make sure there are no surprises.

Day 1

- Opening Meeting – brief orientation and review of visit.
- Individual assignments
  - -TC meets with institution officials
  - -PEV with program chairs and faculty
- Interviews
  Advisory board, alumni, faculty, students

Day 2

- Team follow-up
- Individual briefings
- Exit meeting

Visit Schedule

The following are activities which need to be scheduled well ahead of time.

Follow-up with Team Chair: Visit schedule, attendance, logistics (IT, materials, etc.)

1. Facility tours
2. Opening meeting
3. Interviews with administrators, President, Provost, faculty
4. Student interviews
5. Advisory Board interviews
6. Exit meeting (President decides who to invite)

Who else in your institution should be included?

Team Requirements

On-site visits

- Work with the Team Chair on details.
- Room needed from the time the team shows up until it leaves. Typically, Sunday through Tuesday (or dates of visit).
- Room requirements:
  - At least one computer connected to a printer.
  - A paper shredder.
  - Internet access with Wi-Fi for team laptops.
  - Technical support on first day (Sunday) to ensure all equipment (including team laptops) are fully functional in your environment.

Virtual visits

- Work with the Team Chair on details.
- Schedule can be extended by the Team Chair due to time zone differences.
- Communication platform requirements:
  - Reliable Wi-Fi.
  - Meeting times and connection details.
- If something unexpected should happen to prevent the normal operation
  - Team Chair will help you restructure the visit to proceed in a different communication platform or on different days.

Exit Meeting

Purpose: Report team findings to institution's CEO and other institution representatives

Team chair makes introductory remarks and reads any statements or findings that apply at the institutional level.

Each program evaluator reads findings related to their program.

Team chair makes concluding remarks.

Preliminary findings will be entered into AMS.

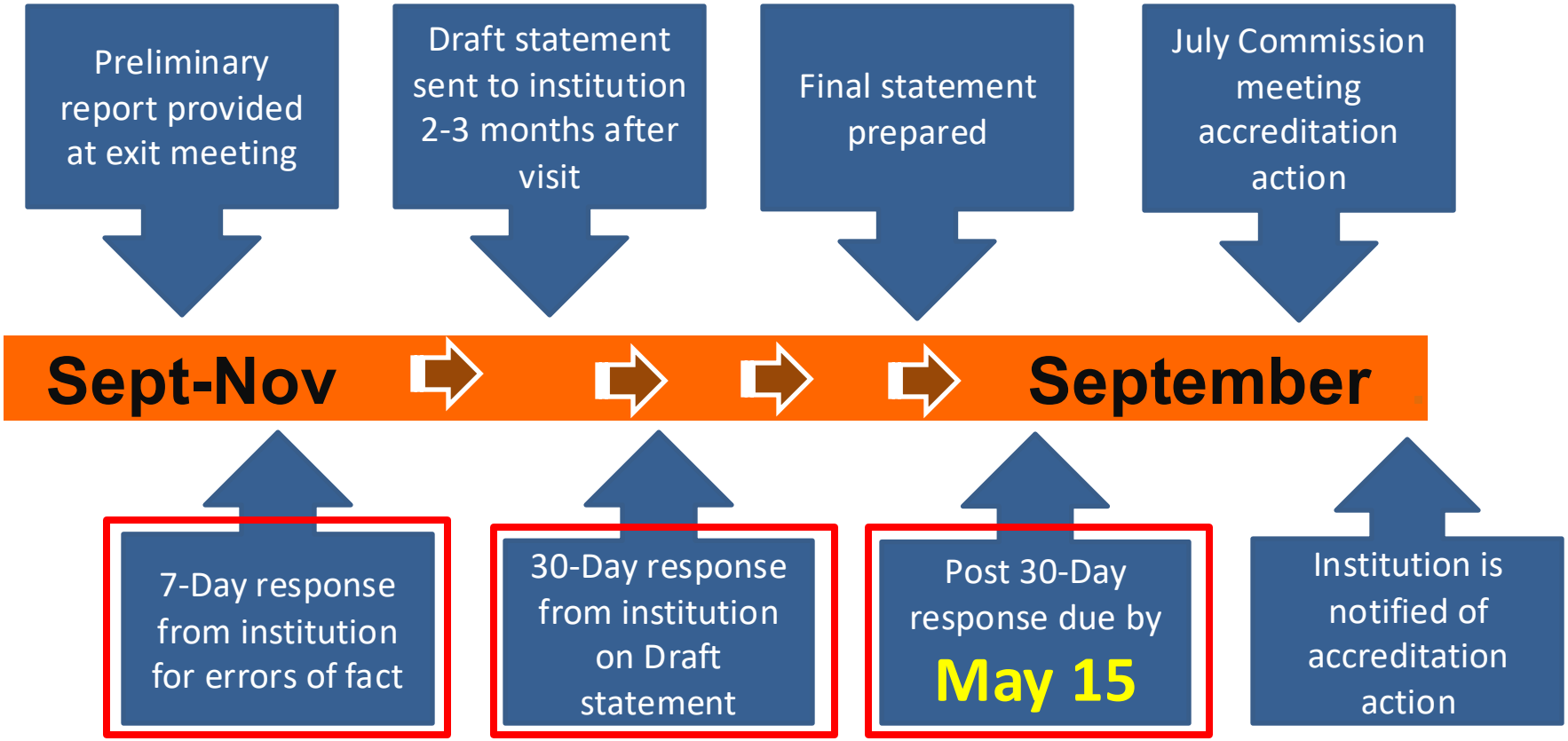
The Dean will be provided with the Program Audit Forms.

This is a scripted meeting. There should be no surprises.
Recording is prohibited

Findings

Strength	Observation	Concern	Weakness	Deficiency
Recognizes an exceptionally strong and effective practice or condition that stands above the norm and has a positive effect on the program Does not relate directly to the criteria	A comment or suggestion offered to assist the institution in its continuing efforts to improve the program	Program currently satisfies criterion Potential exists for the situation to change such that the criterion may not be satisfied	Program lacks strength of compliance with criterion to ensure quality of program will not be compromised Remedial action is required to strengthen compliance with the criterion prior to the next evaluation	Program does NOT satisfy criterion Action is required to restore compliance

Post Visit



- **30-Day and Post 30-Day responses** should **provide evidence** of any developments that could mitigate any shortcomings identified by the team.
- **For a Post 30-Day response to be considered**, the program must clearly indicate in its 30-Day response what new evidence will be provided.

Post Visit Follow-up

1 **7-Day Response**

May submit a response to the Team Chair within 7 days of visit conclusion.

Address **only** errors of fact.

For example:

-Graduation data

-Enrollment data

-Course name or number

Do not include planned actions, actions in progress, or errors of interpretation.

Post Visit Follow-up

Due Process Responses

2 30-Day

Documentation of corrective actions and evidence adressing shorcomings. Submitted once the draft report is provided to the institution.

DON'T WAIT! After the visit, begin drafting this response. **Note**: Findings and severity may change during editing.

3 Post 30-Day (P30)

TCs may reject P30 submission.

TCs set the deadline for P30 submission (no later than May 15th)

Programs must **first submit** a 30-Day response indicating what new information will be forthcoming.

Limited to information that was unavailable at the time of the 30-Day due process response

Post Visit Follow-up

4 **ABET Team Evaluation**

- Institution feedback is a key component in ETAC's continuous improvement efforts
- Online PEV evaluation
- Online Team Chair evaluation
- **Team member feedback is not shared with the team until after the accreditation action is completed**

Common findings
and
Accreditation actions

What had been observed in previous cycles?

ETAC Criteria

General Criteria

1. Students
2. Program Educational Objectives (PEOs)
3. Student Outcomes (SOs)
   - SO elements 1-5
   - If program uses different outcomes, provide map to new elements, 1-5
4. Continuous Improvement
5. Curriculum
6. Faculty
7. Facilities
8. Institutional Support

Other requirements

Program Criteria

Program criteria limited to curriculum and faculty

Accreditation Policy and Procedure Manual (APPM)

What did we see in the previous cycle?

• Criterion 1

~7% of shortcomings

- Lack of documentation on why prerequisite requirements are not met
- Inconsistencies in identification of which campus is awarding the degree and campuses identified in the RFE

Students

• Criterion 2

~19% of shortcomings

- PEOs that look like SOs
- Not including constituents in review of PEOs

Prog. Ed. Objectives

• Criterion 3

~4% of shortcomings

- SOs that do not encompass ETAC outcomes 1-5
- No periodic review of SOs

Student Outcomes

What did we see in the previous cycle?

• Criterion 4

~24% of shortcomings

- Process not regular or documented
- Not all SOs assessed
- Assessment but no evaluation
- No demonstration of level of attainment
- No evidence of results used for continuous improvement of the program

Continuous Improvement

• Criterion 5

~6% of shortcomings

- Insufficient documentation of advisory committee engagement in curriculum/advisement.
- Curriculum lacking
  - design considerations appropriate to the discipline
  - Appropriate level of math
  - Coverage of professional and ethical responsibilities, quality, and continuous improvement topics

Curriculum

• Criterion 6

~13% of shortcomings

- Faculty numbers not adequate for advising, interaction, or professional development
- Faculty lack professional development activity or involvement with industry

Faculty

What did we see in the previous cycle?

• Criterion 7

~4% of shortcomings

- Equipment needs upgrade, repair, or maintenance
- Program lacks planning for staff or other resources related to maintenance or upgrades

Facilities

• Criterion 8

~11% of shortcomings

- Support for laboratory supervision
- Lack of ability to hire and retain faculty

Institutional Support

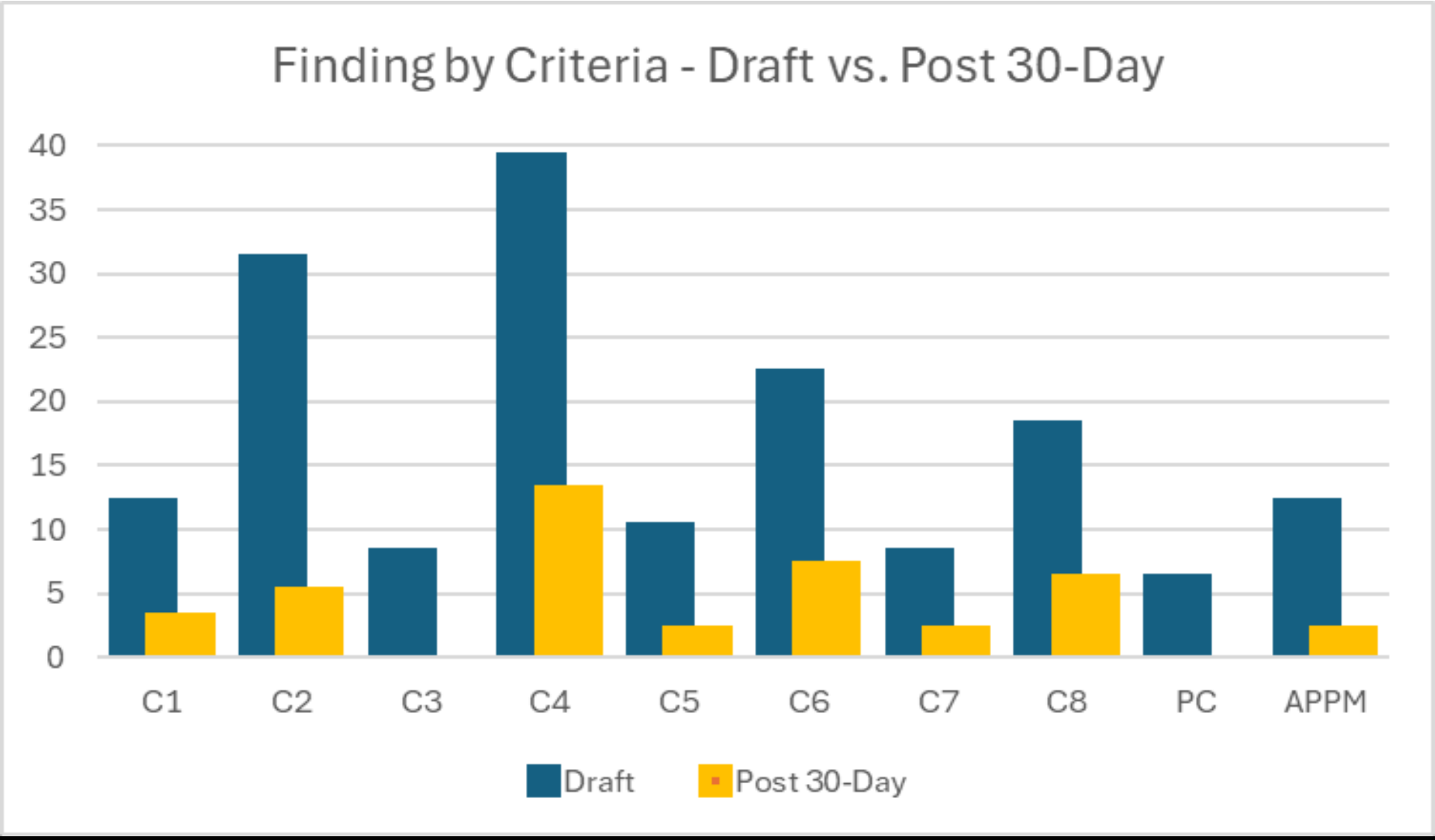
• APPM

~7% of shortcomings

- Posting information on web site
  - program's educational objectives,
  - program's student outcomes,
- Program name inconsistencies in catalog, transcripts, RFE
- Safety

APPM

Findings - Draft vs Post 30-Day



Criterion 2 - Program Educational Objectives (PEOs)
Common Findings

Definition

- PEOs are broad statements that describe the endeavors graduates are prepared to engage in after graduation.
- Program educational objectives are based on the needs and interests of the program's constituencies.

- Key Constituencies
  - Not all stated constituents are involved in the review process.

- Process
  - Process not documented, systematically used, or effective (e.g., timetable, review process)
  - If the PEOs do not appear to meet the criteria definition, it is imperative that the constituency review process endorsing the statement is well documented.

Criterion 4. Continuous Improvement

What does the criterion say:

The program must **regularly** use **appropriate, documented processes** for **assessing** and **evaluating** the extent to which the student outcomes are being attained. The results of these evaluations must be **systematically utilized** as input for the program's **continuous improvement actions**. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 4 - Continuous Improvement
Common Findings

- Process
  - Process not documented, appropriate, or regularly used
- Assessment
  - Not assessing ALL student outcomes
  - Not using direct or primary assessment data for measuring student outcome attainment
  - Not segregating student attainment by program (i.e., separating out students by major when assessing an outcome in the same class)
  - Student outcomes not assessed at least once during a program's defined cycle (e.g., 2 yrs., 3, yrs.)
- Evaluation
  - Not evaluating assessment data
  - No demonstration of attainment level of Student Outcomes
- Continuous Improvement
  - Not using evaluation results to improve the program
  - Using inappropriate assessment and evaluation processes to avoid taking improvement actions
  - Not improving program only because attainment goal achieved
  - Using averages of all students in a class, a course grade, or the grade on a full exam as the assessment metric.

Criterion 5. Curriculum

Curricular requirements specify topics appropriate to engineering technology but do not prescribe courses. The curriculum must combine technical, professional and general education components in support of student outcomes. To differentiate the discipline, Program Criteria may add specificity for program curricula. The curriculum must include the following:

1

Mathematics The curriculum must develop the ability of students to apply mathematics to the solution of technical problems.

A. Associate degree curricula will include the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline.

B. Baccalaureate degree curricula will include the application of integral and differential calculus, or other mathematics above the level of algebra and trigonometry, appropriate to the student outcomes and the discipline.

2

Discipline Specific Content The discipline specific content of the curriculum must focus on the applied aspects of science and engineering and must:

a. Represent at least one-third of the total credit hours for the curriculum but no more than two-thirds of the total credit hours for the curriculum;

b. Include a technical core preparing students for the increasingly complex technical specialties later in the curriculum;

c. Develop student competency in the discipline;

d. Include design considerations appropriate to the discipline and degree level such as: industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society; and

e. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development.

3

Other Content: The curriculum must include topics related to professional and **ethical responsibilities, quality, and continuous improvement**.

4

Physical and Natural Science: The physical or natural science content of the curriculum must be appropriate to the discipline and must include laboratory experiences.

5

The Integration of Content: Baccalaureate degree curricula must provide a **capstone or integrating experience** that develops student competencies in applying both technical and non-technical skills in solving problems.

6

Cooperative Education: When used to satisfy degree requirements, credits based upon cooperative/internships or similar experiences must include an appropriate academic component evaluated by a member of the program faculty.

7

Advisory Committee: An advisory committee with representation from organizations being served by the program graduates must **periodically review the program's educational objectives and curriculum**. The advisory committee must provide advisement on current and future aspects of the technical fields for which the graduates are being prepared.

Criterion 5 - Curriculum
Common Findings

Insufficient documentation of advisory committee engagement in both program educational objectives and the curriculum/advisement about direction of the field.

Capstone or other integrating experience does not develop student competencies in applying both technical and non-technical problem-solving skills.

The curriculum does not adequately support one or more of the student outcomes or program criteria.

The curriculum does not include the use of engineering standards and codes.

The curriculum does not address public safety and health.

The curriculum does not address ethical and professional responsibilities, quality, and continuous improvement.

Changes in Accreditation Policies and Procedures

Must use the latest APPM applicable for 2025-26.

Check for any accreditation changes as they occur every year:

https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/

New! - APPM Requirements I.A.6.a.

Institution catalogs and similar publications must clearly indicate the programs accredited by the commissions of ABET as separate and distinct from any other programs or kinds of accreditation.

- ETAC accredited programs with program criteria must be identified as: "accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria and Program Criteria for ____."

If the program was evaluated under more than one set of program criteria, each Program Criteria must be listed.

- ETAC accredited programs accredited under General Criteria only must be identified as: "accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria with no applicable program criteria."

If a program is accredited by more than one commission, the accreditation details must be provided for each commission.

The text "ABET" must link to ABET's homepage.

APPM Section I.A.6.a. examples

Program with Program Criteria:

The Bachelor of Science in Electrical Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria and Program Criteria for Electrical/Electronic(s) Engineering Technology and Similarly Named Programs.

Program using General Criteria Only:

The Bachelor of Science in Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria with no applicable program criteria.

Program using two Program Criteria:

The Associate of Science in Civil and Environmental Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria and the Program Criteria for Civil Engineering Technology and Similarly Named Programs and the Program Criteria for Environmental Engineering Technology and Similarly Named Programs.

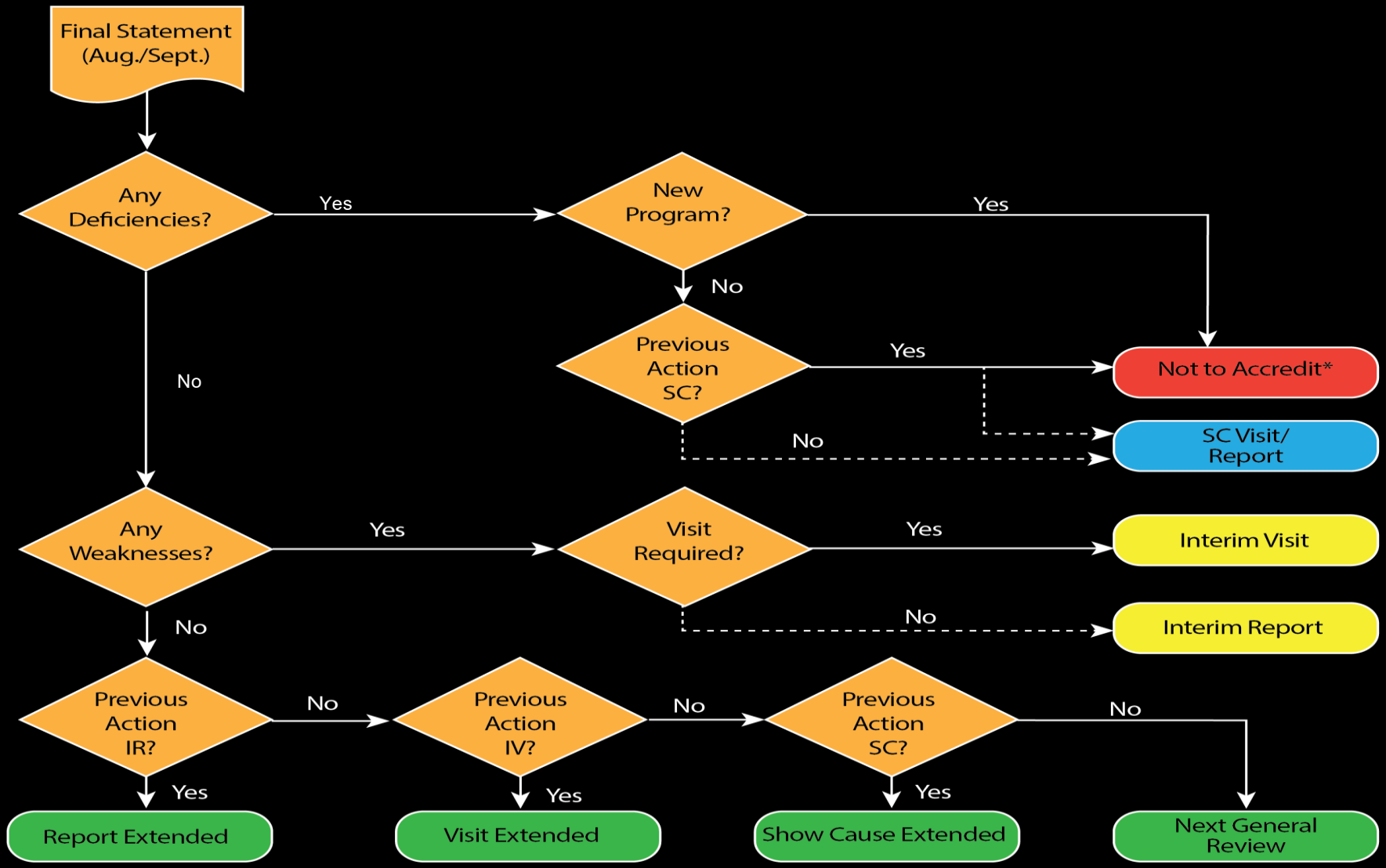
APPM I.A.6.b. Requirements

The following information **must be posted** on the program's website:

- Program Educational Objectives (PEOs),
- Student Outcomes (SOs).

Posting of annual student enrollment and graduation data on the website is **no longer required**.

Accreditation Actions



***Only "Not to Accredit" can be appealed**

Accreditation Actions

TYPE OF REVIEW		D and W Shortcomings (duration)		
		No W's, No D's	W, No D's	D
GENERAL REVIEW	existing programs	**NGR** (6 years)	**IR** or **IV** (2 years)	**SCR** or **SCV** (2 years)
	new programs	**NGR** (6 years)	**IR** or **IV** (2 years)	**NA**
	following SCR or SCV	**NGR** (6 years)	**IR** or **IV** (2 years)	**SCR** or **SCV** (2 years) or **NA**[1]
INTERIM REVIEW	following IR or IV	**RE** or **VE** (2 or 4 years)	**IR** or **IV** (2 years)[2]	**SCR** or **SCV** (2 years)[2]
	following SCR or SCV	**SE** (2 or 4 years)	**IR or IV** (2 years)[2]	**SCR** or **SCV** (2 years)[2] or **NA**[1]

NGR	Next General Review
IR	Interim Report
IV	Interim Visit
SCR	Show Cause Report
SCV	Show Cause Visit
RE	Report Extended[3]
VE	Visit Extended[3]
SE	Show Cause Extended[3]
NA	Not to Accredit
T	Terminate[4]

[1] NA—Accreditation action for programs that have not resolved a Deficiency(D) within two years following an SCR or SCV.

[2] When the accreditation action is a second consecutive interim review, the remaining shortcomings will be scrutinized during the next general review visit.

[3] Interim evaluations only.

[4] Initiated by institutions for programs being discontinued or for which accreditation is no longer being maintained.

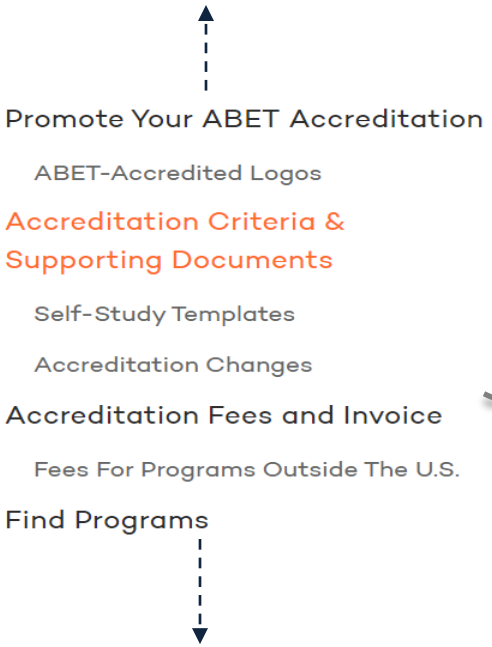
Time to get started!

- Communicate early and often with your Team Chair to assure the visit will be trouble-free and productive.
- Start working on schedule and meeting details (who, when)
- **Materials**: Recommend providing as many materials as possible available to PEVS before the visit. Organization of materials is very important, however.
- The more materials are available to the PEVS before the visit, the more issues will be resolved before the site visit.

If you have questions,
reach out to your team chair!

References

Download key documents from
https://www.abet.org/accreditation/accreditation-criteria/



Home > Accreditation > Accreditation Criteria & Supporting Documents

The *Accreditation Criteria* and the *Accreditation Policy and Procedure Manual* may change from one accreditation cycle to the next. Please see Accreditation Changes for a summary of the important board-approved changes for each year.

If you wish to access previous cycles' documents, please email accreditation@abet.org and we can provide them.

Accreditation Policy and Procedure Manual

2025-2026

Accreditation Status APPM I.A.6. Guidance

Engineering Technology Accreditation Commission (ETAC)

2025-2026 Criteria

2024-2025 Institutional Representatives Webinar: Self-Study Reports (Recording) (Slides)

2024-2025 Institutional Representatives Webinar: Site Visit (Recording) (Slides)

Facilities — Sample Thermofluids Lab Tour and Live Walkthrough (Video)

Facilities — Annotated Photos of Equipment in a Thermo-Fluids Lab

Guidance on Materials

2024-2025 Questionnaire Template for Interim Reports

2024-2025 Institutional Representatives Webinar: Interim Reviews (Recording) (Slides)

ABET Engineering Technology Accreditation Commission

Thank you!

ETAC INSTITUTIONAL REPRESENTATIVE VISIT PREPARATION

Please provide feedback for this session at:

https://app.meet.ps/attendee/yd2lbukp

- **Survey is for the Institutional Representatives.**
- **There are 5 short questions.**
- **Poll should begin automatically when this meeting ends.**
- **Link can be opened using any browser or a smartphone.**