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**TEMPLATE FOR A**

**READINESS REVIEW REPORT**

2022-2023 Readiness Review Cycle

*Extracted from 2021-22 ETAC Self-Study Questionnaire*

**ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION (ETAC)**

**ABET**

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# Introduction

This Readiness Review Report Template is largely extracted from the Self-Study Report Template that is used to prepare a Self-Study for an ABET evaluation.

The Readiness Review Report will be used for the Readiness Review Committee to:

* determine whether the program understands the key requirements for accreditation, particularly the program name requirements, Criterion 1 through Criterion 6, and program criteria if applicable,
* understand whether or not the program is ready to initiate a formal review before the program’s institution invests a significant amount of resources and personnel time in preparation for a formal review by the Commission,
* identify areas where it appears that the program may need more time to address issues related to compliance with the criteria prior to a formal review, and
* provide the program with suitable feedback concerning its state of readiness for a formal accreditation review.

The Readiness Review Report should reflect the extent to which the program meets applicable ABET Criteria and policies. For this reason, it is necessary that the Report address all methods of instructional delivery used for the program, all possible paths that students may take for completion of the degree, and any remote offerings available to students in the program.

ABET provides a template for each commission to assist the program in completing the Readiness Review Report.

# Requirements and Preparation

The program name used on the cover of the Readiness Review Report **must** be identical to the name used in the institutional publications, on the ABET Request for Readiness Review (RREv), and on the transcripts of graduates/students. This will ensure that the program is correctly identified in ABET records.

A Readiness Review must be completed for a program(s) within an institution without previously ABET-accredited programs in a given commission.

While the *Template* focuses primarily on accreditation criteria, it also includes questions related to certain sections of the ABET *Accreditation Policy and Procedure Manual* (APPM).

While it is important that the overall structure in the *Template* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Readiness Review Report.

A program may use terminology different from that used in the *Template*. If different terminology is used, it is important that the Readiness Review Report provide notes of explanation to clearly link the terminology in the Report to terminology used in the *Template*.

Tables in the *Template* may be modified in format to more clearly present the information for the program. When this is done, it is suggested that a brief explanatory footnote be included about why the table was modified. Rows may be added to or deleted from tables to better accommodate program information.

The **educational unit** is the administrative unit having academic responsibility for the program(s) undergoing a Readiness Review relative to a given Commission of ABET. For example, if a single program is being preparing for a readiness review, the educational unit may be the department. If more than one program is being reviewed, the educational unit is the administrative unit responsible for the collective group of programs undergoing a Readiness Review relative to that Commission.

# Supplemental Materials

Do **not** submit supplemental materials for a Readiness Review.

# Submission and Distribution of readiness review Report

**The Readiness Review Report and transcript information must be submitted through the ABET-provided link by October 1. Access to this link along with submission instructions will be provided once a Request for Readiness Review (RREv) is accepted. No email, data stick, or paper submission will be accepted.**

See Section **1.G**. below for information concerning transcripts that must be submitted for a Readiness Review.

If you have any questions, please send an email to [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

**CONFIDENTIALITY**

All information supplied is for the confidential use of ABET and its authorized agents. It will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution or documents in the public domain.

# Template

The template for the Readiness Review Report begins on the next page.

**NOTE: In the places where it identifies a section and then directs that you not complete it for the Readiness Review, the purpose is to highlight the sections of the Self-Study Template that are not applicable/required for a Readiness Review.**

**ETAC of ABET**

**Readiness Review Report**

**for the**

**<Program Name>**

**at**

**<Institution Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

The information supplied in this Readiness Review Report is for the confidential use of ABET and its authorized agents, and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

# BACKGROUND INFORMATION

## A. Contact Information

List name, mailing address, telephone number, fax number, and e-mail address for the primary pre-visit contact person for the program.

## B. Program History

Include the year when the program was implemented. Summarize major program changes with an emphasis on changes occurring around the Readiness Review submission.

## C. Options

List and describe any options, tracks, concentrations, etc. included in the program.

## D. Program Delivery Modes

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc.

## E. Program Locations

Include all locations where the program or a portion of the program is regularly offered (this would also include dual degrees, international partnerships, etc.).

## F. Public Disclosure

Provide information concerning all the places where the Program Education Objectives (PEOs), Student Outcomes (SOs), annual student enrollment and graduation data are made accessible to the public. If this information is posted to the Web, please provide the URLs.

## G. Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken to Address Them

## This section is not applicable for Readiness Review.

**GENERAL CRITERIA**

# CRITERION 1. STUDENTS

For the sections below, attach any written policies that apply.

## A. Student Admissions

Summarize the requirements and process for accepting new students into the program.

## B. Evaluating Student Performance

Do **not** submit for Readiness Review.

## C. Transfer Students and Transfer Courses

Summarize the requirements and process for accepting transfer students and transfer credit. Include any state-mandated articulation requirements that impact the program.

## D. Advising and Career Guidance

Summarize the process for advising and providing career guidance to students. Include information on how often students are advised, who provides the advising (program faculty, departmental, college or university advisor).

## E. Work in Lieu of Courses

Summarize the requirements and process for awarding credit for work in lieu of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc.

## F. Graduation Requirements

Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. State the name of the degree awarded (e.g., Bachelor of Science in Electrical Engineering Technology, Associate of Science in Engineering Technology, Associate of Applied Science in Civil Engineering Technology).

## G. Records of Student Work/Transcripts

For a Readiness Review, the program must include one graduate’s *official* transcript from the most recent graduating class at the time of the submission. If the program does not have any graduates by the time of the Readiness Review submission, please include a transcript of one student who is currently in the next graduating class or in the last year of the program study. Feel free to keep the graduate/student’s name anonymous. The transcript must be provided through the ABET-provided link as mentioned under Page 3 “Submission and Distribution of Readiness Review Report.”

If there are multiple options/tracks under the program, please include one copy for each option/track.

If your program is located outside the U.S. and the degree conferred information is typically not available on transcripts of your graduates, please include a copy of the graduation certificate/diploma/completion document/etc. that contains information concerning the degree conferred for the same student graduate. All information should be provided in English or come with an English translation.

Questions? Contact [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

Please pay close attention to the Accreditation Policy and Procedure Manual (APPM; <https://www.abet.org/accreditation/accreditation-criteria/>) Section I.C.2. and I.C.4. regarding the transcript-related requirements.

# CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

## A. Mission Statement

Do **not** submit for Readiness Review.

## B. Program Educational Objectives

List the program educational objectives and state where these can be found by the general public. *This is typically an easy to find web page clearly linked to the program’s website.*

## C. Consistency of the Program Educational Objectives with the Mission of the Institution

Do **not** submit for Readiness Review.

## D. Program Constituencies

List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

## E. Process for Review of the Program Educational Objectives

Describe the process that periodically reviews the program educational objectives including how the program’s various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program’s educational objectives remain consistent with the institutional mission, the program constituents’ needs and these criteria.

*While not required, a table illustrating the following may be helpful to summarize the review process:*

*Key Constituents involved in the review of PEOs*

*Timetable for those constituent’s review of the PEOs (schedule and when last accomplished)*

*Manner of the Review (tool or process)*

*Who/how review results are utilized*

*Also, it is helpful to provide information about how the processes described above are documented, evidence of which will be necessary in the ABET review process.*

# CRITERION 3. STUDENT OUTCOMES

## A. Process for the Establishment and Revision of the Student Outcomes

Describe the process used for establishing, reviewing, and revising student outcomes.

## B. Student Outcomes

List the student outcomes for the program. Indicate where the student outcomes are documented and made accessible to the public. *This is typically an easy to find web page clearly linked to the program’s website but could also be in a student handbook.*

## C. Mapping of Student Outcomes to Criterion 3 Requirements for Student Outcomes

Describe if the student outcomes used by the program are stated differently than the elements listed in Criterion 3. If so, provide the mapping of the program’s student outcomes to the Criterion 3 elements one through five.

The applicable program criteria could include statements that add specificity to the requirements for student outcomes found in Criterion 3. However, ongoing changes to program criteria have removed language related to student outcomes. Contact ABET at etac@abet.org if you have questions about the program criteria that apply to your program.

# CRITERION 4. CONTINUOUS IMPROVEMENT

This section of your Readiness Review Report should document your processes for regularly assessing and evaluating the extent to which the student outcomes are being attained and how those results are used for continuous improvement of the program.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired though the assessment processes in order to determine how well the student outcomes are being attained.

Although the program can report its processes as it chooses, the following is presented as a guide to help you organize your Readiness Review Report.

## A. Documentation of Processes or Plan

Provide a reference to the plan (documentation of processes in the appendices or in electronic form) used to assess student outcome attainment for the purpose of continuous program improvement. In the sections below, briefly summarize key elements of that process (tabular presentation, where appropriate, is encouraged).

*Provide the written plan/graphical representation of the assessment plan clearly identifying who will do what and when. If different student outcomes will be assessed in different years, provide an overview of this via a simple table (student outcome versus year of assessment).*

## B. Assessment Metrics and Methods of Student Outcomes

List the metric(s), measure(s) or performance indicator(s) used for each student outcome. Describe the process for collecting data or making assessments for each (tabular format is encouraged). Examples of assessment instruments can be electronically referenced in the self-study report and must be available for review at the time of the visit.

## C. Assessment Schedule and Frequency

Present the schedule and frequency for each type of assessment as well as points of accountability (tabular format is encouraged). Examples of assessments or data collected to date can be referenced electronically in the self-study report and must be available for review at the time of the visit.

**D. Evaluation**

Present the evaluation schedule, points of accountability, and expected level of attainment for each student outcome. Provide summaries of the results of evaluation analyses over time illustrating current attainment of each student outcome and trends in attainment over time (tabular presentation is encouraged). Describe how results are communicated, preserved, and provide one or more examples in appendices.

**E. Using Results of Assessment and Evaluation for Continuous Improvement**

Describe how the results of assessment and evaluation of the attainment of student outcomes (from sections C and D above) are used for the continuous improvement of the program. Present points of accountability, schedule and frequency. Summarize deliberations, decisions and actions which have been implemented as a result of the evaluation of student attainment of the student outcomes and indicate any significant future program improvement plans, including the rationale for each. Provide references in the appendices or electronically as evidence of deliberations and decisions on improvements and input used. Evidence might include evaluation reports, agendas, minutes, memos, etc.

**F. Using Other Input for Continuous Improvement**

If other input is also used for continuous improvement of the program, describe it here.

*As an example, one way to provide most of the information requested above is the example table provided below.* ***IT IS NOT REQUIRED TO USE THIS TYPE OF TABLE!!!*** *But, if the program chooses to use or adapt the sample table, please read the following information closely.*

*Using one table per outcome would organize the information requested above by student outcome. However, the various elements of the table could be used as desired by the program. Note that any information included in the table below would not have to be duplicated in another part of the Criterion 4 SSR, although appropriate referencing would help the program evaluator.*

*Please note that even though the table may include boxes for various items, e.g., results of assessment and evaluation or actions taken for continuous improvement, it is not be expected or required that each student outcome be subject to continuous improvement action each assessment and evaluation cycle.*

*Again, remember that this table is just an example and programs can present the information requested above in their own preferred format. However, please provide the information requested above by the self-study questionnaire as it is necessary to help the program evaluator evaluate the program’s compliance with Criterion 4.*

**Student Outcome:** *\_\_\_<Program Level Student Outcome>\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators (PI) for this outcome (PI identifies the *measurable* student performance/activity used to assess student attainment of the student outcome) | Courses where PI exists (use a simple list) | Method used to assess PI (exam question, report evaluated with rubric, etc.) | Course(s) where the PI’s assessment data were or will be collected | State how Often the PI is Assessed | Year & Semester when Data Were or Will Be Collected | Performance Target for PI (if used) |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| Etc. |  |  |  |  |  |  |
| **Summary of Aggregated Assessment Data (across all PIs):**  *Describe how the assessment data from each PI is aggregated and provide the overall assessment data set used in the evaluation process. Use charts or formulas as necessary but include the numbers of students that were assessed.* | | | | | | |
| **Results of Evaluation of Aggregated Assessment Data:**  *Based on aggregated assessment data, provide evaluation and analysis to illustrate the extent to which the student outcome is being attained. Use of charts/graphs with an explanation is recommended.* | | | | | | |
| **Actions for Continuous Improvement:**  *Briefly list the actions for program improvement related to this student outcome that have resulted from the results of evaluation processes described above. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes. Alternatively, such information could be provided in report section E above.* | | | | | | |
| **Results of Actions for Improvement**  *Briefly describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been completed. Details can be provided here or in the SSR section above as a separate discussion.* | | | | | | |
| **Assessment Instruments:**  *How are the assessment and evaluation results documented and maintained? Attach copies of the assessment instruments or materials referenced in your table. Attach samples of student work at various levels (poor, satisfactory, very good) of the student work that were assessed for the performance indicators shown at the top of the table. These samples can be in an appendix or separate file.* | | | | | | |

# CRITERION 5. CURRICULUM

## A. Program Curriculum

The applicable program criteria could include statements that add specificity to the curricular requirements found in Criterion 5 to differentiate the discipline designated by the program’s title. These should be included in the program’s coursework. Contact ABET at etac@abet.org if you have questions about the program criteria that apply to your program.

1. Complete Table 5-1 that describes the plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with average section enrollments for all courses in the program over the two years immediately preceding the visit. State whether the program is based on a quarter system or a semester system and complete a separate table for each option in the program.

2. ~~Describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.~~ Do **not** submit this for Readiness Review.

3. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program’s required courses. If there are differences between the current curriculum and the one in effect for the graduate’s transcripts to be sent to the evaluators, please provide prerequisite structure for both sets of requirements.

4. Describe how your program meets the specific requirements for each curricular area (Mathematics and Physical and Natural Sciences, Discipline Specific Topics) specifically addressed by either the general criteria or the specific program criteria, which should be shown in Table 5-1. Describe how the coverage of algebra and trigonometry (for A.S. programs) or differential and integral calculus or other mathematics above the level of algebra and trigonometry (for B.S. programs) is accomplished.

1. Describe how the curriculum develops student proficiency in the use of equipment and tools common to the discipline is appropriate to the student outcomes and the discipline.
2. Describe how the curriculum provides physical or natural science content appropriate to the discipline and the laboratory experiences of the students.
3. Describe how the curriculum accomplishes a capstone or integrating experience (addressed by either the general or program criteria) and describe how this experience helps students attain related student outcomes as appropriate to the discipline and the degree (not degree level).
4. Describe how professional and ethical responsibilities, diversity and inclusion awareness, quality and continuous improvement are addressed in the curriculum.
5. Describe how industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society are addressed in the curriculum
6. If your program allows cooperative education or internships to satisfy curricular requirements specifically addressed by either the general or program criteria, describe the academic component of this experience and how it is evaluated by the faculty.
7. ~~Describe by example how the evaluation team will be able to relate the display materials, i.e. course syllabi, textbooks, sample student work, etc., to each student outcome. (See the 2020-2021 APPM Section I.E.5.b. (2) regarding display materials.)~~
8. ~~Display Materials at the Time of the Visit-Evaluators will review samples of displayed course materials including course syllabi, textbooks, example assignments and exams, and examples of student work, typically ranging from excellent through poor for only those courses that:~~

~~a) support attainment of the program’s student outcomes; and~~

~~b) develop subject areas supporting attainment of student outcomes or contained in specific program criteria requirements.~~

1. ~~At the program’s discretion, other materials that document efforts made to continuously improve curricula, or that illustrate novel, unusual or creative efforts to enrich the curriculum and/or attainment of student outcomes may be provided.~~
2. ~~Wherever possible, materials should be provided online or electronically~~.

Do **not** submit this part for Readiness Review.

## B. Course Syllabi

In Appendix A of the Self-Study Report, include a syllabus for each course used

for the degree.

**INCLUDE ONLY COURSE SYLLABI FOR THE DISCIPLINE-SPECIFIC COURSES OF THE PROGRAM FOR READINESS REVIEW**

## C. Advisory Committee

Describe the composition of the program’s advisory committee (for example: individuals, company and job title) and describe how it is representative of organizations served by the program’s graduates. Describe activities of the advisory committee, provide evidence that it periodically reviews the program’s curriculum and program educational objectives, and advises the program the current and future aspects of the technical fields for which the graduates are being prepared.

## Table 5-1 Curriculum

**Name of Program**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course  (Department, Number, Title)  List all courses in the program by term starting with first term of the first year and ending with the last term of the final year. | Indicate Whether Course is Required, Elective, or a Selective Elective by an R, an E or an SE2 | | *Curricular Area (Credit Hours)* | | | | | Last Two Terms the Course was Offered:  Year and,  Semester, or  Quarter | Average Section Enrollment  for the Last Two Terms the Course was Offered1 |
| Math and Physical/Natural Sciences | Discipline Specific Content | | General Education | Other |
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| *Add rows as needed to show all courses in the curriculum.* | |  |  |  | |  |  |  |  |
| OVERALL TOTAL CREDIT HOURS FOR THE DEGREE | |  |  | | | | | | |
| PERCENT OF TOTAL | | |  |  |  | |  |  |  |

* 1. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the average enrollment in each element.
  2. Required courses are required of all students in the program, elective courses are optional for students, and selected electives are courses where students must take one or more courses from a specified group.

Instructional materials and student work verifying compliance with ABET criteria for the categories indicated above will be required during the campus visit.

# CRITERION 6. FACULTY

## A. Faculty Qualifications

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty curriculum vitae in Appendix B, using the format guidelines found there.

**FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THEFACULTY MEMBERS WHO TEACH ENGINEERING TECHNOLOGY COURSES LISTED IN TABLE 5-1**

## B. Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements for the current academic year.

## C. Faculty Size

Discuss the adequacy of the size of the faculty and describe the extent and quality of faculty involvement in interactions with students, student advising, and oversight of the program.

## D. Professional Development

Provide a description of program professional development support for faculty and a general description of how faculty avail themselves of these opportunities (specific recent activities for each faculty member should be noted in their CV in Appendix B).

## E. Authority and Responsibility of Faculty

Describe the role played by the faculty with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational objectives and student outcomes, and their role in the attainment of the student outcomes. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

## Table 6-1. Faculty Qualifications

**Name of Program**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Highest Degree Earned- Field and Year | Rank 1 | Type of Academic Appointment2  T, TT, NTT | FT or PT3 | Years of Experience | | | Professional Registration/ Certification | Level of Activity4  H, M, or L | | |
| Govt./Ind. Practice | Teaching | This Institution | Professional Organizations | Professional Development | Consulting/summer work in industry |
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Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary. Updated information is to be provided at the time of the visit.

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other

2. Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track

3. At the institution

4. The level of activity, high, medium or low, should reflect an average over the year prior to the visit plus the two previous years.

## Table 6-2. Faculty Workload Summary

**Name of Program**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty Member (name) | PT or FT1 | Classes Taught (Course No./Credit Hrs.) Term and Year2 | Program Activity Distribution3 | | | % of Time Devoted  to the Program5 |
| Teaching | Research or Scholarship | Other4 |
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1. FT = Full Time Faculty or PT = Part Time Faculty, at the institution
2. For the academic year for which the Report is being prepared.
3. Program activity distribution should be in percent of effort in the program and should total 100%.
4. Indicate sabbatical leave, etc., under "Other."
5. Out of the total time employed at the institution. *If a faculty member teaches for more than one program or is an administrator, indicate level of effort for only specific program activities (teaching, etc.).*
6. *Do* *not include faculty in units that teach service courses, e.g., math or science.*

# CRITERION 7. FACILITIES[[1]](#footnote-1)

Do **not** submit for Readiness Review.

# CRITERION 8. INSTITUTIONAL SUPPORT

Do **not** submit for Readiness Review.

# PROGRAM CRITERIA

Describe how the program satisfies any applicable program criteria. If already covered elsewhere in the self-study report, provide appropriate references.

[NOTE: It can be useful to list the program criteria requirements and then include a description or reference for how the program satisfies each of those requirements. The applicable program criteria could also include statements that add specificity to the curricular and faculty requirements found in Criteria 5 and 6. These should be included in the program’s required coursework.]

*This section can consist of the listing of required topics and indicating which courses contain that content. The program should expect to provide examples of student work in each topic area to validate that the students are doing work related to each topic.*

**APPENDICES**

# Appendix A – Course Syllabi

**INCLUDE ONLY COURSE SYLLABI FOR THE DISCIPINE-SPECIFIC COURSES OF THE PROGRAM FOR READINESS REVIEW**

Please use the following format for the course syllabi (2 pages maximum in Times New Roman 12 point font)

1. Course number and name

2. Credits and contact hours

3. Instructor’s or course coordinator’s name

4. Text book, title, author, and year

a. other supplemental materials

5. Specific course information

a. brief description of the content of the course (catalog description)

b. prerequisites or co-requisites

c. indicate whether a required, elective, or selected elective (as per Table 5-1) course in the program

6. Specific goals for the course

a. specific outcomes of instruction, ex. The student will be able to explain the significance of current research about a particular topic.

b. explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course.

7. Brief list of topics to be covered

# Appendix B – Faculty Vitae

**FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THEFACULTY MEMBERS WHO TEACH ENGINEERING TECHNOLOGY COURSES LISTED IN TABLE 5-1**

Please use the following format for the faculty vitae (2 pages maximum in Times New Roman 12 point type)

1. Name

2. Education – degree, discipline, institution, year

3. Academic experience – institution, rank, title (chair, coordinator, etc. if appropriate), when (ex. 1990-1995), full time or part time

4. Non-academic experience – company or entity, title, brief description of position, when (ex. 1993-1999), full time or part time

5. Certifications or professional registrations

6. Current membership in professional organizations

7. Honors and awards

8. Service activities (within and outside of the institution)

9. Briefly list the most important publications and presentations from the past five years – title, co-authors if any, where published and/or presented, date of publication or presentation

10. Briefly list the most recent professional development activities

# Appendix C – Equipment

Do **not** submit for Readiness Review.

# Appendix D – Institutional Summary

Programs are requested to provide the following information.

## 1. The Institution

a. Name and address of the institution.

b. Name and title of the chief executive officer of the institution.

c. Name and title of the person submitting the Report.

d. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

## 2. Type of Control

Description of the type of managerial control of the institution, e.g., private-non-profit, private-other, denominational, state, federal, public-other, etc.

## 3. Educational Unit

Describe the educational unit in which the program is located including the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organization chart may be included.

## 4. Academic Support Units

List the names and titles of the individuals responsible for each of the units that teach courses required by the program being evaluated for readiness, e.g., mathematics, physics, etc.

## 5. Non-academic Support Units

List the names and titles of the individuals responsible for each of the units that provide non-academic support to the program being evaluated for readiness, e.g., library, computing facilities, placement, tutoring, etc.

## 6. Credit Unit

It is assumed that one semester or quarter credit normally represents one class hour or three laboratory hours per week. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

## 7. Tables

Complete the following tables for the program undergoing the Readiness Review.

## Table D-1. Program Enrollment and Degree Data

**Name of Program**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Academic Year | | Enrollment Year | | | | | Total  Undergrad | Total  Grad | Degrees Awarded | | | |
|  | 1st | 2nd | 3rd | 4th | 5th | Associates | Bachelors | Masters | Doctorates |
| Current |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| Year | PT |  |  |  |  |  |  |  |  |  |  |

For Readiness Review, give the official fall term enrollment figures (head count) and undergraduate and graduate degrees conferred for the current year. The *current* year for a Readiness Review means the academic year preceding the Readiness Review submission.

FT—full time

PT—part time

## Table D-2. Personnel

**Name of Program**

Year1: \_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | HEAD COUNT | | FTE2 |
| FT | PT |
| Administrative2 |  |  |  | |
| Faculty (tenure-track)3 |  |  |  | |
| Other Faculty (excluding student Assistants) |  |  |  | |
| Student Teaching Assistants4 |  |  |  | |
| Technicians/Specialists |  |  |  | |
| Office/Clerical Employees |  |  |  | |
| Others5 |  |  |  | |

Report data for the program being evaluated for readiness.

1. Data submitted for the Readiness Review should be for the academic term at the time of the submission.
2. Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
3. For faculty members, 1 FTE equals what your institution defines as a full-time load.
4. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc.
5. Specify any other category considered appropriate, or leave blank.

## 

# Signature Attesting to Compliance

Do **not** submit for Readiness Review.

1. [↑](#footnote-ref-1)