

ENGINEERING TECHNOLOGY PROGRAM EVALUATION REPORT

Effective for evaluations during the 2026-2027 Accreditation Cycle
Instructions

*The Program Evaluation Report is **required** for each program being evaluated. During the pre-visit phase, the Program Evaluator (PEV) must complete this form based primarily on the Self-Study Report (SSR) content, current Accreditation Criteria and information found in the Request for Evaluation (RFE) in Accreditation Management System (AMS). This report should be completed at least two weeks prior to the visit and shared with the Team Chair (TC). Some TCs may require it sooner. At the completion of the visit, the final version of this form must be left with the TC. **Some technical societies require their evaluators to submit additional information. It is the responsibility of the evaluator to determine and meet this requirement.***

The completed Program Evaluation Report by PEV at the conclusion of a visit consists of the following:

- *Any program findings entered into the Program Audit Form (PAF) in AMS located on the ABET Website. Including the program introduction section in accordance with the T422.*
- *The T351 Report Form, which includes:*
 - *General Information Sheet, Criteria Evaluation, Transcript Analysis*
 - *Program Review Worksheet*
- *Signed PEV Program Summary Form with Recommended Accreditation Action (Last page of the T351)*

Use the following quality ratings throughout the form:

- | | |
|----------|---|
| E | Exceptional (Strength): strong, effective practice or condition |
| S | Satisfactory: a criterion, policy, or procedure is in full compliance |
| O | Observation: a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs |
| C | Concern: a criterion, policy, or procedure is currently satisfied; however, the potential exists for future compliance may not be satisfied |
| W | Weakness: a criterion, policy, or procedure lacks the strength of compliance, and remedial action is required. |
| D | Deficiency: a criterion, policy, or procedure is not satisfied, and corrective action is required. |
| X | Not Applicable |

Enter your quality rating next to each topic. A “Finding” is any topic rated other than S or X. For all findings rated C, W, or D enter explanatory comments. Appropriate comments should also be entered for ratings of E or O. The Program Audit Form (PAF) in the AMS should be completed during the visit for unresolved findings recorded as C, W, or D. Strengths, and Observations may be entered for situations that are not criteria related.

At the conclusion of the visit, provide a copy of this form to the team chair. *Note: This document must be completed electronically using Microsoft Word or any suitable word processing program, as long as the file format is compatible with Microsoft Word.*

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General

(Items in parenthesis refer to applicable ETAC Criteria or to sections in the Accreditation Policy and Procedure Manual, e.g., APPM-I.D.1.f.

Please remember to refer to the Request for Evaluation (RFE) section in AMS, for program specifics.

Program Identification					
Institution Name of institution as it appears on the RFE (e.g., Upper State University)			Program Name (APPM-I.C.3 and I.C.4) Title of program as it appears on the RFE (e.g., Innovation Engineering Technology)		
Evaluated By: PEV name				Society Represented: (e.g., ASME)	
Applicable Program Criteria: Name of program criteria, year (e.g., Innovation Engineering Technology and Similarly Named Programs, 20XX-20XX)					
Academic Term	Semester ☐	Quarter ☐	Other ☐	_____	
Degree(s) Awarded	Associate ☐	Baccalaureate ☐	Other ☐	_____	
2 Yr. ☐	4 or 5 Yr. ☐	2 + 2 Yr. ☐	Upper Division ☐	Closely-Related ☐	Other ☐ <i>Specify</i> _____
Offerings		Locations, Descriptions (as applicable)			
Options (APPM-I.D.1.f)					
Evening					
Remote Locations (APPM-I.D.1.f)					
Alternate Delivery (APPM-I.D.1.f)					
Cooperative Education (Criterion 5)					
Describe any unique aspects of the program:					

Criterion 1 - Students**1. A. Performance:** *Evaluate the extent to which the program attains the following elements of Criterion 1.*

Objective	Quality Rating	Comment
a. Student performance is evaluated and student progress toward attaining student outcomes is monitored.		
b. Student performance is evaluated and student progress through curriculum is monitored Students are advised regarding curriculum and career matters.		
c. Policies for admission to the program exist and are enforced. Policies exist and are enforced for accepting transfer students and transfer credit.		
d. Adequate procedures exist and are used for student advisement regarding curriculum and career matters.		
e. Policies exist, are documented, and enforced for awarding credit in lieu of courses [note that not granting such credit is an acceptable policy].		
f. Policies exist, are documented, and are enforced for ensuring and documenting that each graduate meets all program graduation requirements.		
g. Use the transcript analysis form on the next page. Make entries above (a. – f.), as appropriate based on transcript analysis.		

TRANSCRIPT ANALYSIS for ASSOCIATE or BACHELOR'S LEVEL PROGRAMInstitution [as shown on the RFE] Program [as shown on the RFE]

This worksheet is designed to guide the analysis of transcripts. The “ABET Criteria Requirement” column should be filled in to identify the Criterion 5 (or program criteria, if applicable) requirement in place for the program being reviewed. For example, for a bachelor’s degree, the ABET Criteria for Discipline Specific Topics is one-third of the total credit hours for the curriculum but no more than two-thirds of the credit hours. Some curricular categories may not have criteria requirements. The entry labeled “Total” should be the sum of the number of credits in each category for one transcript. Be sure to only tabulate credits that apply/meet graduation requirements of the degree under review.

Table 5-1 in the self-study reflects the *current* curriculum and may serve as a roadmap for transcript analysis. You should categorize each course based on the information provided by the program in Table 5.1. However, some graduates may have utilized an older curriculum. If needed, the program can supply a copy of the curriculum in place for the particular graduate whose transcript is being analyzed. In addition, supplemental information such as a degree audit may be helpful in completing this table.

Please complete this worksheet prior to your visit and provide a copy to your team chair at the start of the visit. (Note that space is provided for up to 6 transcripts. Replicate the table if necessary for more transcripts). Please note: the PEV should complete this table utilizing information displayed on the graduate transcripts. This worksheet should **not** be completed by the institution or program contacts.

ABET Curricular Category	Number of Credits*						
	ABET Criteria Requirement	Credits Actually Earned by Student #					
		1	2	3	4	5	6
Mathematics and Basic Sciences							
Discipline Specific Content							
General Education							
Electives							
Total							
Other Transcript Analysis Questions		Is this requirement met? YES or NO					
Transcript demonstrates the student meets all program graduation requirements.							
Transcript demonstrates the student follows all prerequisite requirements and any waivers documented.							
Degree audit information matches the program’s published criteria.							
Prerequisite violations are justified by documented prerequisite waivers.							

* Computed as in curriculum analysis table 5.1 in the SSR.

In the space below, document specific course prerequisite concerns/violations for each transcript as needed.

1. B. Summary: *Summarize the extent to which Criterion 1 is met.*

Summary for Criterion 1	Quality Rating	Comment
Extent to which Criterion 1 is met.		

Criterion 2 - Program Educational Objectives

2. A. Performance: *Evaluate the extent to which the program attains the following elements of Criterion 2.*

Objective	Quality Rating	Comment
a. There are published program educational objectives as defined by the ETAC Criteria, that are consistent with the mission of the institution, and constituency needs.		
b. All constituencies served by the program are stated.		
c. There is a documented process for periodic review of the PEOs by all constituencies as stated by the program.		
d. The documented process is systematically utilized and effective; involves all stated program constituencies so that the PEOs remain consistent with the mission of the institution, the needs of the program's constituencies.		

2. B. Summary: *Summarize the extent to which Criterion 2 is met.*

Summary for Criterion 2	Quality Rating	Comment
Extent to which Criterion 2 is met.		

Criterion 3 - Student Outcomes

3. A. Performance: *Evaluate the extent to which the associate or baccalaureate program student outcomes encompass the following elements of Criterion 3:*

Associate Degree Student Outcomes	Quality Rating	Comment
a. There is a documented and effective process for the periodic review and revision of the program's student outcomes.		
b. The program has student outcomes that are documented and clearly defined to encompass all the Associate Degree elements listed in 3(1) - 3(5).		
3(1). An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline.		
3(2). An ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.		
3(3). An ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.		
3(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.		
3(5). An ability to function effectively as a member of a technical team.		

Baccalaureate Degree Student Outcomes	Quality Rating	Comment
a. There is a documented and effective process for the periodic review and revision of the program's student outcomes.		
b. The program has student outcomes that are documented and clearly defined to encompass all the Baccalaureate Degree elements listed in 3(1) - 3(5).		
3(1). An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline.		
3(2). An ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline.		
3(3). An ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.		
3(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes.		
3(5). An ability to function effectively as a member as well as a leader on technical teams.		

3. B. Summary: *Summarize the extent to which Criterion 3 is met.*

Summary for Criterion 3	Quality Rating	Comment
Extent to which Criterion 3 is met.		

Criterion 4 - Continuous Improvement

4. A. Performance: *Evaluate the assessment, evaluation, and continuous improvement processes for the program with regard to the following Criterion 4 requirements.*

Element	Quality Rating	Comment
a. There is an appropriate, documented process for continuous improvement of the program that includes assessment of student outcome attainment, evaluation of the assessment results, and use of these evaluations as input for continuous improvement actions.		
b. Appropriate assessment tools and metrics are used, yielding valid data for evaluating the extent to which student outcomes are attained.		
c. Assessment data collection is performed on a regular basis, as scheduled in documentation.		
d. Evaluation of assessment data to determine the extent to which the student outcomes are being attained is performed on a regular basis, as scheduled in the documentation.		
e. Evaluation results are used as input for continuous program improvement decisions and actions.		
f. Continuous improvement actions are documented.		
g. Other available information may be used to assist continuous improvement of the program.		

4. B. Summary: *Summarize the extent to which Criterion 4 is met.*

Summary for Criterion 4	Quality Rating	Comment
Extent to which Criterion 4 is met.		

Criterion 5 - Curriculum

5. A. Performance: *Evaluate the extent to which the program demonstrates the following characteristics required by the Criterion.*

GENERAL	Quality Rating	Comment
Curriculum specifies topics appropriate to engineering technology.		

CURRICULUM	Quality Rating	Comment
Mathematics - The curriculum provides:		
a. For an Associate degree program, the application of algebra and trigonometry appropriate to the student outcomes and the discipline.		
b. For a Baccalaureate degree program, 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.		
Discipline Specific Content - The curriculum must focus on the applied aspects of science and engineering and must:		
a. Represent at least one-third, but no more than two-thirds of the total credit hours for the curriculum.		
b. Include a technical core preparing students for increasingly complex technical specialties later in the curriculum.		
c. Develop student competency in the discipline.		
d. Include design considerations appropriate to the discipline 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.		
e. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development.		
Other Content - Include topics related to professional and ethical responsibilities, quality and continuous improvement.		

CURRICULUM	Quality Rating	Comment
Natural Science - The program provides natural science content of the curriculum <i>appropriate</i> to the discipline and includes laboratory experiences.		
Integration of Content - Baccalaureate degree programs must provide a capstone or other integrating experience that develops student competencies in applying both technical and non-technical skills in solving problems.		
Cooperative Education - When used to satisfy degree requirements, cooperative internships or similar experiences must include an appropriate academic component evaluated by the program faculty.		
Advisory Committee - The committee, with representation from organizations being served by the program graduates must:		
a. Periodically review the program's educational objectives and curriculum.		
b. Provide advisement on current and future aspects of the technical fields for which the graduates are being prepared.		

5. B. Summary: *Summarize the extent to which Criterion 5 is met.*

Summary for Criterion 5	Quality Rating	Comment
Extent to which Criterion 5 is met.		

Criterion 6 - Faculty

6. A. Performance: *Evaluate the extent to which the faculty demonstrate the following characteristics required by the Criterion.*

Characteristic	Quality Rating	Comment
a. Faculty teaching in program have expertise and educational background consistent with contributions expected of them.		
b. Individual faculty members demonstrate appropriate competence factors such as: • Educational background • Professional credentials and certifications • Professional experience • Ongoing professional development • Contributions to the discipline • Teaching effectiveness • Communication skills • Other factors important to the program		
c. Collectively, the faculty has breadth and depth to cover all program curricular areas.		
d. The size of the faculty is sufficient to maintain continuity, stability, oversight, and to provide student interaction and advising.		
e. The faculty has sufficient responsibility and authority to improve the program through definition and revision of program educational objectives, student outcomes, and a program of study fostering attainment of student outcomes.		

6. B. Summary: *Summarize the extent to which Criterion 6 is met.*

Summary for Criterion 6	Quality Rating	Comment
Extent to which Criterion 6 is met.		

Criterion 7 - Facilities

7. A. Performance: *Evaluate the following characteristics related to the engineering technology facilities that are required by this Criterion.*

Characteristic	Quality Rating	Comment
a. Classrooms, offices, laboratories, and associated equipment: • Adequate to support attainment of student outcomes • Provide an atmosphere conducive to learning		
b. Modern tools, equipment, computing resources, and laboratories: • Appropriate to the program and to support program needs • Available and systematically maintained and upgraded • Appropriate guidance provided to students on usage		
c. There are adequate information resources to support the scholarly and professional activities of students and faculty, e.g.: • Library services · physical or electronic holdings/resources · professional technical publications · other technical literature (e.g., handbooks, manuals of industrial processes) • Computing and information infrastructure		

7. B. Summary: *Summarize the extent to which Criterion 7 is met.*

Summary for Criterion 7	Quality Rating	Comment
Extent to which Criterion 7 is met.		

Criterion 8 - Institutional Support

8. A. Performance: *Evaluate the support and financial resources for the program by the institution and employers as required by this Criterion.*

Characteristic	Quality Rating	Comment
Institutional support and leadership		
a. Adequate to assure the quality and continuity of the program.		
Resources as used in this section pertain to (institutional services and policies, financial support, administrative staff, and technical staff)		
a. Adequate resources to meet program needs.		
b. Sufficient resources available to attract, retain, and provide for the continued professional development of a qualified faculty.		
c. Sufficient resources available to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate to the program.		
d. Sufficient resources available to provide a respectful environment in which student outcomes can be attained.		

8. B. Summary: *Summarize the extent to which Criterion 8 is met.*

Summary for Criterion 8	Quality Rating	Comment
Extent to which Criterion 8 is met.		

Program Criteria

Performance: *If specific program criteria apply to this program, enter the title(s). If needed, reproduce this entire section for each set of applicable program-specific criteria.*

Architectural Engineering Technology and Similarly Named Programs – Associate Level – 2026-27

Criteria title

Date of criteria document

For each element of these criteria, enter a brief description and record appropriate quality ratings for each. Add rows as needed. Indicate how each required curriculum topic is addressed or how any specific faculty requirements are met.

Graduates of associate degree programs typically enter careers in the construction, testing, operation, and maintenance of buildings and infrastructure; they may also utilize basic construction documents to participate in construction activities. The curriculum must provide instruction in the following curricular areas:

Element	Quality Rating	Comment
a. application of architectural theory and design, including principles of sustainability, in a built environment;		
b. utilization of instruments, methods, software, and techniques that are appropriate to produce architectural and engineering (A/E) documents, drawings, and presentations;		
e. utilization of measuring methods, including surveying, that are appropriate for field, office, or laboratory related to architectural engineering;		
d. application of fundamental computational methods and analytical techniques in sub-disciplines related to architectural engineering.		

Summary: *Summarize the extent to which program specific criteria are met. [Comments and suggestions regarding possible improvements to the Program Criteria should be directed to the appropriate society and the ETAC Criteria Committee.]*

Summary for Program-Specific Criteria	Quality Rating	Comment
Extent to which program-specific criteria are met.		

Program Criteria

Performance: *If specific program criteria apply to this program, enter the title(s). If needed, reproduce this entire section for each set of applicable program-specific criteria.*

Architectural Engineering Technology and Similarly Named Programs – Baccalaureate Level 2026-27

Criteria title

Date of criteria document

For each element of these criteria, enter a brief description and record appropriate quality ratings for each. Add rows as needed. Indicate how each required curriculum topic is addressed or how any specific faculty requirements are met.

Baccalaureate degree graduates typically enter careers in which they will analyze and design systems, specify project methods and materials, perform cost estimates and analyses, and manage technical activities in support of architectural projects. The curriculum must provide instruction in the following curricular areas:

Element	Quality Rating	Comment
a. application of architectural theory and design, including principles of sustainability, in a built environment;		
b. utilization of instruments, methods, software, and techniques that are appropriate to produce architectural and engineering (A/E) documents, drawings, and presentations;		
c. utilization of measuring methods, including surveying, that are appropriate for field, office, or laboratory related to architectural engineering;		
d. application of fundamental computational methods and analytical techniques in sub-disciplines related to architectural engineering;		
e. preparation and presentation of documents related to design, construction, and operations, including considerations of project management and safety;		
f. performance of economic analyses and cost estimates related to design, construction, operations, and maintenance of building systems;		

g. selection of appropriate materials for construction;		
h. application of principles of construction law, including current building codes and standards, and ethics in architectural practice;		
i. performance of analysis and design in at least one recognized technical specialty within architectural engineering technology.		

Summary: *Summarize the extent to which program specific criteria are met. [Comments and suggestions regarding possible improvements to the Program Criteria should be directed to the appropriate society and the ETAC Criteria Committee.]*

Summary for Program-Specific Criteria	Quality Rating	Comment
Extent to which program-specific criteria are met.		

Accreditation Policy and Procedure Manual (APPM)

APPM Requirements	Quality Rating	Comment
I.A.4 Accredited program must have a name that is distinct from that of any non-accredited program.		
I.A.6.a In at least one location readily accessible by the public (such as program home page or institution catalog) accredited programs are 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. If the program was accredited under General Criteria only, the program 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 the program was accredited by more than one commission, the accreditation details must be provided for each commission. The text “ABET” in written electronic media referring to accreditation must link to ABET’s homepage.		
I.A.6.b. Accredited programs must publicly state their Program Educational Objectives (PEOs) and Student Outcomes (SOs).		
I.C.3.d (1) The name of every ETAC-accredited program that includes the word “engineering” in the name of the program must also include the word “technology” directly after the word “engineering.”		
I.C.4.a The program name must be descriptive of the content of the program.		
I.C.4.b Program name must be shown consistently on the record of academic work (transcripts), all electronic and print publications, and the Request for Evaluation (RFE).		
I.C.4.c. (2) If a program name implies specialization(s) for which Program Criteria have been developed, the program must satisfy all applicable Program Criteria.		
I.D.1.g. For programs where the language of instruction is not English • Self-Study Report in English. • Official records of academic work may be provided in the language of instruction with English translation.		

- Supporting materials may be in the language of instruction, but an English translator must be provided by the program and be available to the visit team to assist in understanding the supporting materials. - Team may request written translation of selected supporting materials to verify compliance with the criteria.		
I.E.1 All paths to completion of the program must satisfy the appropriate criteria.		
I.E.5.b. (1) Facilities - Program's instructional and learning environments are adequate and safe for intended purposes.		
I.E.5.b. (2) Materials - The program provides materials to the visit team, including examples of graded student work, materials addressing issues arising from review of the Self-Study Report or on-line instructional materials, documentation to substantiate the Self-Study Report, and demonstration of compliance with the criteria and policies as necessary to demonstrate that the program is in compliance with the applicable criteria and policies.		
Other APPM requirements.		

Corrective Action on Previous ETAC of ABET Findings

List the unresolved findings from the most recent ETAC Final Statement for this program and briefly describe the corrective action given in the self-study or found during the site visit. Describe findings not yet resolved.

Unresolved findings from previous accreditation actions and brief statement of corrective actions reported in the self-study or found during the site visit.	New quality rating	Findings not yet resolved (details of which should be listed in the appropriate criterion section above)

General Comments:

Associate Degree Program Review Worksheet

Institution: Name of institution on RFE	Program: Name of program on RFE
Evaluated By: PEV Name	

Enter the appropriate quality rating for each topic for each of the days indicated

Criteria	Pre-visit	Day 0	Day 1	Exit Statement	Comment
1. Students					
2. Program Educational Objectives					
3. Student Outcomes					
(1). An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline.					
(2). An ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.					
(3). An ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.					
(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.					
(5). An ability to function effectively as a member of a technical team.					
4. Continuous Improvement					
5. Curriculum					
6. Faculty					
7. Facilities					
8. Institutional Support					
Program Criteria					
Accreditation Policy and Procedures					
Previous Unresolved ETAC of ABET Findings					

Baccalaureate Degree Program Review Worksheet

Institution: Name of institution on RFE	Program: Name of program on RFE
Evaluated By: PEV Name	

Enter the appropriate quality rating for each topic for each of the days indicated

Criteria	Pre-visit	Day 0	Day 1	Exit Statement	Comment
1. Students					
2. Program Educational Objectives					
3. Student Outcomes					
(1). An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline.					
(2). An ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline.					
(3). An ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.					
(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes.					
(5). An ability to function effectively as a member as well as a leader on technical teams.					
4. Continuous Improvement					
5. Curriculum					
6. Faculty					
7. Facilities					
8. Institutional Support					
Program Criteria					
Accreditation Policy and Procedures					
Previous Unresolved ETAC of ABET Findings					

PEV PROGRAM SUMMARY

Summarize findings using the ratings E, S, O, C, W, D, or X. Multiple ratings can be entered for an item.

Institution: Name of institution on RFE		Visit Dates: (e.g., 10/12-14/20xx)	
Program Title: Name of program on RFE (e.g., Innovation Engineering Technology)			
Program Criteria Title and Date: Name of program criteria, year (Innovation Engineering Technology and Similarly Named Programs, 2021-2022)			
Accreditation: Initial ☒ Or Reaccreditation ☐ Degree:		Recommended Action*	
Program Evaluator Print & Sign: <i>Electronic Signature</i> Society:		NGR ☐ IR ☐ IV ☐ SC ☐ VE ☐ SE ☐ NA ☐	
Team Chair Print & Sign: <i>Electronic Signature</i>		NGR ☐ IR ☐ IV ☐ SC ☐ VE ☐ SE ☐ NA ☐	
Program Arrangement: 2yr. ☐ 4 or 5 yr. ☐ 2 + 2 ☐		Upper Division ☒ Closely Related ☐	
Multiple Campuses ☐ Distance Education ☐		Other Alternative Learning ☐	
If applicable, enter the date of initial accreditation from the previous page: _____			
Evaluation Summary			
CRITERION	QUALITY RATING	COMMENTS	
1. Students			
2. Program Educational Objectives			
3. Student Outcomes			
4. Continuous Improvement			
5. Curriculum			
6. Faculty			
7. Facilities			
8. Institutional Support			
Program Criteria			
Accreditation Policy and Procedures			
Previous Unresolved ETAC of ABET Findings			

* Definitions of Recommended Actions are found in the APPM (Paragraph I.E.12)

Revision Table

Revision Date	Description of Change	Publish Date
3/27/2026	• C1 reordered bullets to match criterion 1, ExCom consider deleting prerequisites in bullet b, bullet f added “and documented” following bullet e construction, • C2 reworded bullet a for clarity, bullets b,c,d added “all constituencies, ExCom consider deleting and ETAC criteria in bullet d • C3 deleted “Physical and” • C8 reworded Resources and added policies to list • Added revision block	5/15/2026