

# CRITERIA FOR ACCREDITING APPLIED SCIENCE PROGRAMS

Effective for Evaluations During the  
2009-2010 Accreditation Cycle

Incorporates all changes  
approved by the  
ABET  
Board of Directors  
as of  
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Applied Science Accreditation Commission

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Requests for further information about ABET, its accreditation process, or other activities may be addressed to the Accreditation Director, ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202 or to [accreditation@abet.org](mailto:accreditation@abet.org) .

## Criteria for Accrediting Applied Science Programs Effective for Evaluations during the 2009-2010 Accreditation Cycle

### Definitions

(From Section II.D.1. of the ABET *Accreditation Policy and Procedure Manual*)

While ABET recognizes and supports the prerogative of institutions to use and adopt the terminology of their choice, it is necessary for ABET volunteers and staff to have a consistent understanding of terminology. With that purpose in mind, the Commissions will use the following basic definitions:

Program Educational Objectives – Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

Program Outcomes – Program outcomes are narrower statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program.

Assessment – Assessment is one or more processes that identify, collect, and prepare data to evaluate the achievement of program outcomes and program educational objectives.

Evaluation – Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment practices. Evaluation determines the extent to which program outcomes or program educational objectives are being achieved and results in decisions and actions to improve the program.

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It is the responsibility of the program seeking accreditation to demonstrate clearly that the program meets the following criteria.

### I. GENERAL CRITERIA FOR BACCALAUREATE AND ASSOCIATE DEGREE PROGRAMS

#### **Criterion 1. Students**

The program must evaluate, advise, and monitor students to determine its success in meeting program objectives. The program must have and enforce policies for the acceptance of transfer students and for the validation of courses taken for credit elsewhere. The program must also have and enforce procedures to assure that all students meet all program requirements.

#### **Criterion 2. Program Educational Objectives**

Each program must have in place:

- (a) detailed published educational objectives that are consistent with the mission of the institution and these criteria
- (b) a process based on the needs of the program's various constituencies in which the objectives are determined and periodically evaluated
- (c) a curriculum and processes that ensure the achievement of these objectives.

#### **Criterion 3. Program Outcomes**

A. Baccalaureate degree programs must demonstrate that graduates have:

- (a) an ability to apply knowledge of mathematics, science, and applied sciences
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to formulate or design a system, process, or program to meet desired needs

- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify and solve applied science problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of solutions in a global and societal context
- (i) a recognition of the need for and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.

B. Associate degree programs must demonstrate that graduates have:

- (a) an ability to apply knowledge of mathematics, sciences, and other related disciplines
- (b) an ability to conduct experiments, as well as to analyze and interpret data
- (c) an ability to identify, formulate, and solve applied science problems
- (d) an ability to function on teams
- (e) an understanding of professional and ethical responsibility
- (f) an ability to communicate effectively
- (g) a recognition of the need for and an ability to engage in life-long learning
- (h) a knowledge of contemporary issues
- (i) an ability to use the techniques, skills, and modern applied science tools necessary for professional practice

#### **Criterion 4. Continuous Improvement**

The program uses a documented process incorporating relevant data to regularly assess its program educational objectives and program outcomes, and to evaluate the extent to which they are being met. The results of the evaluations are used to effect continuous improvement of the program through a documented plan.

#### **Criterion 5. Curriculum**

The curriculum requirements specify subject areas appropriate to applied science programs but do not prescribe specific courses. The program's faculty must assure that the curriculum devotes adequate attention and time to each component, consistent with the objectives of the program and institution.

The curriculum must include:

- (a) a combination of college-level mathematics and basic sciences (some with experimental experience) appropriate to the discipline
- (b) applied science topics appropriate to the program
- (c) a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.

Students in baccalaureate degree programs must also be prepared for applied science practice through a curriculum culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work.

### **Criterion 6. Faculty**

The faculty must be of sufficient number as determined by student enrollment and the expected outcome competencies of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, including classroom teaching, laboratory and field supervision, student advising and counseling, and research, as well as, non-student interactions in university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.

The faculty must have sufficient qualifications and must ensure the proper guidance of the program and its evaluation and development. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, applicable experience, teaching performance, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and applicable certifications, registrations, or licensures.

### **Criterion 7. Facilities**

Classrooms, laboratories, and associated equipment must be adequate to accomplish the program objectives and provide an atmosphere conducive to learning. Appropriate facilities must be available to foster faculty-student interaction and to create a climate that encourages professional development and professional activities. Programs must provide opportunities for students to learn the use of modern applicable instruments and equipment. Computing and information infrastructures must be in place to support the scholarly activities of the students and faculty and the educational objectives of the program.

### **Criterion 8. Support**

Institutional support, financial resources, and constructive leadership must be adequate to assure the quality and continuity of the program. Resources must be sufficient to attract, retain, and provide for the continued professional development of a well-qualified faculty. Resources also must be sufficient to acquire, maintain, and operate facilities and equipment appropriate for the program. In addition, support personnel and institutional services must be adequate to meet program needs.

### **Criterion 9. Program Criteria**

Each program must satisfy applicable Program Criteria. Program Criteria provide the specificity needed for interpretation of the General Criteria as applicable to a given discipline. If a program, by virtue of its title, becomes subject to two or more sets of Program Criteria, then that program must satisfy each set of Program Criteria; however, overlapping requirements need to be satisfied only once.

## **II. GENERAL CRITERIA FOR MASTER'S LEVEL PROGRAMS**

Criteria for master's level applied science programs are inclusive of those for baccalaureate level applied science programs with the following additions: one year of study beyond the baccalaureate level and a project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of communication skills.

### III. PROGRAM CRITERIA

#### PROGRAM CRITERIA FOR ENVIRONMENTAL, HEALTH, AND SAFETY AND SIMILARLY NAMED APPLIED SCIENCE PROGRAMS

Lead Societies: American Industrial Hygiene Association or  
American Society of Safety Engineers

These program criteria apply to applied science programs having environmental, health, and safety in their program titles. Each program evaluated under these Program Criteria must designate which society is to serve as Lead Society for that program.

#### I. PROGRAM CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

Program Criteria presented herein provide the specificity needed to interpret the General Criteria with respect to the discipline of Environmental, Health, and Safety and furnish a framework upon which a given program may develop the more general Outcomes and Assessment requirements of Criteria 3.(a) through (k). In all cases, the program must demonstrate that graduates possess the knowledge, skills, and attitudes necessary to competently and ethically practice the applicable scientific, technical, and regulatory aspects of this discipline.

The basic level criteria as applied to the field of Environmental, Health, and Safety should be interpreted with respect to the following curricular content areas:

- (a) environmental, health, and safety fundamentals;
- (b) physiological and/or toxicological interactions of physical, chemical, biological, and ergonomic agents, factors, and/or stressors with the human body;
- (c) anticipation, identification, and evaluation of potentially hazardous agents, conditions and practices;
- (d) fundamental exposure assessment techniques (both qualitative and quantitative);
- (e) environmental, health, and safety data interpretation including statistical and epidemiological principles;
- (f) development of hazard control designs, methods, procedures and programs;
- (g) accident/incident investigation and analysis;
- (h) industrial and construction safety;
- (i) legal aspects of environmental, health, and safety practices;
- (j) environmental, health and safety program management;
- (k) hazardous materials/waste recognition, control, and remediation;
- (l) air pollution fundamentals and control technologies;
- (m) water pollution fundamentals and control technologies;
- (n) environmental regulations and permitting processes;
- (o) environmental sampling and measurement methodologies.

Note: In this context, the terms hazard and hazardous incorporate issues related to the broad context of occupational environmental, health, and safety.

Environmental, Health, and Safety programs are expected to provide breadth across the range of topics implied by the title. Thus, these curricular content areas are considered to be minimum requirements. Other areas may be added as dictated by the Mission and Program Educational Objectives of the specific

program. Additionally, the extent to which each content area is developed and emphasized in a given program must also be consistent with the program's mission and objectives. Depending on the program, a given area may be addressed in a devoted course, a portion of a course, or in an appropriate extracurricular experience. Based upon this content, program faculty are free to develop unique outcomes at appropriate functional levels that embrace Criterion 3.(a) through (k) of the General Criteria.

#### Baccalaureate-level Faculty

The majority of core Environmental, Health, and Safety and other supporting faculty must hold an earned doctorate. ("Core faculty" pertains to those who are teaching Environmental, Health, and Safety courses and does not include faculty members teaching courses such as epidemiology, statistics, etc.). The majority of core faculty should hold certifications issued by nationally accredited credentialing bodies such as Certified Industrial Hygienist or Certified Safety Professional. Faculty must also demonstrate external professional activity, including, but not limited to, participation on national, regional, state, and/or local committees and advisory boards, professional practice, and/or editorial reviews of professional publications.

A full-time faculty member must be identified as administratively in charge of the program.

## II. PROGRAM CRITERIA FOR MASTER'S LEVEL PROGRAMS

#### Master's-level Admission Requirements

Admitted students must hold an earned baccalaureate that prepares them to apply the basic principles of college-level mathematics, chemistry, physics, and biology. Exceptions may be admitted with an individually documented plan of study to compensate for any deficiencies.

#### Master's-level Curriculum

Criteria for master's-level programs require the following additions beyond the baccalaureate level: (i) minimum of one year of study beyond the basic-level, consisting of courses with increased depth and rigor; (ii) an applied science project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of professional and public communication skills; (iii) an adequate foundation in statistics, applied sciences, and/or related professional practice; and, (iv) advanced qualitative and quantitative problem-solving skills.

#### Master's-level Faculty

In addition to the general qualifications specified above for baccalaureate-level faculty, master-level faculty are expected to have demonstrated research activity appropriate to their institution's mission.

A full-time faculty member must be identified as administratively in charge of the program.

PROGRAM CRITERIA FOR  
HEALTH PHYSICS  
AND SIMILARLY NAMED APPLIED SCIENCE PROGRAMS  
Lead Society: Health Physics Society  
Cooperating Society: American Nuclear Society

These criteria apply to health physics and similarly named applied science programs.

I. PROGRAM CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

Curriculum:

The program must demonstrate that graduates possess the necessary knowledge, skills, and attitudes to competently and ethically implement and practice applicable scientific, technical, and regulatory aspects of Health Physics. More specifically, graduates must produce a culminating senior project and demonstrate competency in the following curricular areas:

- a. radiation physics
- b. radiation biology
- c. radiation detection and measurements with laboratory experience
- d. internal and external radiation dosimetry
- e. principles of radiation safety and health physics
- f. contemporary issues in health physics

Faculty:

The faculty must have sufficient qualifications and must ensure proper guidance of the program and its evaluation and development. The faculty primarily committed to the program must demonstrate current knowledge of health physics through education and experience. The overall competence of the faculty may be judged by such factors as education, teaching experience, diversity of backgrounds, professional experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and certification by the American Board of Health Physics.

II. PROGRAM CRITERIA FOR MASTER'S LEVEL PROGRAMS

Master's-Level Admission Requirements

Admitted students must hold an earned baccalaureate that prepares them to apply the basic principles of college-level mathematics, physics and biology. Exceptions may be admitted with an individually documented plan of study to compensate for any deficiencies.

Master's-Level Curriculum

Criteria for master's-level programs require the following additions beyond the baccalaureate level:

- a. A minimum of one year of study beyond the basic-level, consisting of courses with increased depth and rigor;
- b. An applied science project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of professional and public communication skills;
- c. An adequate foundation in statistics, applied sciences, and/or related professional practice; and,

- d. Advanced qualitative and quantitative problem-solving skills.
- e. Other academic areas or specialties considered important to the program.

#### Master's-Level Faculty

In addition to the general qualifications specified above for baccalaureate-level faculty, master's-level faculty are expected to have demonstrated research activity appropriate to their institution's mission.

A full-time faculty member must be identified as administratively in charge of the program.

**PROGRAM CRITERIA FOR  
INDUSTRIAL HYGIENE  
AND SIMILARLY NAMED APPLIED SCIENCE PROGRAMS**  
Lead Society: American Industrial Hygiene Association  
Cooperating Society: American Academy of Environmental Engineers

These criteria apply to industrial hygiene and similarly named applied science programs.

#### I. PROGRAM CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

##### Curriculum

The program must demonstrate that graduates have necessary knowledge, skills, and attitudes to competently and ethically implement and practice applicable scientific, technical, and regulatory aspects of Industrial Hygiene. To this end, graduates will be prepared to anticipate, recognize, evaluate, and control exposures of workers and others to physical, chemical, biological, ergonomic, and psychosocial factors, agents, and/or stressors that can potentially cause related diseases and/or dysfunctions. More specifically, graduates must be able to:

- (a) identify agents, factors, and stressors generated by and/or associated with defined sources, unit operations, and/or processes;
- (b) describe qualitative and quantitative aspects of generation of agents, factors, and stressors;
- (c) understand physiological and/or toxicological interactions of physical, chemical, biological, and ergonomic agents, factors, and/or stressors with the human body;
- (d) assess qualitative and quantitative aspects of exposure assessment, dose-response, and risk characterization based on applicable pathways and modes of entry;
- (e) calculate, interpret, and apply statistical and epidemiological data;
- (f) recommend and evaluate engineering, administrative, and personal protective equipment controls and/or other interventions to reduce or eliminate hazards;
- (g) demonstrate an understanding of applicable business and managerial practices;
- (h) interpret and apply applicable occupational and environmental regulations;
- (i) understand fundamental aspects of safety and environmental health
- (j) attain recognized professional certification

##### Baccalaureate-level Faculty

The majority of core Industrial Hygiene and other supporting faculty must hold an earned doctorate. ("Core Industrial Hygiene faculty" pertains to those who are teaching industrial hygiene courses and does not include faculty members teaching courses such as epidemiology, statistics, etc.). The majority

of core Industrial Hygiene faculty should be Certified Industrial Hygienists; however, a minimum of one core Industrial Hygiene faculty member must be a Certified Industrial Hygienist. Faculty must also demonstrate external professional activity, including, but not limited to, participation on national, regional, state, and/or local committees and advisory boards, professional practice, and/or editorial reviews of professional publications.

A full-time faculty member must be identified as administratively in charge of the program.

## II. PROGRAM CRITERIA FOR MASTER'S LEVEL PROGRAMS

### Master's-level Admission Requirements

Admitted students must hold an earned baccalaureate that prepares them to apply the basic principles of college-level mathematics, inorganic and organic chemistry, physics, and biology. Exceptions may be admitted with an individually documented plan of study to compensate for any deficiencies.

### Master's-level Curriculum

Criteria for master's-level programs require the following additions beyond the baccalaureate level: (i) minimum of one year of study beyond the basic-level, consisting of courses with increased depth and rigor; (ii) an applied science project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of professional and public communication skills; (iii) an adequate foundation in statistics, applied sciences, and/or related professional practice; and, (iv) advanced qualitative and quantitative problem-solving skills.

### Master's-level Faculty

In addition to the general qualifications specified above for baccalaureate-level faculty, master-level faculty are expected to have demonstrated research activity appropriate to their institution's mission.

A full-time faculty member must be identified as administratively in charge of the program.

PROGRAM CRITERIA FOR  
INDUSTRIAL MANAGEMENT  
OR  
QUALITY MANAGEMENT  
AND SIMILARLY NAMED APPLIED SCIENCE PROGRAMS  
Lead Society: Institute of Industrial Engineers  
Cooperating Society: Society of Manufacturing Engineers

These program criteria apply to industrial management, quality management, or similarly named applied science programs that prepare college students for management roles in industry.

I. PROGRAM CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

Curriculum

Graduates must have demonstrated:

- (a) a working knowledge of algebra, calculus, physics, probability, and statistics including design of experiments;
- (b) understanding of uses of management information systems, cost accounting methodology, economic analysis, principles of industrial psychology, and human resource control;
- (c) and proficiency in data analysis using computer software and hardware.

Faculty

Evidence must be provided that the program faculty understand professional practice and maintain currency in their respective professional areas.

II. PROGRAM CRITERIA FOR MASTER'S LEVEL PROGRAMS

Criteria for masters level programs are the same as for basic level programs with the following additions: one year of study beyond the basic level and an applied science project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of communication skills. Such a program must have an adequate foundation in statistics, applied sciences and/or professional practice.

PROGRAM CRITERIA FOR  
SAFETY  
AND SIMILARLY NAMED APPLIED SCIENCE PROGRAMS  
Lead Society: American Society of Safety Engineers

These program criteria apply to safety, occupational safety, industrial safety, and similarly named applied science programs.

I. PROGRAM CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

A. Curriculum

Program graduates must possess the necessary knowledge and skills to competently and ethically implement and practice applicable scientific, technical and regulatory aspects of the safety, health, and environmental profession. In addition, the program must demonstrate that graduates can apply college algebra, statistics, chemistry, physics, and human physiology/biology as it pertains to the practice of the safety, health, and environmental discipline. More specifically, graduates must be able to:

1. anticipate, recognize, evaluate, and develop control strategies for hazardous conditions and work practices;
2. demonstrate the application of business and risk management concepts;
3. demonstrate an understanding of the fundamental aspects of safety, industrial hygiene, environmental science, fire science, hazardous materials, emergency management, ergonomics and/or human factors;
4. design and evaluate safety, health, and/or environmental programs;
5. apply adult learning theory to safety training methodology;
6. identify and apply applicable standards, regulations, and codes;
7. conduct accident investigations and analyses;
8. apply principles of safety and health in a non-academic setting through an intern, cooperative, or supervised experience.

B. Faculty

This competence is evidenced by participation in professional societies, applicable certifications issued by nationally-accredited credentialing bodies, and/or extensive experience in the safety and health field. A faculty member must be identified as administratively in charge of the program.

II. PROGRAM CRITERIA FOR MASTER'S LEVEL PROGRAMS

A. Curriculum

Criteria for master's level safety and similarly named applied science programs are inclusive of those for baccalaureate level applied science programs with the following additions: one year of study beyond the baccalaureate level and a project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of oral and written communication skills. Graduates of a master's level safety program must also have demonstrated knowledge and competencies in the same subject areas defined in the baccalaureate program requirements.

B. Faculty

This competence is evidenced by participation in professional societies, applicable certifications issued by nationally-accredited credentialing bodies, and/or extensive experience in the safety and health field. A faculty member must be identified as administratively in charge of the program.

III. PROGRAM CRITERIA FOR TECHNICIAN LEVEL ASSOCIATE DEGREE PROGRAMS

A. Curriculum

Associate Safety Programs must demonstrate that graduates are able at the technician level to:

1. anticipate, recognize, and evaluate hazardous conditions and practices affecting people, property and the environment;
2. apply appropriate strategies designed to mitigate risk;
3. apply principles of safety and health in a non-academic setting through an intern, cooperative, or supervised experience.

B. Faculty

This competence is evidenced by participation in professional societies and applicable certifications issued by nationally-accredited credentialing bodies. A faculty member must be identified as administratively in charge of the program.

PROGRAM CRITERIA FOR  
SURVEYING, GEOMATICS  
AND SIMILARLY NAMED APPLIED SCIENCE PROGRAMS  
Lead Society: American Congress on Surveying & Mapping  
Cooperating Society: American Society of Civil Engineers

These program criteria apply to surveying, surveying and mapping, geomatics, and similarly-named applied science programs.

I. PROGRAM CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

A. Curriculum

The program must demonstrate that graduates have proficiency in one or more of the following areas: boundary and/or land surveying, geographic and/or land information systems, photogrammetry, mapping and geodesy, remote sensing, and other related areas.

B. Faculty Qualifications

The program faculty must have responsibility and sufficient authority to define, revise, implement, and achieve program objectives. The program must demonstrate that faculty members are qualified to teach the subject matter by virtue of professional licensure or by education and/or professional experience.

## PROPOSED CHANGES TO THE CRITERIA

The following section presents proposed changes to these criteria. These proposals were approved by the Applied Science Accreditation Commission (ASAC) and were brought before the ABET Board of Directors on November 1, 2008 for preliminary approval. Before being approved for final implementation in the accreditation process, these proposals are published here for circulation among the institutions with accredited programs and other interested parties for review and comment.

The ABET Board of Directors has approved a two-year first reading review and comment period for the ASAC Harmonized Criteria. Comments will be considered until April 1, 2010. The ABET Board of Directors will determine, based on the comments received and on the advice of the ASAC, the content of the adopted harmonized criteria in the fall of 2010 and will first be applied by the ASAC for accreditation actions during the 2011-2012 academic year.

Comments relative to the proposed criteria changes should be addressed to: Accreditation Director, ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 or to [accreditation@abet.org](mailto:accreditation@abet.org).

PROPOSED  
ASAC HARMONIZED GENERAL CRITERIA

## INTRODUCTION

This document contains three sections. The first section includes important **definitions** used by all ABET commissions. These definitions, taken from the ABET Accreditation Policies and Procedures Manual, are included here so that this document is self-contained.

The second section contains the **General Criteria** that must be satisfied by all programs accredited by the Applied Science Accreditation Commission of ABET.

The third section contains the **Program Criteria** that must be satisfied by certain programs. The applicable Program Criteria are determined by the technical specialties indicated by the title of the program. Overlapping requirements need to be satisfied only once.

## DEFINITIONS

(From Section II.D.1. of the *ABET Accreditation Policy and Procedure Manual*)

While ABET recognizes and supports the prerogative of institutions to adopt and use the terminology of their choice, it is necessary for ABET volunteers and staff to have a consistent understanding of terminology. With that purpose in mind, the Commissions will use the following basic definitions:

**Program Educational Objectives** – Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program’s constituencies.

**Student Outcomes** – Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

**Assessment** – Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes and program educational objectives. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome or objective being measured. Appropriate sampling methods may be used as part of an assessment process.

**Evaluation** – Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes and program educational objectives are being attained. Evaluation results in decisions and actions regarding program improvement.

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It is the responsibility of the program seeking accreditation to demonstrate clearly that the program meets the following criteria.

## I. GENERAL CRITERIA FOR BACCALAUREATE AND ASSOCIATE DEGREE PROGRAMS

### **Criterion 1. Students**

Student performance must be evaluated. Student progress must be monitored to foster success in achieving student outcomes, thereby enabling graduates to attain program educational objectives.

Students must be advised regarding curriculum and careers.

The program must have and enforce policies for admitting new and transfer students and for awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to assure that students who graduate meet all graduation requirements.

### **Criterion 2. Program Educational Objectives**

The program must have published educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented and effective process, involving program constituencies, for the periodic review and revision of these program educational objectives.

### **Criterion 3. Student Outcomes**

The program must have documented student outcomes that prepare graduates to attain the program educational objectives. There must be a documented and effective process for the periodic review and revision of these student outcomes.

- A. Baccalaureate degree programs must demonstrate that graduates have:
  - (a) an ability to apply knowledge of mathematics, science, and applied sciences,
  - (b) an ability to design and conduct experiments, as well as to analyze and interpret data,
  - (c) an ability to formulate or design a system, process, or program to meet desired needs,
  - (d) an ability to function on multidisciplinary teams,
  - (e) an ability to identify and solve applied science problems,
  - (f) an understanding of professional and ethical responsibility,
  - (g) an ability to communicate effectively,
  - (h) the broad education necessary to understand the impact of solutions in a global and societal context,
  - (i) a recognition of the need for and an ability to engage in life-long learning,
  - (j) a knowledge of contemporary issues,
  - (k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.
  
- B. Associate degree programs must demonstrate that graduates have:
  - (a) an ability to apply knowledge of mathematics, sciences, and other related disciplines
  - (b) an ability to conduct experiments, as well as to analyze and interpret data
  - (c) an ability to identify, formulate, and solve applied science problems
  - (d) an ability to function on teams
  - (e) an understanding of professional and ethical responsibility
  - (f) an ability to communicate effectively
  - (g) a recognition of the need for and an ability to engage in life-long learning
  - (h) a knowledge of contemporary issues
  - (i) an ability to use the techniques, skills, and modern applied science tools necessary for professional practice

#### **Criterion 4. Continuous Improvement**

The program must regularly use a documented and effective process that uses relevant assessment data to evaluate the extent to which its program educational objectives and its student outcomes are being attained. The results of these evaluations must be systematically used to effect continuous improvement of the program.

#### **Criterion 5. Curriculum**

The curriculum requirements specify subject areas appropriate to applied science programs but do not prescribe specific courses. The program's faculty must assure that the curriculum devotes adequate attention and time to each component, consistent with the objectives of the program and institution.

The curriculum must include:

- (a) a combination of college-level mathematics and basic sciences (some with experimental experience) appropriate to the discipline,
- (b) applied science topics appropriate to the program,
- (c) a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.

Students in baccalaureate degree programs must also be prepared for applied science practice through a curriculum culminating in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work.

#### **Criterion 6. Faculty**

Each faculty member teaching in the program must have expertise and educational background consistent with the contributions to the program expected from the faculty member. The competence of faculty members must be demonstrated by such factors as teaching effectiveness, communication skills, education, professional credentials and certifications, professional experience, and ongoing professional development. Collectively, the faculty must have the breadth and depth to cover all curricular areas of the program.

The faculty serving in the program must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising. Each faculty member must have sufficient responsibility and authority to improve the program through definition and revision of program educational objectives and student outcomes as well as through the implementation of a program of study that fosters the attainment of student outcomes.

#### **Criterion 7. Facilities**

Classrooms, faculty offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, computing resources, and laboratories appropriate to the program must be available, accessible, systematically maintained and upgraded to enable students to attain the student outcomes and to support faculty teaching needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.

The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

### **Criterion 8. Institutional Support**

Institutional support, financial resources, and effective leadership must be adequate to ensure the quality and continuity of the program throughout the period of accreditation.

The institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources available to the program must be sufficient to attract, retain, and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program and to provide an environment in which program student outcomes can be attained.

## **II. GENERAL CRITERIA FOR MASTER’S LEVEL PROGRAMS**

Criteria for master’s level applied science programs are inclusive of those for baccalaureate level applied science programs with the following additions: one year of study beyond the baccalaureate level and a project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of communication skills.

## **III. PROGRAM CRITERIA**

All programs seeking accreditation from the ASAC Commission of ABET must demonstrate that they satisfy all of the specific Program Criteria implied by the program title.