INSTITUTION OF ENGINEERS SINGAPORE

ENGINEERING ACCREDITATION BOARD

TEMPLATE FOR REPORT ON ACCREDITATION INFORMATION

(Issued on 1 April 2020)

The Institution of Engineers, Singapore
Engineering Accreditation Board
70 Bukit Tinggi Road
Singapore 289758
Tel: (65)-6469 5000
Fax: (65)-6467 1108
Website: http://www.ies.org.sg/eab.php

Jul 2017

General Instructions

INTRODUCTION

The Report on Accreditation Information (or Report in short) provides information that is critical to a thorough on-site assessment of the programme submitted for accreditation by EAB. This template[1] is to assist the educational institution to prepare the Report to be submitted for review.

PREPARATION

It is important that the Report addresses the extent to which the programme meets EAB's Accreditation Criteria. The Report should address all methods of delivery used for the programme, all possible paths that students may take to complete the programme, and all remote or off-campus offerings available to students in the programme.

The programme name appearing on the cover of the Report should be exactly as it is listed in the educational institution's request for accreditation, its catalogs/bulletins and on the transcripts/degrees of its graduates. This consistency is essential to ensure graduates can be identified as graduating from an accredited program.

If any of the tables included in this template is not specifically applicable to your educational institution and/or programme, it may be modified to more clearly present the data. When the table is modified, a brief explanatory footnote should be included to explain why the table has been modified.

Any comments or instructions provided in this template should be removed from the Report if they are not applicable.

SUPPLEMENTAL MATERIALS

The following materials are to be supplied in addition to the Report:

- A copy of the general catalog of the educational institution covering course details and other institutional information applicable at the time of the visit.
- A copy of any promotional brochures or literature describing the programme offerings of the institution to the public.
- Sample of transcripts from recent graduates.

[1] Based on template provided by ABET, Inc.

SUBMISSION OF THE REPORT

The Report should be completed and submitted at least ten (10) weeks before the desired accreditation visit date. Five (5) sets of the Report (including the supplemental materials) in hardcopy and one set in softcopy should be submitted and forwarded to:

Secretary
Engineering Accreditation Board
The Institution of Engineers, Singapore
70 Bukit Tinggi Road
Singapore 289758

CONFIDENTIALITY

The information in the Report is for the confidential use of EAB in the evaluation process for accreditation, and will not be disclosed to any parties who are not involved in the accreditation process without authorization of the educational institution concerned. However, EAB may use extracts from the Report which are not identifiable to a specific educational institution for its training purposes.

TEMPLATE

The template for the Report commences on the next page.

CONFIDENTIAL

For Submission to EAB

Report on

Accreditation Information

for the

<Programme Name>

at

<Educational Institutional Name>

<Address>

<Date>

The information supplied in this Report on Accreditation Information is for the confidential use of EAB, and will not be disclosed to any parties who are not involved in the accreditation process without authorization of the educational institution concerned. However, EAB may use extracts from the Report which are not identifiable to a specific educational institution for its training purposes.

Table of Contents

BACKGROUND INFORMATION

A. Programme to be accredited

List name of programme (as it appears on the graduate's certificate and transcript), and abbreviation used for the programme. State that the submission for accreditation is supported by the chief executive of the educational institution.

B. Contact information

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

C. Organizational Structure

Use text and/or organization charts to describe the administrative structure of the programme, from the unit administering the programme to the department/school, college, and higher administrative units of the educational institution, as appropriate.

D. Programme History

Provide a brief history of programme including previous accreditations, major changes with an emphasis on those changes occurring since the last visit (e.g. options, tracks, concentrations, etc. included in the programme) and other relevant information.

E. Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken

If this is an initial accreditation, it should be so indicated. Summarize the Deficiencies, Weaknesses, or Concerns documented in the Report from the previous accreditation visit or interim reviews. Describe the actions taken to address them, including effective dates of actions, if applicable. List the recommendations from external examiners, visiting/advisory panel committee, etc, and follow up actions taken with dates of implementation.

F. Programme Delivery Modes

Describe the delivery modes used by this programme, for example, whether it is "full-time degree programme", "part-time degree programme with classes/laboratories conducted in the evenings & weekends", "distance education based degree programme", "twinning with another education institution", etc. For each delivery mode, indicate the duration of study.

CRITERION 1 – MISSION AND PROGRAMME EDUCATIONAL OBJECTIVES

Program Educational Objectives are broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve.

Assessment under this criterion is one or more processes that identify, collect, and prepare data to evaluate the achievement of programme educational objectives.

Evaluation under this criterion is one or more processes for interpreting the data and evidence accumulated through assessment practices. Evaluation determines the extent to which Programme Educational Objectives are being achieved, and results in decisions and actions to improve the programme.

A. Mission Statement

List all applicable institutional, school, departmental, and programme Mission Statements and document where they are published.

B. Programme Educational Objectives

List the Programme Educational Objectives and state where these are published.

C. Consistency of the Programme Educational Objectives with the Mission of the Institution

Describe how the Programme Educational Objectives are consistent with the Mission of the Institution.

D. Programme Constituencies Stakeholders

List and describe the programme constituencies stakeholders.

E. Process for Establishing Programme Educational Objectives

Describe the process that periodically documents and demonstrates that the Programme Educational Objectives are based on the needs of the programme's various constituencies.

F. Achievement of Programme Educational Objectives

Describe the assessment and evaluation process that periodically documents and demonstrates the degree to which the Programme Educational Objectives are attained. Also include information on:

a) A listing and description of the assessment processes used to gather the data upon which the evaluation of each the programme educational objective is based. Examples of data collection processes may include, but are not limited to, employer surveys, graduate surveys, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the programme;
b) The frequency with which these assessment processes are carried out;
c) The expected level of attainment for each of the program educational objectives;

d) Summaries of the results of the evaluation processes and an analysis illustrating the extent to which each of the programme educational objectives is being attained; and
e) How the results are documented and maintained.

CRITERION 2 – STUDENT LEARNING OUTCOMES

Student Learning 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 programme. The programme must **demonstrate** that the students attain the learning outcomes listed in EAB's Criterion 2(i) (a) to (l) in relation to **complex engineering problems as defined by Section 10.3 (k) of the EAB Accreditation Manual (For evaluation visits after August 2020**.

Assessment under this criterion is one or more processes that identify, collect, and prepare data to evaluate the achievement of student learning outcomes.

Evaluation under this criterion is one or more processes for interpreting the data and evidence accumulated through assessment practices. Evaluation determines the extent to which Student Learning Outcomes are being achieved, and results in decisions and actions to improve the programme.

A. Student Learning Outcomes

List the Student Learning Outcomes. Indicate where the Student Learning Outcomes are documented.

In addition to incorporating the Student Learning Outcomes listed in EAB's Criterion 2(i) (a) to (l), list any additional student learning outcomes that may be adopted.

B. Achievement of Student Learning Outcomes

Explain the assessment and evaluation processes that periodically document and demonstrate the degree to which the Student Learning Outcomes are attained. Describe the level of achievement of each Student Learning Outcome. Discuss what evidence will be provided to EAB's Evaluation Team that supports the levels of achievement of each Student Learning Outcome. Also include information on:

a) A listing and description of the assessment processes used to gather the data upon which the evaluation of each the programme educational objective is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally-normed exams, oral exams, focus groups, industrial advisory committee;
b) The frequency with which these assessment processes are carried out;
c) The expected level of attainment for each of the student learning outcomes;
d) Summaries of the results of the evaluation processes and an analysis illustrating the extent to which each of the student learning outcomes is being attained; and
e) How the results are documented and maintained.

C. Continuous Improvement

Describe the available information, such as results from the Criteria 1 and 2 assessment and evaluation processes, are being utilized as inputs in making decisions regarding programme improvements.

D. Actions to Improve the Programme

Describe actions taken to improve the programme since the last accreditation visit. Indicate why, i.e., the basis for taking action, and when each action was implemented and the results of the implementation. Indicate any significant future programme improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.

CRITERION 3 – CURRICULUM AND TEACHING-LEARNING PROCESSES

A. Programme Curriculum

1. Describe how students are prepared for a professional career and further study in the discipline through the curriculum.

2. Indicate how the curriculum aligns with the Programme Educational Objectives.

3. Describe how the curriculum supports the Student Learning Outcomes. To illustrate the relationship of courses in the curriculum to the Student Learning Outcomes, use Table 3.1.

4. Provide the credit hours and distribution of each course. For this purpose, Table 3.2 may be used. Show evidence that the minimum credit hours and distribution specified for the programme are met.

5. Describe the culminating major design experience, including how it is based on the knowledge and skills acquired in earlier course work and how appropriate engineering standards and multiple realistic constraints are incorporated in the experience.

6. Demonstrate that adequate time and attention are given to each curricular component, consistent with the outcomes and objectives of the programme and the institution.

7. Describe the provisions for any co-operative schemes (such as short-term student exchange programmes with other universities) that are used to satisfy curricular requirements.

8. Describe the additional materials that will be available for review during the accreditation visit to demonstrate the achievement related to this criterion.

B. Documentation

Describe by example how EAB's Evaluation Team will be able to relate the display materials, i.e., course syllabi, sample student work, examination papers etc., to each Student Learning Outcome.

C. Prerequisite Flow Chart

Attach a flow chart showing the prerequisite structure of the programme's courses required or allowed towards the major.

D. Course Syllabi

Include, (see sample in Appendix A), a syllabus for each course used to satisfy the mathematics, science, and discipline-specific requirements required by this criterion or any applicable Specific Programme Criteria. The syllabi format should be consistent for each course, and, at a minimum, contain the following information:

a) Department, course number, and title of course
b) Designation as a Required or Elective course
c) Course (catalog) description
d) Prerequisites
e) Textbook(s) and/or other required material
f) Course learning outcomes

g) Topics covered
h) Class/laboratory schedule (number of sessions each week and duration of each session)
i) Contribution of course to meeting the requirements of Criterion 11
j) Relationship of course to Student Learning Outcomes
k) Person(s) who prepared this description and date of preparation.

Table 3.1: Curriculum and teaching/learning processes to achieve Student Learning Outcomes, and evaluation method/criteria

Course title	Category#	Evaluation method & criteria	Student Learning Outcomes*							
			(a)	(b)	(c)	(d)	(e)	(f)	(g)	--
		• •		●						
		• •			◐					
		• •					○			
		• •								
		• •								
		• •								

Category is to indicate whether course is Core, Electives, Faculty Requirements, Major Requirements, University Requirements, Unrestricted Elective, etc

* List EAB's Student Learning Outcomes (a) to (l) and any additional student learning outcomes. The following symbols relate how each module meets each of the student learning outcomes:
● – *fully consistent* (contributes to more than 75% of student learning outcomes)
◐ – *partially consistent* (contributes to about 50% of student learning outcomes)
○ – *weakly consistent* (contributes to about 25% of student learning outcomes)
blank – *not related* to student learning outcomes

Table 3.2: Curriculum/Course Time Allocation and Content

(A) Course Time Allocation by semester

Semester n Year n:

Course Title	Total Number of Contact Hours					No of MCs or AUs[2]
	Lec[3]	Tut/Con[4]	Lab[5]	Proj[6]	Total Hrs	
Total						

(B) Curricular Content

Course Grouping	Curriculum Content[7]		Total Amount of Contact Time	
	Min (%)	Max (%)	Min (hrs)	Max (hrs)
Mathematics & Science				
Engineering & Design				
Communication, Humanities, Social Science, Finance & Management				
Others				

2 Modular Credits or Academic Units
3 Lecture
4 Tutorial/Consultation
5 Laboratory
6 Project
7 To enter amount as a percentage of the total number of curriculum hours or credits required to complete the whole programme.

(C) Course Time Allocation by Grouping

Courses in Mathematics and Science	Total Number of Hours			
	Lec	Tut/Con	Lab	Proj
Total				

Courses in Engineering & Design	Total Number of Hours			
	Lec	Tut/Con	Lab	Proj
Total				

Courses in Communication, Humanities, Social Science, Finance & Management	Total Number of Hours			
	Lec	Tut/Con	Lab	Proj
Total				

Courses in Others	Total Number of Hours			
	Lec	Tut/Con	Lab	Proj
Total				

CRITERION 4 – STUDENTS

A. Student Admissions

Summarize the requirements and process for admission of students to the program. Provide detailed information about the different educational backgrounds/qualifications of students entering the program, admission requirements for the various types of intakes, information about the intake numbers, intake quality & etc over the past 5 years. The detailed information should also be presented in suitable tabular forms. While EAB would expect all information to be provided, educational institution may choose to withhold some sensitive confidential information in the report but will demonstrate to the Evaluation Team during the accreditation visit.

B. Evaluating Student Performance

Summarize the process by which student performance is evaluated and student progress is monitored.

C. Advising Students

Summarize the process by which students are advised regarding curricular and career matters, including counseling service.

D. Graduation Requirements

Summarize the process for ensuring that each graduate completes all graduation requirements for the programme.

E. Enrollment and Graduation Trends

Summarize the enrollment and graduation trends for the past five years, using the format in Tables 4.1, 4.2 and 4.3

Table 4.1 : Overview of Student Admissions, Enrolment & Exit

Academic Year:	Yr nn-4	Yr nn-3	Yr nn-2	Yr nn-1	Yr nn
Students newly admitted into programme					
Students transferred into programme					
Students transferred out of programme					
Students withdrawn from programme					
Students dismissed from programme					
Students from Yr 1 to Yr 4					
Students in Yr 1 to Yr 4 pursuing another degree in the University					
Students graduated from programme					

Table 4.2: Honors Class Distribution of Graduating Cohorts of the Past 5 Years.

Graduating Academic Year:	Yr nn-4	Yr nn-3	Yr nn-2	Yr nn-1	Yr nn
Graduation Class Size					
First Class Honours					
Second Class Upper Honours					
Second Class Lower Honours					
Third Class Honours					
Passed					

Table 4.3: Destination of Graduates for the Past Five Years.

Graduating Year:	Yr nn-4	Yr nn-3	Yr nn-2	Yr nn-1	Yr nn
Time Period to First Employment % of respondents who found 1st job in less than 6 months					
Starting Salary Mean Gross Monthly Salary (S$)					
Permanent Employment					
- Government					
- Statutory Board					
- Private Sector					
Further study/ National Service/Others					
Unemployed/Temporary Work/Others					
Total Cohort (Responded/Graduated)					

CRITERION 5 – FACULTY MEMBERS

A. Authority and Responsibility of Faculty Members

Describe the role played by the programme faculty member, department and others (e.g., Dean's Office, Provost's Office) with respect to course creation, modification, and evaluation. Describe the process used to ensure consistency and quality of the courses taught.

B. Faculty

Describe the composition, size, credentials, experience, and workload of the faculty that supports this programme.

C. Faculty Competencies

Describe the competencies of the faculty and how they are adequate to cover all of the curricular areas of the programme.

D. 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, service activities, and professional development.

E. Particulars of Faculty

Include, (see sample in Appendix B), an abbreviated resume for each programme faculty member with the rank of instructor or above. The format should be consistent for each resume, and, at a minimum, must contain the following information:

a) Name and academic rank
b) Degrees with fields, institution, and date
c) Number of years of service on this faculty, including date of original appointment and dates of advancement in rank
d) Other related experience, i.e., teaching, industrial, etc.
e) Consulting, patents, etc.
f) States in which professionally licensed or certified, if applicable
g) Principal publications of the last five years
h) Scientific and professional societies of which a member
i) Honors and awards
j) Institutional and professional service in the last five years
k) Percentage of time available for research or scholarly activities
l) Percentage of time committed to the program

F. Faculty Development

Describe the plan that is in place for training of new faculty members without sufficient teaching experience on teaching methodology, faculty development and the funding available to execute this plan. Provide detailed descriptions of professional development activities for each faculty member. Processes available to facilitate faculty development, for example sabbatical leave.

CRITERION 6 – FACILITIES AND LEARNING ENVIRONMENT

A. Space

Summarize the availability of programme facilities and indicate how adequate they are for supporting the programme educational objectives and student learning outcomes of the programme. Discuss the following:

a) Offices (Administrative, Faculty, Clerical, Teaching Assistants)

b) Classrooms

c) Laboratories

B. Resources and Support

1. Describe the computing resources, hardware and software used for instruction. Specify any limitations that impact the student's ability to achieve the student learning outcomes and the faculty's teaching and scholarly activities.

2. Describe the laboratory equipment planning, acquisition, and maintenance processes and their adequacy.

3. Describe the type and number of support personnel available to install, maintain, and manage departmental hardware, software, and networks.

4. Describe the type and number of support personnel available to install, maintain, and manage laboratory equipment.

C. Major Instructional and Laboratory Equipment

Include, (see sample in Appendix C), a list of major instructional and laboratory equipment.

CRITERION 7 – INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

A. Programme Budget Process and Sources of Financial Support

Describe the process used to establish the programme budget and provide evidence of continuity of institutional support for the programme.

B. Sources of Financial Support

Describe the sources of financial support including both "hard" and "soft" monies

C. Adequacy of Budget

Describe the adequacy of the budget.

D. Support of Faculty Professional Development

Describe the adequacy of support for faculty professional development, how such activities are planned, and how they are supported.

E. Support of Facilities and Equipment

Describe the sufficiency of resources to acquire, maintain, and operate facilities and equipment appropriate for the programme.

F. Adequacy of Support Personnel and Institutional Services

Describe the adequacy of support personnel and institutional services necessary to meet programme needs.

CRITERION 8 – GOVERNANCE AND CONTINUOUS QUALITY IMPROVEMENT

Describe the governance structure at the programme, department, school, faculty and institutional levels with clear assignment of authority and responsibility for the formulation and implementation of policies that enable the programme to fulfill its mission.

Describe the process for continuous quality improvement. Provide a diagram on how the closed-loop system for continuous improvement process is in place. List the shortcomings and non-conformance identified during the last accreditation visit and how they have been addressed. Describe details of the procedure of internal quality assessment, together with information of remedial measures taken for programme quality improvement.

CRITERION 9 – INTERACTION BETWEEN EDUCATIONAL INSTITUTION AND INDUSTRY

A. Describe the mechanisms in place to receive inputs from practicing engineers and from industry in general.

B. Explain how information obtained from communications/interactions with industry is used in the development/evolving the curriculum to keep it abreast of the developments in the industry, particularly in areas experiencing rapid changes.

C. Describe the opportunities made available to students to enable them to achieve experience interacting with industry and/or research organizations via design projects, internship and/or other means.

D. Additional Information, such as minutes of meetings with the industry where recommendations were made, should be made available for review at the time of the accreditation visit.

CRITERION 10 – RESEARCH AND DEVELOPMENT

A. Describe the research and consultancy activities that faculty is involved in.

B. Describe mechanisms in place to support, encourage and maintain such R&D activities.

C. Explain how these activities/new knowledge is used to support the programme in curriculum development, enrich the student's education by cultivating skills/habits for lifelong learning, etc.

CRITERION 11 – SPECIFIC PROGRAMME CRITERIA

Describe how the programme satisfies the applicable Specific Programme Criteria. If already covered elsewhere in this Report, provide appropriate references.

APPENDICES

COURSE SYLLABI

FACULTY MEMBERS

LABORATORY EQUIPMENT

INSTITUTIONAL SUMMARY

APPENDIX A – COURSE SYLLABI

G. ES1001 – Engineers and Society

[Lectures: 26 hrs; Tutorials: 12 hrs; Pre-requisite: Nil; Academic Unit: 3.0]

Objectives

This course aims to provide a general understanding of the society that we live in and engineers' roles and responsibilities towards its well being. The course helps to develop students into better engineers and citizens of Singapore and the world. This is achieved by lectures and student projects. The lectures will cover a wide range of topics including the history of Singapore and the many issues facing Singapore, the history of engineering, engineering ethics and engineering practices, international politics and globalization and contributions by engineers towards the society. The students will conduct research and present their findings in class to help reinforce the learning in the various topics covered.

Student Learning Outcomes

Upon successful completion of the course, the students should be able to

(1) Know what Singapore was like before Independence.
(2) Understand the issues involved in Singapore's national cohesion and total defense, as well her social, political, economical and industrial development.
(3) Understand how engineering has evolved through the ages.
(4) Appreciate the importance of strong codes of ethics in their professional conduct and reflect on the effects of their actions on the society and make more considered choices.

(5) Understand engineering practice in Singapore, including registration for professional engineers and the practice of various engineering disciplines.
(6) Understand the socio-politics of the countries in the region and better appreciate the events taking place in these countries.
(7) Understand the significance of globalization and the impact of the new economy.
(8) Be aware of some of the opportunities and areas that engineers can contribute to in the New Millennium.

Course Assessment

Students will be assessed on

(a) Continuous assessment in the form of project presentation (40%) For continuous assessment, students are subdivided into small groups of about 4. Each group of students will conduct research on three given topics and present their analysis in class.
(b) A final 2-hours written examination (60%).

References

1. SF Johnston, J P Gostelow & W J King, *Engineering & Society*, Prentice Hall Inc, USA, 2000.
2. You Poh Seng & Lim Chong Yah (eds.), *Singapore: Twenty-five Years of Development*, Nanyang Xingzhou Lianhe Zaobao, Singapore, 1984.
3. *Singapore: Journey into Nationhood*, Landmark Books, Singapore, 1998.
4. Charles Harris, Michael Pritchard and Michale Rabins, *Engineering Ethics: Concepts and Cases*, 3rd Edition, Wadsworth Thomson Learning, 2005.

APPENDIX B – FACULTY MEMBERS

Part 1: Faculty Resume

Include an abbreviated resume for each programme faculty member.

APPENDIX B: FACULTY MEMBERS

Part 2: Summary of Faculty Members

Note : A : The number of research students currently supervised.
B : The number of research papers published during the last five years (both local and international).
C : The number of current consultancies

<<Programme>> STAFF – <<Institution Unit in Charge of the Programme>>

Name	Present Post and date of joining establishment	Academic Qualifications	Member-ship of Professional Bodies	Professional duties (including external bodies)	Brief resume (with approx dates) of professional experience, including current responsibilities	Present teaching courses and student contact hours per year	Research Activities		
							A	B	C
TT Chong	Professor 07 Jul 2007	D.Sc. MIT	Fellow of IES	Chief Editor, IES Journal Part A, Civil and Structural Engineering			7	7	1

APPENDIX C – LABORATORY EQUIPMENT

Provide a list of the major pieces of equipment used by the programme in support of instruction.

APPENDIX D – INSTITUTIONAL SUMMARY

The educational institution may employ any means it chooses to represent itself to EAB and the Evaluation Team. Consequently, the references to specific tables in the following are for guidance only. The information may be presented in any manner the educational institution chooses.

A. The Institution

1. Name and address of the educational institution

2. Name and Title of the Chief Executive Officer (Chancellor/President) of the educational institution

B. Type of Control

Describe the type of managerial control of the educational institution, e.g., private-non-profit, private-other, public-other, etc.

C. History of Institution

Provide a brief history of the educational institution, its origin, and its development.

D. Student Body

Briefly describe the student body and where the students come from.

E. Regional or Institutional Accreditation

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

F. Personnel and Policies

Summarize the following elements:

1. The promotion and tenure system

2. The process used to determine faculty salaries

3. Faculty benefits

G. Department/School

Describe the department/school (see General Instructions). Describe the administrative chain of responsibility from the individual responsible for the programme to the chief executive officer of the educational institution. Include names and titles. An organization chart may be included.

H. Academic Credit Unit

It is assumed that one semester credit normally represents one class hour or three laboratory hours per week. One academic year normally represents at least 2 semesters of classes, exclusive of final examinations. If other standards are used for this programme, the differences should be indicated.

Further, in cases where the Criteria specify curricular content in terms of years, one year is equivalent to 2 semesters or the quotient of the number of credits required for graduation divided by the nominal length of the programme in years, whichever is less. Thus, for programmes with 128 semester hours or greater, one year is 32 semester hours. For programmes with more than 128 semester hours, one year is the number of credits required for graduation divided by the nominal length of the programme in years.

I. Instructional Modes

If modes other than traditional on-campus instruction are employed in any programme, the additional modes of instruction should be listed and described in relation to the applicable programme. The institutional and/or unit policies under which the alternate modes are offered should be summarized.

J. Grade-Point Average

Indicate the grade-point average required for graduation. If there are differences in requirements among the regular and alternative instructional modes, please explain.

K. Academic Supporting Units

Provide information about units that teach courses required by the programmes being evaluated, e.g., mathematics, physics, communications, etc. Include names and titles of the individuals responsible for these units.

L. Non-Academic Supporting Units

Provide information about units that provide non-academic support to the programs being evaluated, e.g., library, computing facilities, placement, tutoring, etc. Include names and titles of the individuals responsible for these units.

M. Faculty Workload

Describe the faculty workload policy. Define what constitutes a full-time load.

N. Tables

The tables that follow are simply a guide and may not be required in the Report (optional). The educational institution is encouraged to employ any means it chooses to represent itself to EAB and the visiting Evaluation Team.

Table D-1. Programmes Offered by the Department/School

Programme Title[1]	Modes Offered[2]		Nominal Years to Complete	Administrative Head	Administrative Unit or Units (e.g. Dept.) Exercising Budgetary Control	Submitted for Evaluation[3]		Offered, Not Submitted for Evaluation[4]	
	Full Time	Part Time				Now Accredited	Not Now Accredited	Now Accredited	Not Now Accredited

List the titles of all degrees offered by the department/school responsible for the programme being evaluated, undergraduate and graduate, granted by the educational institution. If there are differences in the degrees awarded for completion of co-operative schemes (such as short-term student exchange programmes with other universities), these should be clearly indicated.

1 Give programme title as shown on a graduate's transcript
2 Indicate all modes in which the programme is offered. If separate accreditation is requested for an alternative mode, list on a separate line. Describe "Other" by footnote.
3 Only the programme being submitted at this time for re-accreditation (now accredited) or initial accreditation (not now accredited) should be checked in this column.
4 Programmes not submitted for evaluation at this time should be checked in this column.

Table D-2. Degrees Awarded and Transcript Designations by Department/School

Programme Title[1]	Modes Offered[2]				Name of Degree Awarded[3]	Designation on Transcript[4]
	Day	Co-op	Off Campus	Alternative Mode		

Complete the table for all programmes, as follows:

1 Give the programme title as officially published in catalog.
2 Indicate all modes in which the programme is offered. If separate accreditation is requested for an alternative mode, list on a separate line. Describe "Other" by footnote.
3 List degree awarded for each mode offered. If different degrees are awarded, list on separate lines.
4 Indicate how the programme is listed on transcript for each mode offered. If different designations are used, list on separate lines.

Table D-3. Support Expenditures

{{This table should be completed for the Department/School and for the programme being evaluated}}

<< Programme Name>>

Fiscal Year	**(previous year)[1]**	**(current year)[2]**	**(year of visit)[3]**
Expenditure Category			
Operations (not including staff)[4]			
Travel[5]			
Equipment[6]			
(a) Institutional Funds			
(b) Grants and Gifts[7]			
Graduate Teaching Assistants			
Part-time Assistance[8] (other than teaching)			
Faculty Salaries			

Report Department/School Level and Programme Level data for the programme being evaluated. Updated tables are to be provided at the time of the visit.

1 Provide the statistics from the audited account for the fiscal year completed year prior to the current fiscal year.

2 This is your current fiscal year (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.

3 Provide the budgeted amounts for your next fiscal year to cover the fall term when the EAB Evaluation Team will arrive on campus.

4 Categories of general operating expenses to be included here.

5 Institutionally sponsored, excluding special programme grants.

6 Major equipment, excluding equipment primarily used for research. Note that the expenditures (a) and (b) under "Equipment" should total the expenditures for Equipment. If they don't, please explain.

7 Including special (not part of educational institution's annual appropriation) non-recurring equipment purchase programs.

8 Do not include graduate teaching and research assistant or permanent part-time personnel.

Table D-4. Personnel and Students

{{This table should be completed for the Department/School and for the programme being evaluated}}

<<Programme Name>>

Year[1]: _____

	Head Count		Teaching Hours[2]	Ratio To Faculty[3]
	FT	**PT**		
Administrative[4]				
Faculty (tenure-track)				
Other Faculty (excluding student Assistants)				
Student Teaching Assistants				
Student Research Assistants				
Technicians/Specialists				
Office/Clerical Employees				
Others[5]				
Undergraduate Student enrollment[6]				
Graduate Student enrollment				

Report data for the programme unit(s) and for the programme being evaluated.

1 Data on this table should be for the semester immediately preceding the visit. Updated tables for the semester when the EAB Evaluation Team is visiting are to be prepared and presented to the Team when they arrive.

2 For student teaching assistants, indicate the total teaching hours per week of work (or service). For undergraduate and graduate students, indicate the average semester credit-hours per term of educational institutional course work, meaning all courses – science, humanities and social sciences, etc. For faculty members, indicate the average contact hours per semester as full-time load.

3 Divide average faculty contact hours in each category by total contact hours by the Faculty. Do not include administrative contact hours.

4 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.

5 Specify any other category considered appropriate, or leave blank.

6 Specify whether this includes first year and/or second year students.

Table D-5. Programme Enrollment and Degree Data

{{This table should be completed for the Department/School and for the programme being evaluated}}

<< Programme Name>>

	Academic Year		Enrollment Year					Total Undergrad	Total Grad	Degrees Conferred			
			1st	2nd	3rd	4th	5th			Bachelor	Master	Doctor	Other
CURRENT		FT											
		PT											
1		FT											
		PT											
2		FT											
		PT											
3		FT											
		PT											
4		FT											
		PT											
5		FT											
		PT											

Give official fall term enrollment figures (head count) for the current and preceding five academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the fall visit.

FT = full time PT = part time

Table D-6. Faculty Salary Data[1]

{{This table should be completed for the Department/School and for the programme being evaluated}}

<< Programme Name>>

Academic Year _____

	Professor	**Associate Professor**	**Assistant Professor**	**Instructor**
Number				
High				
Mean				
Low				

[1] If the programme considers this information to be confidential, it may be provided only to the Evaluation Team at the time of the visit.