2019 Accreditation Handbook

Associate Degree Programs
Baccalaureate Degree Programs
Master Degree Programs

Accreditation Policies can be found in a separate document on the ATMAE website
Published by the Association of Technology, Management, and Applied Engineering

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A. Guidelines for Institutional Self-Study Report

The institution must complete and submit a Self-Study Report which is a qualitative assessment of the strengths and limitations of the program(s), including the achievement of program and institution objectives.

The self-study should be provided electronically to both the team chair and the Director of Accreditation.

The following outline shall be used in developing the report:

Institutional Self-Study Report

The On-Site Visit

A. Date of the Visit

B. Visiting Team Members

C. Proposed On-Site Visit Agenda

D. Current Accreditation Status of Program(s)

General Information

A. The Institution

1. Name and Address
2. Number of Students Enrolled
   a. Total
   b. Full-time
   c. Part-time
   d. Full-time Equivalent
3. Total Full-Time Equivalent Faculty
4. Operating Budget
   a. Current
   b. Five-Year History
5. Institutional Accreditation Organization(s) and Dates of Accreditation. (Note: an institution shall document any actions taken by other accrediting agencies which have either denied to the institution or program accreditation or pre-accreditation status, have placed the institution or program on public probationary status, or have revoked the accreditation or pre-accreditation status of the institution or program.)
6. History of Accreditation by the Association of Technology, Management, and Applied Engineering
7. Administration of the Institution
   a. Head
   b. Chief Academic Officer (provide name and address)
8. Major Academic Units within the Institution
9. Institutional Mission and Goals
10. Relationship of Institution to Superior Governing Body

B. Administrative Unit(s) Information

1. Name and Address of Institution and/or Department Administrative Unit(s)
2. Name(s) of Dean and/or Department Head
3. Names of other Departments in Administrative Unit
4. Names and Titles of Others with Program Administration and/or Coordination Responsibility
5. Titles of Degrees, Programs, and Concentrations for which Accreditation is being requested
6. Operating Budget for administrative unit in which the Degree, Program, and Concentrations for which Accreditation is being requested reside
   a. Current
   b. Five-Year History

Compliance with Standards

The information contained in this section of the Self-Study Report shall deal specifically with how each program and option meets each standard. The institution is responsible for providing information which clearly illustrates how the standard and subsections of each standard are being met. Each standard shall be listed by number and typed in bold or underlined and shall be followed by a description of how each program and option complies with the standard. An example of the appropriate format is shown below:

Preparation of Self-Study Report

Self-Analysis: The Self-Study Report shall follow the established guidelines and be completed by a representative portion of the institution's administrative staff, teaching faculty, and students. Where all Program(s)/Option(s) have the same response, please indicate in quotation marks that "All Program(s)/Option(s) have the same response."

Program Name (1) - Option Name (A)
(Describe here how this Program/Option complies with standard)

Program Name (1) - Option Name (B)
(Describe here how this Program/Option complies with standard)

Program Name (2) - Option Name (A)
(Describe here how this Program complies with the standard)

Resource Room Recommended Items

A. Course Syllabi/outlines and textbooks
B. Faculty Vitae
C. Graded student work including tests, reports, projects
D. Sample student transcripts
E. List of graduates (by program option) for the last 2 years
F. List of advisory committee members with contact information
G. Documentation of advisory committee meetings and actions taken
H. Available computers and printers with internet access
I. Access to or information related to content management system if an integral part of course delivery
J. Telephone for contacting advisory members and/or Program graduates
K. Documentation of student follow-up survey.
L. Documentation of outcomes assessment.

Note 1: *This list is not all inclusive.*

Note 2: *The Self-Study report and supporting documentation is to be provided to the Director of Accreditation, Team chair and Team members electronically. This should be one pdf or word file, please include hyper links to other files or documents where necessary. If a hyper link is used the link must be linked directly to the material referenced and be readily available to the team members.*

Note 3: *Visiting team members are required to maintain strict confidentiality regarding any individual student or personnel information that may be encountered during the visit.*

Please contact your assigned Team Chair for any additional required items or clarification of requirements in the Team Work Room.

B. Outcomes Assessment

Definition of Terms

Program: A defined course of study leading to a degree program which is denoted by a unique name on the official transcript.

Option: An official subset of a program which may be denoted by a unique name on the official transcript. (Program options are sometimes referred to as concentrations or specializations, this document will use the term option to represent program options, concentrations or specializations)

Program Title: The official approved title of the degree program being considered for accreditation.

Program Mission: A general statement which identifies the broad purpose of a program.

Program Outcomes: A list of general behaviors in the form of knowledge and skills program graduates have attained as a result of the program or option.

Outcome Measures: A series of activities, including both direct and indirect measures, undertaken during or after students have completed a program to determine the overall effectiveness of the degree program or option. Evidence from outcome measures shall be collected, analyzed, and reported for each program learning outcome.

> **Direct Measure:** A key assessment measure identified by the institution that aligns with a Program Learning Outcome where the students' knowledge and skills can be directly evaluated by a professional including activities such as projects, essays, presentations, and tests. Direct outcome measures are typically course-based assessments but may also occur external to a course such as an external certification test.
>
> **Indirect Measure:** A key assessment measure identified by the institution that aligns with a Program Learning Outcome where the students' knowledge and skills are indirectly assessed or collected through perception-based measures such as satisfaction surveys, focus groups, or employer surveys.

Student Learning Competencies: Course-based student learning outcomes statements that specify the observable and measurable knowledge, skills, attitudes, and/or abilities students will attain through the completion of a course. Course learning outcomes should be aligned and mapped to program learning outcomes using an appropriate matrix and state in course syllabi.

ATMAE approved definitions for degree programs are as follows:

A. ***Associate Degree*****:** Programs/options that prepare individuals for positions that contribute to the design and development, production, distribution or operational support of complex technical systems.

B. ***Baccalaureate Degree:*** Programs/options that prepare individuals for positions that involve the management of complex technological systems.

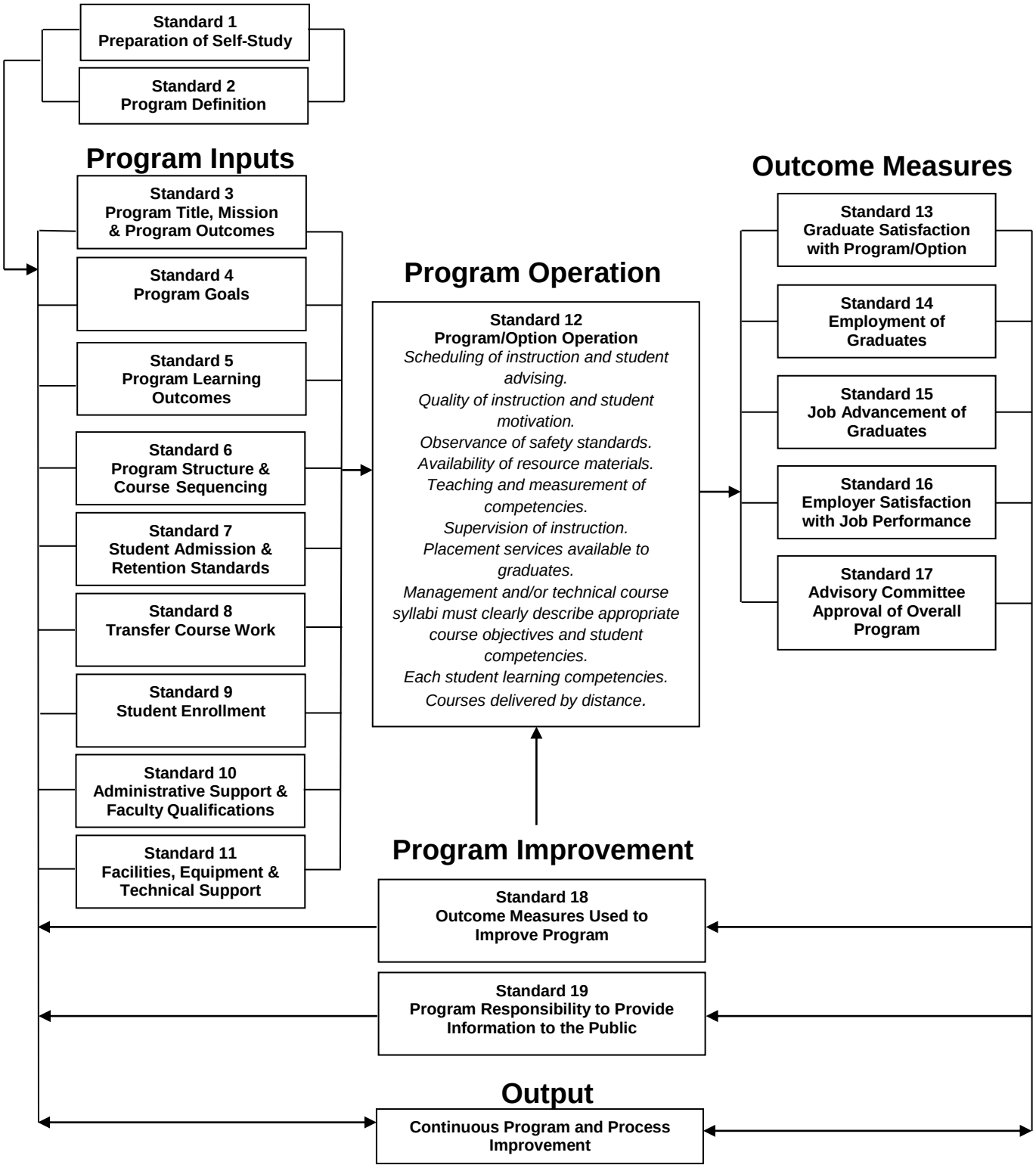
C. ***Master's Degree:*** Programs/options that prepare individuals for career advancement in that involve the management of complex technological systems.

The Association of Technology, Management, and Applied Engineering (ATMAE), like other regional and professional accreditation bodies, is recognized for accreditation by the Council for Higher Education Accreditation (CHEA). The inclusion of outcomes assessment as part of accreditation is mandated by CHEA. This means that applications for accreditation of Technology, Management, and Applied Engineering programs by ATMAE must demonstrate that institutions have plans in place for assessing educational outcomes. These plans must show evidence that the results of these assessments have led to the improvement of teaching and learning processes and improved preparation of program graduates to enter professional positions upon graduation.

Outcomes Assessment Accreditation Model

The objective of ATMAE accreditation is to ensure that programs in Technology, Management, and Applied Engineering that are accredited meet established standards and that outcome measures are used to continuously improve programs. The Outcomes Assessment Accreditation Model requires that consideration be given to both the qualitative and quantitative criteria set forth in these standards.

Table A – Outcome Assessment Accreditation Model



Standards for Accreditation

The following items are all the items that need to be responded to.

Standard 1 - Preparation of Self-Study and campus visit. The Self-Study Report shall follow the guidelines of the Accreditation Handbook version in place at the time of the accreditation application. The report shall be completed by a representative portion of the institutions administrative staff and teaching faculty directly related to the program(s) to be reviewed. Students should be involved in the accreditation preparation process. Representative student transcripts for each program and/or option shall be included in the self-study and made available for the visiting team. Representative examples of student's management and/or technical graded work shall be available for each course in the Self-study and/or campus documentation room. Examples of textbooks and instructional materials for each management and/or technical course shall be provided for the visiting team.

Standard 2 - Program Definition: A program is a set of courses leading to a degree. A program may have more than one option, specialization or concentration, but specific course requirements for each option shall be clearly specified, and as appropriate all program/options shall meet ATMAE standards. In situations where an option is not appropriate for ATMAE accreditation based upon the approved definition of technology, management, and applied engineering, the request for accreditation should clearly state which option, concentration, or specialization is seeking accreditation and which ones are excluded. The case for exclusion should be made with the application for accreditation. If an option, concentration or specialization is excluded and the program becomes accredited, the program must identify specifically which concentrations, options and specializations are and are not accredited in all their publications and promotional materials that mention accreditation. Only institutions legally authorized under applicable state law to provide degree programs beyond the secondary level and that are recognized by the appropriate regional and/or national accrediting agency are considered for accreditation. Evidence must exist that the programs are understood and accepted by the university/college community, and the business/industry community.

Program Inputs:

Standard 3 - Program Title, Mission, and Program Outcomes: Each program/option shall have appropriate titles consistent with the approved ATMAE definition of Technology, Management, and Applied Engineering.

3.1 - The program/option title, definition and mission shall be compatible with the ATMAE definition of Technology, Management, and Applied Engineering. The program/option shall lead to a degree at the associate, bachelor, or master's level.

3.2 - General program outcomes shall be established for each program/option that provides a framework for the development of specific measurable program learning outcomes.

Standard 4 - Program Goals: Each program and program options shall have current short and long-range goals and plans for achieving these goals.

Standard 5 - Program Learning Outcomes Identification & Validation: Measurable program learning outcomes shall be identified, assessed and validated for each program/option. These outcomes must align with the program goals established for the program/option and validation shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow up studies of direct and indirect measures for each outcome.

Standard 6 - Program Structure & Course Sequencing: Each program/option shall meet **minimum** foundation semester hour requirements. Programs/options may exceed maximum foundation semester hour requirements specified in each area, as long as minimums are met. A specific list of courses and credit hours that are being counted toward each category shall be included in the Self-Study Report (please use the attached table C). For institutions on the quarter system *they shall convert the course work to the semester system(hours based on Federal Regulations)*

NOTE: *Programs in manufacturing at the Associate, Baccalaureate and Masters levels should review and consider for adoption as a quality improvement tool, the SME 4 Pillars of Manufacturing as may be appropriate for their respective Programs. ATMAE Accreditation has formally adopted this concept for use as a model quality improvement tool and encourages manufacturing programs to utilize components that apply to their programs. The Pillars are applicable to both technical manufacturing and to manufacturing management curricula.*

6.1 Program Minimum Curricula Foundation

A. ***Associate's Degree:*** Programs/options shall be a minimum of 60 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

Communications (must include both oral and written course) ……6-9
Mathematics ……3-12
Physical Sciences* ……..3-12
Management and/or Technical ……29-45
General Electives ……0-12
**Life Sciences may be appropriate for selected programs of study.*

Students must successfully complete a minimum of 12 semester hours of management and/or technical course work at the institution seeking accreditation.

B. ***Bachelor's Degree:*** Programs/options shall be a minimum of 120 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

General Education (must include oral and written communications)..18-36
Mathematics..... 6-18
Physical Sciences*..... 6-18
Management and/or Technical** 42-60
Electives..... 0-18
**Life Sciences may be appropriate for selected programs of study.*
***Management courses should not exceed 24 hours.*

Note: Students must successfully complete a minimum of 15 semester hours of junior or senior level major courses at the institution seeking accreditation.

NOTE*: Programs in Safety. The Board of Certified Safety Professionals (BCSP) evaluates programs in safety designed that are designed to gain recognition for students in the safety profession, Programs may have specific requirements based on local market needs and on national professional safety practice studies and standards such as BCSP Education Standard and ANSI Z590.2.*

C. ***Master's Degree:*** Programs/options shall be a minimum of 30 semester hours

and shall meet the following minimum/maximum foundation semester hour requirements:

Communications and/or Problem Solving……....6-12
Research ……..…….6-12
Management and/or Technical ……....12-18
Electives ……..….0-6

Note: Students must successfully complete a minimum of 10 semester hours of graduate level coursework at the institution seeking accreditation.

6.2 - Appropriate laboratory activities shall be included in the program/option and a reasonable balance shall be maintained between the practical application of "how" and the conceptual application of "why." Master's degree programs and/or options may not have formal laboratory activities, but must maintain a balance between the practical application of "how" and the conceptual application of "why."

6.3 - There shall be evidence of appropriate sequencing of courses in each program/option to ensure that applications of mathematics, science, written and oral communications are covered in technical and management courses.

6.4 - Further, sequencing should ensure that advanced level courses build upon concepts covered in beginning level courses.

Standard 7 - Student Admission & Retention Standards: There shall be evidence showing that the quality of technology, management, and applied engineering students is comparable to the quality of students enrolled in other majors at the institution. Additionally, the standards for admission and retention of technology, management, and applied engineering students shall compare favorably with institutional standards. (Sources of admission information may include test scores and grade rankings. Sources of retention information shall include general grade point averages of technology, management, and applied engineering students compared to programs in other institutional programs.)

Standard 8 - Transfer Course Work: The institution shall have policies in place to ensure that coursework transferred to the program is evaluated and approved by program faculty.

Standard 9 - Student Enrollment: Program enrollment shall be tracked and verified. There shall be evidence of an adequate number of program majors to sustain the program, and to operate it efficiently and effectively, as defined by your state or institution standards.

Standard 10 - Administrative Support & Faculty Qualifications: There must be evidence of appropriate support from the institution for the technology, management, and applied engineering program/option.

10.1 - Appropriately qualified administrators are assigned to the program/options.

10.2 - An adequate number of appropriately qualified full-time faculty members are available and assigned to teach courses in the technology, management, and applied engineering program/option.

10.3 - Full time faculty qualifications shall include emphasis upon the extent, currency and pertinence of: (a) academic preparation; (b) industrial professional experience (such as technical supervision and management); (c) practical business experience using applied technology; (d) membership and participation in appropriate technology, management, and

applied engineering professional organizations; and (e) scholarly activities. The following minimum qualifications for full time faculty are required (except in unusual circumstances which must be individually justified):

A. ***Associate Degree:*** The minimum academic qualifications for a regular full-time faculty member is expected to be an earned bachelor's degree in a discipline, or in certain cases for documented reasons, an associate's degree plus professional certification/licensure closely related to the faculty member's instructional assignments.

B. ***Bachelor's Degree:*** The minimum academic qualifications for tenure track, or full time faculty members shall be an earned graduate degree in a discipline closely related to the instructional assignment. A minimum of fifty percent of the tenure track, or full-time, faculty members assigned to teach in the program of study content area(s) shall have an earned doctorate or other appropriately earned terminal degree as defined by the institution. Exceptions may be granted to this standard if the institution has a program in place that will bring the faculty demographics into compliance within a reasonable period of time.

C. ***Master's Degree:*** An earned doctorate degree in a discipline closely related to the faculty member's instructional assignment (exceptions may be granted for specialized technical management programs/options).

10.4 - Policies and procedures for faculty selection, appointment, reappointment and tenure shall be clearly specified and shall be conducive to the maintenance of high quality instruction. This should include policies and procedures for the selection and reappointment of part-time/adjunct faculty.

10.5 - Faculty teaching, advising, and service loads shall be reasonable and comparable to the faculty in other professional program areas.

10.6 - Appropriate criteria shall be in place to assure part time or non-tenure track faculty are highly qualified to deliver and evaluate student performance in courses assigned.

Standard 11 - Facilities, Equipment & Technical Support: Facilities and equipment shall be adequate to support program/option goals.

11.1 - Appropriate technical support necessary to assure safety and for maintenance is available.

11.2 - Current computer equipment and software programs to cover functions and applications in each program area is available.

11.3 - Facility and equipment needs shall be included in the long-range goals and budget plans for the program.

Program Operation:

Standard 12 - Program/Option Operation: Evidence shall be presented showing the adequacy of instruction including:

12.1 - Scheduling of instruction and student advising

12.2 - Quality of instruction and motivation of students

12.3 - Observance of safety standards

12.4 - Availability of resource materials

12.5 - Teaching and measurement of competencies (specific measurable competencies shall be identified for each course along with the assessment measures used to determine student mastery of the competencies)

12.6 - Supervision of instruction

12.7 - Placement services available to graduates

12.8 - Management and/or technical course syllabi must clearly describe appropriate course objectives and student competencies.

12.9 Each student learning competencies shall be mapped to the program learning outcomes established for the program/option.

12.10 - Courses delivered by distance. Appropriate criteria are in place to assure the adequacy of distance and/or non- traditional instruction

Outcome Measures:

NOTE*: The ATMAE Board of Accreditation has developed standards to help each degree program/option seeking accreditation to implement continuous program improvement based on Outcome-Assessment. The Board prefers that most outcome measures be documented after the program has established a history of producing graduates. In the case of modified programs/options the institution is charged to make a transition to Outcome-Assessment data collection and review. In the case of NEW programs/options the institution is charged to explain intended processes and include examples of instruments to be used and data analysis plans. (Standard 13 thru Standard 16).*

Standard 13 - Graduate Satisfaction with Program/Option: Graduate evaluations of the program/option shall be made on a regular basis (two to five years). These evaluations shall include attitudes related to the program learning outcomes identified for the program/option. Summary data shall be available for the graduate evaluations of the program/option.

Standard 14 - Employment of Graduates: Placement, job titles, and salaries of graduates shall be tracked on a regular basis (two to five years) including the degree to which jobs held by graduates are consistent with program learning outcomes. Summary data shall be available for the employment of graduates.

Standard 15 - Job Advancement of Graduates: The advancement of graduates within organizations shall be tracked on a regular basis (two to five years) including promotions to positions of

increasing responsibility. Summary data shall be available for the job advancement of graduates.

Standard 16 - Employer Satisfaction with Job Performance: Employer satisfaction with the job performance of graduates shall be tracked on a regular basis (two to five years) including employer attitudes related to the importance of the specific program learning outcomes for the program. Summary data shall be available showing employer satisfaction with the job performance of graduates.

Standard 17 - Advisory Committee Approval of Overall Program: A functioning industrial advisory committee shall exist for each program/option. If more than one program of study or program option is available, then appropriately qualified industrial representatives shall be added to the committee or more than one committee shall be maintained.

17.1 - Policies for the advisory committee shall exist that include: (a) criteria for member selection; (b) procedures for selecting members; (c) length of member appointment; (d) committee responsibilities; (e) frequency of meetings (at least one per year); and (f) methods of conducting business.

17.2 - A roster of advisory committee members and minutes of advisory committee meetings shall be made available to the visiting team.

17.3 - Evidence shall exist showing the advisory committee participates in program outcome and program learning outcomes validation and the evaluation of overall program success.

Standard 18 - Outcome Measures Used to Improve Program: Evidence shall be presented showing how both direct and indirect outcome measures have been used to improve the overall program/option*. Evidence that program stakeholders participate in this process must be demonstrated. Outcome measures (standards 14-16) and advisory Board input (standard 17) **must** be used to improve the program. Measures must include a **combination** of the following:

- Graduate Satisfaction with Program/Option
- Employment of Graduates
- Job Advancement of Graduates
- Employer Satisfaction with Job Performance of Graduates
- Graduate Success in Advanced Programs
- Student Success in Passing Certification Exams
- Course-based Direct Measures
- Other criteria established by the institution's Regional Accreditation activities.
- Evidence must exist showing how the Advisory Committee Approval of Program) have been used to improve the overall program/option based on data collected and analyzed.

***NOTE**: (please use the attached table B in addressing this standard).*

Standard 19 - Program Responsibility to Provide Information to the Public: The program must make available to the public via website, information on student performance and achievement as may be determined appropriate by the institution and/or the program. Information on student performance and achievement may also be provided in hard-copy forms as may be determined appropriate by the institution and/or the program. Sources of potential information include, but are not limited to: student graduation rates from the program; average starting salaries; mean grade point averages; promotions achieved; time to secure first position; average years to complete the degree; and student awards/scholarships received. Institutions are required to provide the hyperlink of where this information located.

TABLE B
Outcomes Measures Used to Improve Program

ACCREDITED BY ATMAE The Association of Technology, Management, and Applied Engineering	**Program Improvements**
Program/Option Name	
What was Done	
Why it was Done	
Supporting Evidence	
Program/Option Name	
What was Done	
Why it was Done	
Supporting Evidence	
Program/Option Name	
What was Done	
Why it was Done	
Supporting Evidence	
Program/Option Name	
What was Done	
Why it was Done	
Supporting Evidence	
Program/Option Name	
What was Done	
Why it was Done	
Supporting Evidence	

Table C-1 Associates' Degree Foundation Semester Hour Requirements Table (complete a separate table for each degree/option)

ACCREDITED BY ATMAE The Association of Technology, Management, and Applied Engineering **Requirements**	**School/Program Degree Requirements Course prefix, number and title**	**Semester Hours**
Communications 6-9 Semester Hours		
	Total	
Mathematics 3-12 Semester Hours		
	Total	
Physical Sciences* 3-12 Semester Hours *Life Sciences may be appropriate for selected programs of study		
	Total	
Management and/or Technical 29-45 Semester Hours		
	Total	
General Electives 0 – 12 Semester Hours		
	Total	
ATMAE Minimum Total 60 Semester Hours	Degree Total	

Table C-2 Bachelors' Degree Foundation Semester Hour Requirements Table
(complete a separate table for each degree/option)

ACCREDITED BY ATMAE The Association of Technology, Management, and Applied Engineering **Requirements**	**School/Program Degree Requirements** **Course prefix, number and title**	**Semester Hours**
General Education **(Humanities, English, History, Sociology, Psychology, Speech, etc.)** **18-36 Semester Hours**		
	Total	
Mathematics **6-18 Semester Hours**		
	Total	
Physical Sciences* **6-18 Semester Hours** *Life Sciences may be appropriate for selected programs of study		
	Total	
****Management and/or Technical** **42-60 Semester Hours** *** Management courses should not exceed 24 hours.*		
	Total	

(Continued on next page)

Requirements (continued)	(continued) **School/Program Degree Requirements Course prefix, number and title**	(continued) **Semester Hours**
General Electives 0–18 Semester Hours		
	Total	
ATMAE Minimum Total 120 Semester Hours	Degree Total	

Table C-3 Masters' Degree Foundation Semester Hour Requirements Table

Requirements	School/Program Degree Requirements Course prefix, number and title	Semester Hours
Communications 6-12 Semester Hours		
	Total	
Research 6-12 Semester Hours		
	Total	
Management and/or Technical 12-18 Semester Hours		
	Total	
Electives 0-6 Semester Hours		
	Total	
ATMAE Minimum Total 30 Semester Hours	Degree Total	

C. On-Site Visitation Procedures and Guidelines

Advance Preparation

A. Accreditation Handbook(s) sent by Association of Technology, Management, and Applied Engineering (at least three months before visit) to the program contact.

B. Selection and approval of team members and team chair.

C. Completed Self-Study Report and departmental and institutional material (including a catalog for general information) to be distributed to visiting team members one month in advance of visit.

C. Faculty assembles course outlines, sample student assignments, textbooks, and examinations.

D. The team chair and institutional contact person cooperatively develop the on-site schedule including facility tours, interviews, and writing time.

E. Team Chair communicates with ATMAE travel agency and with team members to establish arrival time tables.

G. The Team chair, in cooperation with team members, make assignments of final report topics to each team member.

Resource Room Recommended Items

A. Course Syllabi/outlines and textbooks
B. Faculty Vitas
C. Graded student work including tests, reports, projects
D. List of graduates for the last 2 years
E. List of advisory committee members with contact information
F. Available computers and printers with internet access
G. Telephone for contacting advisory members and/or Program graduates
H. Documentation of student follow-up survey.
I. Documentation of outcomes assessment.

Note 1: *This list is not all inclusive.*

Note 2: *The Self-Study report and supporting documentation is to be provided to the Director of Accreditation, Team chair and Team members electronically. This should be one pdf or word file, do not include hyper links to other files or documents.*

Note 3: *Visiting team members are required to maintain strict confidentiality regarding any individual student or personnel information that may be encountered during the visit.*

Please contact your assigned Team Chair for any additional required items or clarification of requirements in the Team Work Room.

Initial Team Meeting

The team will meet with the institutional contact and program head early in the evening prior to the first day to:

A. Review objectives of accreditation.

B. Briefly review accreditation materials and materials provided by the institution.

C. Establish time schedules (appointments and class observations).

D. Discuss the "general information" of the self-study report with institutional contact person.

E. Interview program head.

First Day Schedule (suggested)

A. Tour laboratories, classrooms, offices, and other physical plant areas with the instructor(s) responsible for each laboratory.

B. Conduct short faculty interviews, by individual team members, so all faculty members are interviewed individually. Interview topics will include faculty member opinions of the technology program(s) regarding its:

i. Role or function
ii. Strengths
iii. Areas for possible improvement

C. Conduct short interviews with several groups of two to three representative students using the same topics as above.

D. Observe a sampling of lectures, laboratories, and related instruction.

E. Review curriculum outlines, textbooks, sample student assignments, examinations, and grading standards.

F. Solicit input from advisory committee members.

Second Day Schedule (suggested)

A. Conduct brief individual team member interviews on campus with selected administrators including the institution head (or his/her representative), dean, and those with responsibility in areas such as curriculum, finance, personnel, library, physical plant, planning, support service disciplines, and others.

B. Make phone calls or visits with industry and college personnel who are regularly associated with the Industrial Technology program.

C. Document team member reactions to department responses to standards and make comparisons between team member observations and interviews and information in self-study report.

D. Final meeting of team to review and agree upon major findings and recommendations to be included in the final report.

E. Make an informal verbal report to the designated highest administrative person, the institutional contact person, and the program head before leaving the campus. This report should include the identification of those standards that are thought to be in partial or non-compliance for each program or program option and the team's recommendation to the Board. This concludes the team on-site visit.

Post-Visit Actions

A. Within two weeks, the team chair edits the Team Report and sends copies to team members for review, correction, and return mailing within one week of receipt of the report (The report should be provided to each Team Member electronically).

B. The visiting team chair sends a draft copy (marked “Draft Copy”) of the Visiting Team Report to the institutional contact person for review and correction of factual errors. The institutional representative must respond within two weeks of receipt of the “Draft Copy.” (The report will be provided to the institutional contact electronically.)

C. The team chair completes a final report and mails it to the Head of the Institution, Head of the Program, Institutional Contact Person and the Association of Technology, Management, and Applied Engineering the Director of Accreditation within 45 days of the accreditation visit. Copies are also sent to each team member. A cover letter addressed to the institution’s head will indicate how the institution may officially respond to the factual accuracy of the Report and will include appeal procedures.

D. The Report is reviewed by the Association of Technology, Management, and Applied Engineering Board of Accreditation at its annual meeting. The institution’s official reactions to the Team Report will be considered at this time. If the institution wishes the Board to review brief written materials related to the factual accuracy of the visiting team report, such materials must be sent to the Association of Technology, Management, and Applied Engineering the Director of Accreditation 45 days prior to the Board of Accreditation meeting.

E. The Association of Technology, Management, and Applied Engineering Board of Accreditation takes action as it deems appropriate according to the accreditation guidelines.

D. Guidelines for Visiting Team Report

The visiting team report shall be a qualitative assessment regarding the accuracy of the institutional self-study report and an analysis of program and option compliance with standards. The following outline shall be used in developing the report. A standard report template will be provided to the team chair prior to the site visit.

Visiting Team Report

Cover Sheet

The cover sheet is the first page of your report and will have the institution's information filled out. The team chair should review this information and make sure that everything is correct and properly formatted. The example below shows a proper cover letter.

ACCREDITED BY ATMAE
The Association of Technology, Management, and Applied Engineering

Final Report
Visiting Team Worksheet
Associate, Baccalaureate & Master Level
Outcomes Assessment Accreditation Model
for
Technology

Visiting Team Report
for the
The Association of Technology, Management, and Applied Engineering

Institution: NAME OF INSITUTION
President or CEO: FULL NAME
City & State: CITY, STATE

Previous ATMAE Accreditation(s):
November, 1977
November, 1981
November, 1987

Current Accreditation Request Date:
November, XXXX

Date of Accreditation Self-Study Report:
November, XXXX

Date of Visiting Team Report:
November, XXXX

Visiting Team Members:
Full Name (Chair)
Institution/Company

Full Name (Chair)
Institution/Company

Full Name (Chair)
Institution/Company

Program(s) Reviewed (with options):
BS Manufacturing Technology
AS Industrial Technology
Options:
Electronics
Design
MS Communication Technology

The Team Chair must assure that the names of all programs/options being reviewed are correct and consistent throughout the entire report.

The On-Site Visit

A. Date of the Visit

B. The Visiting Team

C. On-Site Visit Agenda

D. Current Accreditation Status of Program(s)

General Information

A. The Institution (Briefly summarize institutional information)

B. Administrative Unit(s) Information (Briefly summarize administrative unit information)

Compliance with Standards

The information in this section shall describe how each program and option complies with, or fails to comply with each standard. Each standard shall be listed by number and typed in bold or underlined and shall be followed by a declarative statement indicating the team's evaluation of how a program/option complies with the standard. Note: If a program/option meets this ATMAE Standard, and it is in compliance, you still need to provide a narrative.

An example of the appropriate format is shown below:

14 - Employment of Graduates: Placement, job titles, and salaries of graduates shall be tracked on a regular basis (two to five years). The jobs held by graduates shall be consistent with program/option goals. Summary data shall be available for the employment of graduates.

Program Name - Option Name

We survey our student graduates every three years to determine placement and salaries of our graduates. We have found that there is a 90% placement rate for our students in jobs consistent with program goals. The survey data is available in Appendix x.

Program Name - Option Name *(Provide narrative for this Program/Option if different from the previous narrative – if it is the same then state that "This Program/Option same as previous)*

All Program(s)/Option(s) Same: __ Compliance __ Partial Compliance __ Non-Compliance

Program/Option: Name __ Compliance __ Partial Compliance __ Non-Compliance

Program/Option: Name __ Compliance __ Partial Compliance __ Non-Compliance

Summaries and Recommendations

A. Summaries:

List all Standards in Compliance (C), Partial (P) or Non-Compliance (N). Use matrix example below. *Note: Duplicate this table if there are more than six (6) Program/Options.*

Standards	Program/ Option: Program Name	Program/ Option: Program Name	Program/ Option: Program Name	Program/ Option: Program Name	Program/ Option: Program Name	Program/ Option: Program Name
1	C					
2	C					
3	C					
4	C					
5	P					
6	C					
7	C					
8	C					
9	C					
10	C					
11	C					
12	N					
13	C					
14	C					
15	C					
16	C					
17	P					
18	C					
19	C					
20	C					
21	P					

B. Visiting Team Recommendation:

The recommendation should include accreditation level and conditions (check only one box for each program/option listed). For the program/option please list the full name and option. Use matrix example below. NOTE: Team members should obtain the Team Worksheets from ATMAE. Additions or changes to the worksheets will be reflected in these provided documents and supersede the Handbook.

Program (Please List)	Accreditation	Accreditation with a Report in 2 Years	Accreditation with an On-Site Visit and Report in 2 Years	Non Accreditation
Full Name of Program/Option	☒	☐	☐	☐
Full Name of Program/Option	☐	☒	☐	☐

C. Conditions:

Accreditation with a Report in Two Years: A written progress report is required in two years which details the corrective action taken to meet standards.

Accreditation with an On-Site Visit and Report in Two Years: A written progress report by the institution and an on-site visit by one of the initial visiting team members is required in two years.

Non-Accreditation: Denial of accreditation occurs when a program does not substantially comply with standards. If a program receives Non-Accreditation status, the application for reaccreditation will be considered as an initial application and the maximum period of accreditation granted will be four years.

E. Guidelines for Progress Report

Progress reports for ATMAE accredited programs shall include a narrative on each standard that was found to be in partial or non-compliance by the Board of Accreditation. The narrative shall indicate how each program option complies with current ATMAE standards. One electronic copy of the report using the report template is due to the Director of Accreditation sixty (60) days prior to the Accreditation Hearings.

If a visit and report are required, then one electronic copy of the report must be sent to the Director of Accreditation and representing visiting team member (usually the previous team chair) forty-five (45) days prior to the scheduled visit.

All reports should be submitted using the provided ATMAE progress report template. If appendices are necessary, they should also be provided in electric form. Reports will only be accepted for the Hearings in which they were assigned unless an exception is approved by the Board of Accreditation prior to the date of the assigned Hearings.

Direct any questions about the format or file type for the report to the Director of Accreditation.

Progress Report Instructions

- Reports must be submitted using this report template.
- The first page must be the title page.
- The second page must be the table of contents.
- You may delete any of the standard pages that don't relate to your report
- You only have the space provided to respond to each standard for each program. The font must be kept at Arial (or similar font) size 11.
- When filling out each Standard form, if comments/response is for all programs, list All Programs in the Program(s) with option(s) field.
- You may include appendix items in attachments or at the end of the report, but only the official report documents will be provided to the board of directors.
- If the report is not in the correct format it will not be accepted by ATMAE.
- You need to send this report 60 days prior to the ATMAE Accreditation Hearings.
- Reports will only be accepted for the Hearings in which they were assigned unless an exception is approved by the Board of Accreditation prior to the date of the assigned Hearings.

Table of Contents Instructions

- If needed you may provide a table of contents for each program. If doing one table of contents for all programs, list "All Programs" in the Program(s) with options(s) field.
- Check the boxes for each standard the program(s) were in partial compliance or non-compliance.
- In the page number field, put the page number of your response.
- If needed, you may use a second page to list appendix items.

Reports on Standards

The report shall cover each program and the narrative on each standard that is in partial or non-compliance and shall include the following:

A. Visiting Team Report: the complete narrative used in the visiting team report to describe the status at the time of the visit shall be included followed by the rating given by the Board of Accreditation (Partial Compliance or Non-Compliance)

B. Current Program Status: a narrative is included describing the current status of the program as it relates to the standard, space is limited in the template.

You need to email the electronic this report to:

- ATMAE's Director of Accreditation
- Visiting Team Chair/Representative

The chair of the report will make one of the following recommendations to the Board of Accreditation:

- Accreditation with no further action
- Accreditation with a report in one or two years
- Accreditation with an on-site visit and report in one or two years
- Remove accreditation

If you have any questions about anything in this handbook, please contact the Director of Accreditation.