The First-year Programs Division (FPD) seeks papers relating to educational activities associated with first-year engineering students, including freshman and transfer students. Topics under consideration include those below, and papers on other pertinent topics are very welcome.

**Topic Suggestions:**
- Pre-college programs and experiences, as well as linkages with K-12 education
- Linkages with 2-year, transfer prep, and junior college institutions
- Integrated contextual, and practice-oriented curricula for the first year
- Integrating engineering design into the first year
- Innovative approaches to first-year engineering education
- Insights into teaming, group work, and team/member assessment
- Creative problem-solving courses and/or related teaching activities
- Project-based and hands-on courses and/or related teaching activities
- Instructional use of computers and computer software
- Programs to assist engineering students in making the high school-to-college transition, such as advising, student services, orientation and other engineering student development programs
- Retention strategies and programs

Due to the competitiveness of publication in the First-year Programs Division, the quality of abstracts submitted is of utmost importance. As the reviewers are required to evaluate numerous submissions in a short time frame, below are some guidelines and features authors may want to incorporate in order to help the reviewers gain a better understanding of the nature of the work submitted. As each author’s potential for contribution to ASEE through the FPD is unique, all of the suggested criterions do not have to be met.

**Minimum Abstract Requirements:**
- Extended abstracts of up to one full page of text are customary (750-800 words).
- This is a blind submission and blind review. Do not include the names of institutions or authors anywhere in the abstract. However, in order to help facilitate an accurate review it is reasonable to include a contextual description of the University or College at which the program or research was conducted. It is suggested to use descriptors such as large, urban private institution in the Northeast considered to be selective with a mostly regional student population. OR a medium-sized, comprehensive and residential institution in the mid-west. Be sure to omit any details such as course names and numbers (EN1100), academic building names/descriptors (Voss Engineering Building) or distinct references to the academic program of interest (STEPS, GUIDES).

**Additional Abstract Guidelines and Suggestions, as Applicable and Relevant:**
- Include some brief background information, and/or the pedagogical theory or approach being used;
- Indicate the form that your outcome(s) will take;
- Methods of assessment should be made clear;
- A second page may be used to include a graph or image to clarify the nature of your work or to include limited references to indicate a basis for the work undertaken.

Blind peer review occurs for both abstracts and papers. Abstract acceptance does not guarantee acceptance of the paper. ASEE has a Publish-to-Present requirement and final papers must be written and accepted in order for the work to be presented either in a technical session or a poster session at the 2013 ASEE Annual Conference in Atlanta, Georgia. Submission of abstracts and final papers will be via the ASEE Monolith system and in accordance with ASEE published deadlines. These deadlines, and other pertinent details are available at: [http://www.asee.org/conferences-and-events/conferences/annual-conference/2013/program-schedule/call-for-papers](http://www.asee.org/conferences-and-events/conferences/annual-conference/2013/program-schedule/call-for-papers)

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