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**Title:** My Submission to Chemical Engineering Education

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**Author Biographies (75 words, max, for each. Note that if there are more than four authors, the biographies will not be published on the paper, but will be part of the metadata for the on-line edition)**

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**Abstract (75 words, max).**

This section is helpful in the review process as it educates the Reviewers as to the authors' perspective on the contents of the paper. Depending on how the review process goes, this section may or may not need to be edited. Ultimately, however, the abstract alerts the reader as to the contents of the paper. Teaching Tips do not require abstracts. Please upload the abstract (cut/paste this section) where requested in the on-line submission process.

**Keywords (up to 4; keywords help with editorial assignments, among other uses. The complete list is contained at the end of this document. Where appropriate, select from this list.)**

Group Dynamics/Teams, Laboratory, Technology in the Classroom, Undergraduate Students

## 36 INTRODUCTION

37 It is crucial to have an introductory section that puts the current work within the context of the  
38 literature. Section headings are presented in all capitals and boldface. Note that this paragraph (and  
39 all paragraphs in the journal) start with an indentation.

40 In the course of this sample document, different references will be used. Regardless of the type  
41 of reference, a citation is done using the IEEE format with the citation in square brackets [1]. This is new  
42 and a change from what CEE has done previously. We have made this change to allow authors to satisfy  
43 the required citation format more easily upon submission.

44 Examples of citations mid-sentence [2], [3], [7] are given here. If there are **more than two**  
45 **citations** that appear consecutively in a list, it is *preferred* (but not required) to use hyphens. For  
46 example, instead of [4], [5], [6], [12], it should be [4]–[6], [12].

47 As far as a maximum length of an article, typically we will not publish something that is more  
48 than 10 typeset pages. For a typical paper with a few figures and tables, that is around 7000 words. If  
49 there are more tables and figures, than the word count would decrease. The Paper Editor will provide  
50 that level of feedback during the review process. It is always acceptable to contact the Editor ahead of  
51 time if you think a submission may be too long.

52 Regarding the font-type and font-size, that will be adjusted during production (after the paper is  
53 accepted) to fit within our specifications. At the submission stage, however, it is typical to use 12-point  
54 Times New Roman.

55 While it likely will not be in the Introduction section, it is important when considering a CEE  
56 submission that you are sensitive to the requirements to consider the *impact* of your work through a  
57 lens of diversity, equity, inclusion, and justice. This requirement can be satisfied directly within the cover  
58 letter of the submission itself, or the cover letter can point to how this impact has been either  
59 embedded within the manuscript (preferred) or within a special section/sub-section of the manuscript.  
60 As a reminder, to help you think about the impact of your work in this way, please see the [Guidance](#)  
61 [Document](#) under the About panel on the CEE Submissions website.

62

## 63 RESEARCH DESIGN

64 Sometimes a section will require a sub-section (or multiple sub-sections). These sub-sections  
65 can begin right after the section title or there may be text (like here) between the section title and sub-  
66 section title.

### 67 **Research Questions**

68 The sub-section title is given in boldface, with the first letter of each word in capitals.

69 Sub-sub-sections should be used sparingly. On cases where a sub-sub-section is needed, we  
70 tend handle this as follows below.

71 ***Study Impacts***. While this sub-sub-section is also boldface and capitalized, we put this in italics  
72 and then start the text on the same line.

73 **RESULTS**

74 Tables and figures, if utilized properly, are ways to communicate information in an efficient and  
75 effective way. Since tables and figures sometimes take up a lot of space in a paper, we encourage  
76 judicious use of these elements. The Paper Editor and Reviewers are asked to provide specific  
77 commentary on the number and effectiveness of tables and figures used. This is not meant to  
78 discourage usage, but to encourage effective usage.

79 One references tables before they are placed within the body of the text. Thus, Table 1 provides  
80 the temperatures and pressures used for each of the three runs. Within the table, the word "TABLE 1" is  
81 in boldface caps, Times New Roman, 11-point font. The title and text within the table is 10-point font.

82

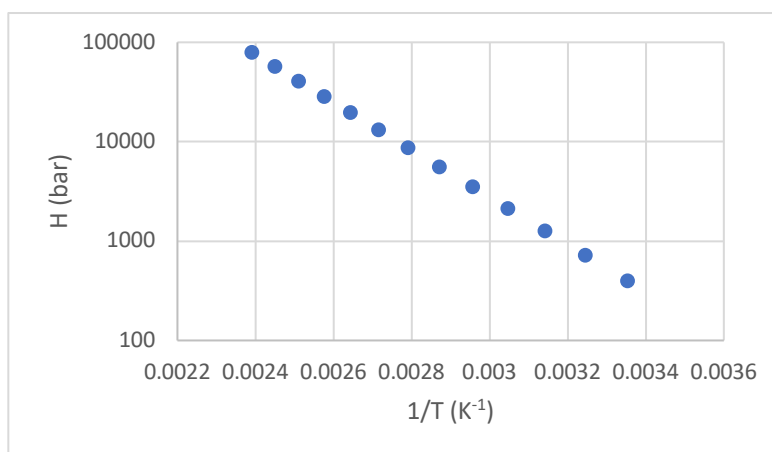
<b>TABLE 1</b>			
<b>A Simple Example of a Table</b>			
	<b>Run 1</b>	<b>Run 2</b>	<b>Run 3</b>
Temperature (K)	300.0	350.0	400.0
Pressure (kPa)	100.0	50.0	150.0

83

84 If you have read this journal before, you will know that tables are done in this manner.  
85 Therefore, preparing your tables in this way at the *submission* stage is helpful for all involved. Note:  
86 please make sure your table can fit on one page (typeset). It can delay processing and production if  
87 tables are too long.

88 Regarding figures, they will normally have a box around them as well. Figures do not normally  
89 need a "figure title", but a descriptive caption that is in italics, such as Figure 1. Notice that the caption  
90 is not embedded in the graphics and is in 10-point font, Times New Roman.

91



92

93

**Figure 1.** *The Henry's Law constant for ethylbenzene in water [7].*

94

95           When your paper is accepted, you will be asked to submit both a color version of figures and a  
96 b/w version. This is because the print edition of the journal is published in b/w (while digital version can  
97 accommodate colors). Thus, please make sure you choose your colors such that series/symbols can be  
98 distinguished in b/w. And at least 300 dpi for pictures.

99

## 100 **DISCUSSION**

101           Some papers may have many, many equations, while others may have zero. For example, Eq. 1  
102 is how we would indicate a particular equation. For multiple equations, one would write Eq. 1 – 4.

$$103 \qquad \qquad \qquad P\underline{V} = RT \qquad \qquad \qquad (1)$$

104           Right-justifying the equation number in parentheses is appropriate. Of course, always identify  
105 the variables in the equations you use as you use them. We almost never will publish a list of variables  
106 used at the end of a paper, so identify them where they are used. In other words, P is the absolute  
107 pressure,  $\underline{V}$  is the molar volume, R is the universal gas constant, and T is the absolute temperature.

108           In certain circumstances, some authors will add letters to equation numbers if they are, for  
109 example, a simplified version of the original equation or as a way to group equations together. An  
110 example is shown in Eq. 1a and Eq. 1b.

$$111 \qquad \qquad \qquad P\underline{V} = RT \qquad \qquad \qquad (1a)$$

$$112 \qquad \qquad \qquad P = \frac{RT}{\underline{V}} \qquad \qquad \qquad (1b)$$

113

## 114 **CONCLUDING REMARKS**

115           CEE does not prescribe specific section titles (except for the one below) – that is up to the  
116 author. Some authors will add their concluding remarks to the discussion, while others will make a  
117 separate section.

118

## 119 **STATEMENT ON ARTIFICIAL INTELLIGENCE**

120           We have not used generative artificial intelligence in this manuscript beyond simple copyediting.

121           The above section “STATEMENT ON ARTIFICIAL INTELLIGENCE” is **required**. Should you not use  
122 generative AI (GAI) in your work, beyond copyediting uses (e.g., Grammarly, built-in grammar editors in  
123 Word), then you keep the above statement saying, “We have not used generative artificial intelligence  
124 in this manuscript beyond simple copyediting.”

125           However, should you use generative AI in your work, you **must disclose** whether and to what  
126 extent AI tools were used in performing or communicating the work represented in this submission.  
127 Disclosed uses could include data generation, data analysis, manuscript development, or substantive  
128 manuscript revision. This section should attend to the facets above, at a minimum, and any others the  
129 authors identify given that the use of AI is continually evolving. It is expected, if not very lengthy, that

130 the prompts given to the GAI program are provided as well in this section. Authors using AI tools in their  
131 research must also describe this process in the Methods section of the paper, as applicable. Note that  
132 authors are encouraged to review the “CEE Guidelines for Use of Generative Artificial Intelligence”  
133 found in the “About” section on the OJS platform.

134

## 135 **ACKNOWLEDGMENTS**

136 Some papers will have this, while others will not. If you choose to make an acknowledgment,  
137 please only use if important and try to keep it under 50 words.

138

## 139 **APPENDIX**

140 Most papers will not have an Appendix. If you choose to add it, it will be a maximum of one  
141 typeset page. If you want to provide opportunities for your audience to have access to certain  
142 documents you are referencing, it is okay to add a statement asking them to contact you at a particular  
143 email address within the manuscript (as opposed to making in an Appendix). In that case, a sentence  
144 that says something like “For information on xxx, please contact Dr. Jane Doe at [jcdoe@abcuniv.edu](mailto:jcdoe@abcuniv.edu).” is  
145 appropriate.

146

## 147 **REFERENCES**

148 CEE is changing how it does References. We are moving to IEEE style as this is more prevalent.  
149 References are listed sequentially in the order they appear in the text. We give examples of the most  
150 popular types of references and the proper way to present the reference within CEE. For all types of  
151 citations, if a Digital Object Identifier (DOI) is available, please provide the DOI in the format  
152 doi:10.xxxx/xxx. Otherwise, provide an access link to the reference, if available.

153 If a reference does not fit within one of the formats below, provide the necessary information in  
154 the closest matching format. [IEEE Reference Style Guide for Authors](#) has a more extensive formats list.  
155 Any necessary edits will be made during copyediting.

156

### 157 Journal Article

158 [1] E. A. Smith, M. Kit, and J. Doe, “This is the title of the journal article,” *Chem. Eng. Ed.*, vol. 32, no.  
159 1, pp. 21 – 27, 2015, doi:10.xxxx/xxx.

160

161 [2] E. A. Smith, M. Kit, and J. Doe, “This is the title of the journal article,” *Chem. Eng. Ed.*, vol. 32, no.  
162 1, pp. 21 – 27, 2015, <https://journals.flvc.org/cee/article/view/xxxxxxx>

163

164

165 Conference Proceedings

166 [3] E. Hutch and J. Hutch, "This is the title of the article in a conference proceedings," in  
 167 *Proceedings of the ASEE Annual Conference*, Seattle, WA, USA, June 22 – 26, 2017. pp. 123 –  
 168 132, doi:10.xxxx/xxx. (Provide website if no DOI.)

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170 Book

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174 [5] E. Arvin, "This is the Title of the Chapter," in *Title of Book*. Names of Editor(s)., Ed. Paris: Wiley,  
 175 1999, pp. 12 – 18.

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178 [6] M. Crandall-Whitaker, "Page title," Website Title, Accessed: Feb. 12, 2023. [Online.] Available:  
 179 URL

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181

**KEYWORDS**

ABET/Accreditation	Electronics	Online Learning
Absorption and Adsorption	Entrepreneurship	Outreach
Advising	Environmental	Particulates and Solids
Active Learning	Equilibrium and Equilibria	Pre-College/HS Programs
Artificial Intelligence	Ethics	Problem Solving
Assessment and Evaluation	Experiments	Process Control
Biochemical Engineering	Faculty Development, Issues of New Faculty	Process Dynamics
Bioengineering	First-Year Engineering Programs (Freshman year)	Process Simulation
Biology	Fluid and Fluid Mechanics	Project-Based Learning
Biomedical Engineering	Graduate Research	Qualitative Methods of Engineering Educational Scholarship
Biotechnology	Graduate Students	Quantitative Methods of Engineering Educational Scholarship
Career Advice	Group Dynamics/Teams	Reactors and Reactor design
Chromatography	Heat Transfer	Recruitment

Communication Skills (written/spoken)	History	Regression
Computational Chemistry	Industrial Relations	Retention
Computational Tools/Software	K-12	Risk Assessment
Computer Simulations	Kinetics	Safety
Computers and Programming	Laboratory	Semiconductors
Corrosion	Large Class Issue	Separations
Data Analysis	Leadership	Statistical Mechanics
Design	Lectures	Statistics
Design of Experiments	Mass and Energy Balances	Teaching Methods/Scholarly Teaching
Distance Learning	Mass Transfer	Technology in the Classroom
Distillation	Material Science	Thermodynamics
Diversity/Equity/Inclusion	Mathematics	Transport
Dynamics	Membrane Separation	Undergraduate Preparation for Graduate School
Economics	Mentoring	Undergraduate Research
Educational Research (Discipline-Based)	Molecular Simulations	Undergraduate Students
Educational Technology	Non-Traditional Students/Adults	Unit Operations
Electrochemical Processes		

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