**NOTICE: *This is a submission template for a single-masked review. If you would like a double-masked review (where a reviewer does not know your name and affiliation), you will need to remove those details from your manuscript submission.***

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 Note that if there are more than four authors, the biographies will not be published on the paper, but will be part of the metadata for the on-line edition)**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

Laboratory, Transport, Reynolds Number.

**INTRODUCTION**

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

In the course of this sample document, different references will be used. Regardless of the type of reference, citation is done with a superscript in square brackets.[1]

Notice that the citation at the end of a sentence is placed *after* the period.

Examples of a citation mid-sentence, especially following a comma,[2,3] is given here. Notice that there were two citations and they were separated by a comma. Should there be three or more, use a hyphen to identify this range.[1, 4-6]

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

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

**RESEARCH DESIGN**

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

**Research Questions**

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

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

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

**RESULTS**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **TABLE 1**  **A Simple Example of a Table** | | | |
|  | **Run 1** | **Run 2** | **Run 3** |
| Temperature (K) | 300.0 | 350.0 | 400.0 |
| Pressure (kPa) | 100.0 | 50.0 | 150.0 |

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

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

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

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

**DISCUSSION**

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

(1)

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

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

(1a)

(1b)

**CONCLUDING REMARKS**

CEE does not prescribe specific section titles – that is up to the author. Some authors will add their concluding remarks to the discussion, while others will make a separate section.

**ACKNOWLEDGMENTS**

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

**REFERENCES**

References are listed sequentially in the order they appear in the text. We give examples of the most popular types of references and the proper way to present the reference within CEE. For all types of citations, if a Digital Object Identifier (DOI) is available, please use it. Otherwise, provide an access link to the reference, if available.

If a reference does not fit within one of the five formats below, provide the necessary information in the closest matching format. Any necessary edits will be made during the copyediting stage of the paper workflow process.

Journal Article

1. Smith J, Kite M, and Doe J (2014) This is the title of the journal article. *Chem. Eng. Ed.* 32(2): 21 – 27. Provide DOI or website if no DOI.

Conference Proceedings

1. Hutch E (2017) This is the title of the article in a conference proceedings. *Proceedings of the ASEE Annual Conference.* Provide DOI or website if no DOI.

Book

1. Jarson K (2011) *This is the Title of the Book*. 2nd edition. Publisher. City, State/Country.

Edited Book

1. Arvin E (1999) Ch 6: This is the Title of the Chapter. Names of Editor(s). *This is the Title of the Book*. Edition, if applicable. Publisher. City, State/Country.

Website

1. Author or Organization Name. Title of article. Hyperlink. Access date.

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| --- | --- | --- |
|  | **KEYWORDS** |  |
| Accreditation | Faculty Development | Process Control |
| Active Learning | First-Year Programs | Process Dynamics |
| Assessment | Fluid Mechanics | Process Simulation |
| Bioengineering | Graduate Students | Project-Based Learning |
| Career Choice | Heat Transfer | Reactor Design |
| Communication Skills | P-12 | Qualitative Methods |
| Computational Tools | Kinetics | Quantitative Methods |
| Corrosion | Laboratory | Recruitment |
| Data Analysis | Leadership | Retention |
| Design | Mass and Energy Balances | Risk Assessment |
| Distillation | Mass Transfer | Semiconductors |
| Diversity | Material Science | Safety |
| Economics | Mathematics | Separations |
| Educational Research | Membrane Separation | Statistical Mechanics |
| Educational Technology | Mentoring | Statistics |
| Electrochemistry | Molecular Simulations | Teamwork |
| Entrepreneurship | Online Learning | Thermodynamics |
| Environmental | Outreach | Transport |
| Ethics |  | Unit Operations |