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**TEMPLATE FOR A   
READINESS REVIEW REPORT**

**2026-2027 Readiness Review Cycle**

*Extracted from 2025-26 EAC Self-Study Questionnaire for* ***Integrated Baccalaureate-Master’s Level*** *Programs*

**ENGINEERING ACCREDITATION COMMISSION**

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# Introduction

This Readiness Review Report Template is largely extracted from the Self-Study Report Template to assist **integrated baccalaureate-master’s level** programs in completing their Readiness Review Reports. The report is expected to be a quantitative and qualitative assessment of the strengths and limitations of the **integrated baccalaureate-master’s** **level** program being submitted for review.

The Report will provide information critical to a Readiness Review of an **integrated baccalaureate-master’s** **level** program. Therefore, the Report will address the extent to which the program meets applicable ABET Criteria and policies. In so doing, it is necessary that the Report address all methods of instructional delivery used for the program, all possible paths that students may take to completion of the degree, and all remote offerings available to students in the program.

This template focuses on the information critical for reviewing only an **integrated baccalaureate-master’s level** program. **There is a separate Readiness Review Report Template to be used by stand-alone master’s level programs****.**

# Requirements and Preparation

The program name used on the cover of the Readiness Review Report **must** be identical to the name used in the institutional publications, on the ABET Request for Evaluation (RFE), and on the institution’s transcripts (records of academic work) of graduates. This will ensure that the program is correctly identified in ABET records.

Normally, each program requires a Readiness Review Report.

A Readiness Review for one of ABET’s Commissions must be completed by a program if the program would fall in the scope of that Commission and the institution does not have previously ABET-accredited programs by that Commission.

While the *Template* focuses primarily on accreditation criteria, it also includes questions related to certain sections of the ABET *Accreditation Policy and Procedure Manual* (APPM).

While it is important that the overall structure in the *Template* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Readiness Review Report.

A program may use terminology different from that used in the *Template*. If different terminology is used, it is important that the Readiness Review Report provide notes of explanation to clearly link the terminology in the Report to terminology used in the *Template*.

Tables in the *Template* may be modified in format to more clearly present the information for the program. When this is done, it is suggested that a brief explanatory footnote be included about why the table was modified. Rows may be added to or deleted from tables to better accommodate program information.

The **educational unit** is the administrative unit having academic responsibility for the program(s) undergoing a Readiness Review relative to a given Commission of ABET. For example, if a single program is preparing for a readiness review, the educational unit may be the department. If more than one program is being reviewed, the educational unit is the administrative unit responsible for the collective group of programs undergoing a Readiness Review relative to that Commission.

# Supplemental Materials

Do **not** submit supplemental materials for a Readiness Review.

# Submission and Distribution of Self-Study Report

**The Readiness Review Report along with the required transcript information (student’s record of academic work) must be submitted through the ABET-provided link by September 1. Access to this link along with submission instructions will be provided once a Request for Readiness Review (RREv) is accepted. No email, data stick, or paper submission will be accepted.**

See Section MI1.H. under “Students” below for information concerning transcripts that must be submitted for a Readiness Review.

If you have any questions, please send an email to [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

# Confidentiality

All information supplied is for the confidential use of ABET and its authorized agents. It will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution or documents in the public domain.

# Template

The template for the Integrated Baccalaureate-Master’s Level Readiness Review Report begins on the next page.

**NOTE: In the places where it identifies a section and then directs that you not complete it for the Readiness Review, the purpose is to highlight the sections of the Self-Study Template that are not applicable/required for a Readiness Review.**

**EAC of ABET**

**Integrated Baccalaureate-Master’s Level Program**

**Readiness Review Report**

**for the**

**<Program Name>**

**at**

**<Institution Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

The information supplied in this Readiness Review Report is for the confidential use of ABET and its authorized agents and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

**Integrated BS-MS Program Readiness Review Report**

**for  
EAC of ABET  
Accreditation**

# BACKGROUND INFORMATION

## Contact Information

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

## Program History

Include the year implemented and the date of the last general review. Summarize major program changes with an emphasis on changes occurring since the last general review.

## Options

List and describe any options, tracks, concentrations, etc. included in the program.

## Program Delivery Modes

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc.

## Program Locations

Include all locations where the program or a portion of the program is regularly offered (this would also include dual degrees, international partnerships, etc.).

## Public Disclosure

Provide information concerning all the places where the Program Education Objectives (PEOs) and Student Outcomes (SOs) specific to the program are posted or made accessible to the public. If this information is posted to the Web, please provide the URLs.

## Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken to Address Them

This section is **not** applicable for Readiness Review.

**GENERAL CRITERIA**

# CRITERION MI1. STUDENTS

For the sections below, include any written policies that apply, either within the text or in an appendix.

*NOTE: "Post-secondary education and/or professional experiences" refers to intermediate and advanced academic and/or professional knowledge, skills and competencies leading to a first and/or second tertiary degree (such as a baccalaureate or master’s degree) or equivalent qualification.*

## Student Admissions

Summarize the requirements and process for accepting new students into the program.

## Evaluating Student Performance

Summarize the process by which student performance is evaluated and student progress is monitored. Include information on how the program ensures and documents that students are meeting prerequisites and how it handles and documents situations when a prerequisite has not been met.

## Transfer Students and Transfer Courses

Summarize the requirements and process for accepting transfer students and transfer credit. Include any state-mandated articulation requirements that impact the program.

## Advising and Career Guidance

Summarize the process for advising and providing career guidance to students. Include information on how often students are advised and who provides the advising (for example, program faculty member or program, departmental, college or university advisor).

## Work in Lieu of Courses

Summarize the requirements, process, and documentation for awarding credit for work in lieu of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc.

## Student Program of Study and Educational Goals

Summarize the procedure by which a program of study and education goals are developed for each master’s student, and how these will lead to a mastery of a specific field of study or area of professional practice (consistent with the program name) at an advanced (beyond baccalaureate) level.

## Graduation Requirements

Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. If applicable, describe the process and documentation for how course deviations are handled to ensure that graduation requirements are met. State the name of the degree awarded (e.g., Master of Science in Safety Sciences, Master’s in Computer Science, Master of Electrical Engineering, etc.).

## Transcripts of Recent Graduates

The program will provide records of academic work (transcripts) that certify completion of all program requirements and include the name of the program (major, field of study) the degree awarded and the date the degree was awarded.

The program name and degree awarded must be shown in English exactly as they appear on the Request for Evaluation accepted by ABET. (See APPM, Section 1.C.2.b)

Transcripts must also provide at minimum the following:

1. The name and address of the institution
2. The name and other identification as appropriate of the student
3. A record of academic work pursued at the institution including identification of courses and/or credits attempted, academic years of each attempt, grade or other evaluation for each attempt, and an indication of all required work attempted, and
4. A list of required courses and/or credits for which academic work pursued at another institution(s) was accepted to meet the requirements of the program. (APPM, Section I.C.2.a.)

For a Readiness Review, the program must include one graduate’s *official* transcript from the most recent graduating class at the time of the submission. If the program does not have any graduates by the time of the Readiness Review submission, please include a transcript of one student who is currently in the next graduating class or in the last year of the program study. Feel free to keep the graduate/student’s name anonymous. The transcript must be provided through the ABET-provided link as mentioned under Page 3 “Submission and Distribution of Readiness Review Report.”

If there are multiple options/tracks under the program, please include one copy for each option/track.

If your program is located outside the U.S. and the degree conferred information is typically not available on transcripts of your graduates, please include a copy of the graduation certificate/diploma/completion document/etc. that contains the degree awarded information for the same student. An English translation must be provided if the official documents are issued in the native language (non-English) only.

Questions? Contact [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

Please pay close attention to the Accreditation Policy and Procedure Manual (APPM; <https://www.abet.org/accreditation/accreditation-criteria/>) Section I.C.2. I.C.4. regarding the transcript-related requirements.

# CRITERION MI2. PROGRAM EDUCATIONAL OBJECTIVES

## Mission Statement

Do **not** submit for Readiness Review.

## Program Educational Objectives

List the program educational objectives and state where they may be found by the general public as required by APPM Section I.A.6.a.

## Consistency of the Program Educational Objectives with the Mission of the Institution

Do **not** submit for Readiness Review.

## Program Constituencies

List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

Constituencies are defined by the program and should include those groups that have an interest in the program and are able to provide meaningful input regarding the program educational objectives. For illustrative purposes only, common constituencies include the program’s faculty, alumni, and employers of the program’s graduates.

## Process for Review of the Program Educational Objectives

Describe the process that periodically reviews the program educational objectives including how ALL of the program’s various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program’s educational objectives remain consistent with the institutional mission, the program constituents’ needs and the **Criteria for Integrated Baccalaureate-Master’s Programs**

# CRITERION MI3. STUDENT OUTCOMES

## Student Outcomes

List the student outcomes for both the undergraduate and graduate components of the program and state where they may be found by the general public as required by APPM Section I.A.6.a. If the student outcomes used by the program are stated differently than those listed in Criterion 3, provide a mapping of the program’s student outcomes to the student outcomes (1) through (7) listed in Criterion 3. In the event that a program has not stated any student outcome verbatim as cited in the Engineering Accreditation Criteria, all elements required by that outcome must be retained. Further, the program must not alter the intent or otherwise diminish the meaning of that outcome.

## Relationship of Student Outcomes to Program Educational Objectives

Do **not** submit for Readiness Review.

# CRITERION MI4. CONTINUOUS IMPROVEMENT

This section of your Readiness Review Report should document your processes for regularly assessing and evaluating the extent to which the student outcomes are being attained. This section should also document the extent to which the student outcomes are being attained and describe how the results of these processes are utilized to affect continuous improvement of the program. Each program must independently assess all student outcomes; when programs share courses, assessment data must be disaggregated by program in order to ensure the individual program’s outcomes are being independently assessed.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired though the assessment processes in order to determine how well the student outcomes are being attained.

Although the program can report its processes as it chooses, the following is presented as a guide to help you organize your Readiness Review Report.

## Student Outcomes

It is recommended that this section include the following (a table may be used to present this information):

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each student outcome 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 meetings, or other processes that are relevant and appropriate to the program.
2. The frequency with which these assessment processes are carried out.
3. The expected level of attainment for each of the student outcomes.
4. Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained.
5. How the results are documented and maintained.

## Continuous Improvement

Describe how the results of evaluation processes for the student outcomes and any other available information have been systematically used as input in the continuous improvement of the program.

~~Describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been completed. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.~~ Do **not** submit this part for the Readiness Review.

## Additional Information

1. Do **not** submit for Readiness Review.

# CRITERION MI5. CURRICULUM

## Undergraduate Program Curriculum

1. Complete Table 5-1 that describes the undergraduate plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with maximum section enrollments for all courses in the program for the last two terms the course was taught. If there is more than one curricular path or option for a program, a separate Table 5-1 should be provided for each path or option.State whether the institution operates on quarters or semesters.
2. ~~Describe how the curriculum aligns with the program educational objectives.~~ Do **not** submit this for the Readiness Review.
3. ~~Describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.~~ Do **not** submit this for the Readiness Review.
4. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program’s required courses.
5. Describe how the program meets the requirements in terms of hours and depth of study for each subject area (Math and Basic Sciences, Engineering Topics) specifically addressed by either the general criteria or the program criteria.
6. Describe the broad education component and how it complements the technical content of the curriculum and how it is consistent with the program educational objectives.
7. Describe the major design experience that prepares students for engineering practice. Describe how this experience is based upon the knowledge and skills acquired in earlier coursework and incorporates appropriate engineering standards and multiple design constraints. Provide the titles of all culminating design projects from the most recent graduating class. If multiple teams work on projects with the same title, provide a way to distinguish the projects. New programs requesting two-year retroactive accreditation should provide titles of all projects for the graduating classes from the two most recent years.
8. If the program allows cooperative education to satisfy curricular requirements specifically addressed by either the general or program criteria, describe the academic component of this experience and how it is evaluated by the faculty.
9. ~~Describe the materials that will be available for review during and/or prior to the visit to demonstrate achievement related to this criterion. (See APPM Section I.E.5.b.(2))~~ Do **not** submit this for the Readiness Review.

## Master’s Program Curriculum

Describe how the program provides adequate content for each curricular component, consistent with the student outcomes and program educational objectives, to ensure that students are prepared to enter the practice of engineering and includes:

1. A minimum of 30 semester credit hours (or equivalent) beyond the baccalaureate level.
2. Topics of a specific field of study or area of professional practice consistent with the program name and at a level beyond baccalaureate-level programs.

## Course Syllabi

In Appendix A-1 of the Readiness Review Report, include a syllabus for each course used to satisfy the undergraduate mathematics, science, and discipline-specific requirements required by Criterion 5 or by any applicable program criteria. In Appendix A-2 of the Report, include a syllabus for each course in the master’s portion of the program.

**For Appendix A-1 (undergarduate course syllabi), INCLUDE ONLY COURSE SYLLABI FOR THE discipline-specific COURSES OF THE PROGRAM FOR READINESS REVIEW**

## Theses and Directed Research Projects

Please describe any requisite or optional requirements for a master’s level theses and/or directed research projects in Appendix A-3.

## Table 5-1 Undergraduate Curriculum

**Name of Program**

|  |  | Subject Area (Credit Hours) | | |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course  (Department, Number, Title)  List all courses in the program by term starting with first term of the first year and ending with the last term of the final year. | Indicate whether course is Required, Elective or a Selected Elective by an R, an E or an SE.[[1]](#footnote-1) | Math & Basic Sciences | Engineering Topics;  Check if Contains Significant Design (√) | Other | Last Two Terms the Course was Offered:  Year and Semester (or Quarter) | Maximum Section Enrollment for the Last Two Terms the Course was Offered[[2]](#footnote-2) |
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|  |  |  |  |  |  |  |
| Totals (in terms of semester credit hours) | - |  |  |  | **-** | **-** |
| - |  | - | - | **-** |  |  |
| Minimum Semester Credit Hours | - | 30 hours | 45 hours |  | **-** | **-** |
| Total must satisfy minimum credit hours | **-** |  |  |  | **-** | **-** |

Instructional materials and student work verifying compliance with ABET criteria for the categories indicated above will be required during the campus visit.

# CRITERION MI6. FACULTY

## Faculty Qualifications

Describe the qualifications of the faculty teaching in the undergraduate portion of the program and how they are adequate to cover all the undergraduate curricular areas of the program and also meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty resumes in Appendix B.

Describe the qualifications of the faculty teaching in the master’s program, demonstrating appropriate education and/or experience to teach master’s level courses. Describe how they are adequate to cover all the curricular areas of the master’s level program. This description should include the composition, size, credentials, and experience of the faculty. Also include these faculty in Table 6.1. Also include faculty resumes in Appendix B.

**FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THEFACULTY MEMBERS WHO TEACH ENGINEERING COURSES LISTED IN TABLE 5-1**

## Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements.

## Faculty Size

Discuss the adequacy of the size of the undergraduate faculty and describe the extent and quality of faculty involvement in interactions with students, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

Discuss the adequacy of the size of the faculty teaching in the master’s program and describe the extent and quality of faculty involvement in interactions with students in the master’s level program, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

## Professional Development

Provide detailed descriptions of professional development activities for each faculty member.

## Authority and Responsibility of Faculty

Describe the role played by faculty members with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational objectives and student outcomes, and their role in the attainment of the student outcomes at both the undergraduate and master’s level. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

## Table 6-1. Faculty Qualifications

**Name of Program**

Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary. Updated information is to be provided at the time of the visit.

|  |  |  |  |  | Years of Experience | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Highest Degree Earned:  Field and Year | Rank[[3]](#footnote-3) | Type of Academic Appointment[[4]](#footnote-4)  T, TT, or OA | FT or PT[[5]](#footnote-5) | Govt./Ind. Practice | Teaching | This Institution | Professional Registration / Certification |
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## Table 6-2. Faculty Workload Summary

**Name of Program**

|  |  |  | Program Activity Distribution[[6]](#footnote-6) | | |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty Member (Name) | PT or FT[[7]](#footnote-7) | Classes Taught (Course No./Credit Hrs.) Term and Year[[8]](#footnote-8) | Teaching | Research or Scholarship | Other[[9]](#footnote-9) | % of Time Devoted to the Program[[10]](#footnote-10) |
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# CRITERION MI7. FACILITIES[[11]](#footnote-11)

Do **not** submit this section for the Readiness Review.

# CRITERION MI8. INSTITUTIONAL SUPPORT

Do **not** submit this section for the Readiness Review.

# PROGRAM CRITERIA

Describe how the program satisfies the applicable Program Criteria (if any). If the program, by virtue of its title is subject to two or more sets of Program Criteria then describe how the program satisfies each set of Program Criteria recognizing that overlapping requirements need to be satisfied only once.

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# Accreditation policies and procedures manual

Do **not** submit this section for the Readiness Review.

**APPENDICES**

# Appendix A-1 – Undergraduate Course Syllabi

**INCLUDE ONLY COURSE SYLLABI FOR THE DISCIPLINE-SPECIFIC COURSES OF THE PROGRAM FOR READINESS REVIEW**

The following is a suggested format for course syllabi. A different format may be used if all identified content areas are included in a format that is consistent for all syllabi within the Self-Study Report. Maximum length is two pages per syllabus.

Syllabi must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Course number and name

Credits, contact hours

Name(s) of instructor(s) or course coordinator(s)

Instructional Materials

Specific course information

brief description of the content of the course (catalog description)

prerequisites or corequisites

Educational objectives for the course (e.g. The student will be able to explain the significance of current research about a particular topic.)

Brief list of topics to be covered

# Appendix A-2 – Course Syllabi for master’s level courses

The following is a suggested format for course syllabi.

Course number and name

Credits, contact hours

Name(s) of instructor(s) or course coordinator(s)

Instructional Materials

Specific course information

brief description of the content of the course (catalog description)

prerequisites or corequisites

Educational objectives for the course (e.g. The student will be able to explain the significance of current research about a particular topic.)

Brief list of topics to be covered

# Appendix A-3 – Theses and Directed Research Projects

Please describe any requisite or optional requirements for a master’s level thesis and/or directed research project.

# Appendix B – Faculty Vitae

**FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THEFACULTY MEMBERS WHO TEACH ENGINEERING COURSES LISTED IN TABLE 5-1**

The following is a suggested format for the faculty vitae. A different format may be used if all identified content areas are included in a format that is consistent for all vitae within the Self-Study Report. Maximum length is three pages per vita.

Vitae must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Name

Education – degree, discipline, institution, year

Academic and Professional Experience – institution or entity, rank (if relevant), title, when (e.g., 2002-2007), full-time or part-time

Professional credentials, certifications, or licensing

Professional development activities

Contributions to the discipline (e.g., service, publications or presentations)

# Appendix C – Equipment

Do **not** submit for Readiness Review.

# Appendix D – Institutional Summary

Programs are requested to provide the following information.

## The Institution

1. Name and address of the institution
2. Name and title of the chief executive officer of the institution
3. Name and title of the person submitting this Report.
4. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

## Type of Control

Description of the type of managerial control of the institution, e.g., private-non-profit, private-other, denominational, state, federal, public-other, etc.

## Educational Unit

Describe the educational unit in which the program is located including the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organization chart may be included. The educational unit is the administrative unit having academic responsibility for the program(s) being reviewed by a given Commission of ABET.

## Academic Support Units

List the names and titles of the individuals responsible for each of the support units that teach courses required by the program being evaluated, e.g., mathematics, physics, etc.

## Non-academic Support Units

List the names and titles of the individuals responsible for each of the units that provide non-academic support to the program being evaluated, e.g., library, computing facilities, placement, tutoring, etc.

## Credit Unit

It is assumed that one semester or quarter credit normally represents one class hour or two or three laboratory hours per week for approximately 15 weeks. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

## Tables

Complete the following tables for the program undergoing evaluation.

## Table D-1. Program Enrollment and Degree Data

**Name of the Program**

|  | Academic Year | Enrollment Status | Enrollment Year | | | | | Total Undergrad | Total Grad | Degrees Awarded | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 1st | 2nd | 3rd | 4th | 5th |  |  | Associates | Bachelors | Masters | Doctorates |
| Current Year |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| Current Year |  | PT |  |  |  |  |  |  |  |  |  |  |  |

For Readiness Review, give official fall term enrollment figures (head count) for the current and preceding four academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year at the time of the Readiness Review submission.

FT—full-time

PT—part-time

## Table D-2. Personnel

**Name of the Program**

Year[[12]](#footnote-12): \_\_\_\_\_\_\_\_\_

|  | HEAD COUNT | |  |
| --- | --- | --- | --- |
| Employment Category | FT | PT | FTE[[13]](#footnote-13) |
| Administrative2 |  |  |  |
| Faculty (tenure-track)[[14]](#footnote-14) |  |  |  |
| Other Faculty (excluding student assistants) |  |  |  |
| Student Teaching Assistants[[15]](#footnote-15) |  |  |  |
| Technicians/Specialists |  |  |  |
| Office/Clerical Employees |  |  |  |
| Others[[16]](#footnote-16) |  |  |  |

Report data for the program being evaluated.

## SUBMISSION ATTESTING TO COMPLIANCE

Do **not** submit for Readiness Review.

1. **Required** courses are required of all students in the program, **Elective** courses (often referred to as open or free electives) are optional for students, and **Selected Elective** courses are those for which students must take one or more courses from a specified group. [↑](#footnote-ref-1)
2. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the maximum enrollment in each element. For Selected Elective courses, indicate the maximum enrollment for each option. [↑](#footnote-ref-2)
3. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other [↑](#footnote-ref-3)
4. Code: TT = Tenure Track T = Tenured OA = Other Appointment (Institutions may introduce other abbreviations provided that they are clearly defined in the narrative.) [↑](#footnote-ref-4)
5. Code: FT = Full-Time Faculty PT = Part-Time Faculty [↑](#footnote-ref-5)
6. Program activity distribution should be in percent of effort in the program and should total 100%. [↑](#footnote-ref-6)
7. FT = Full Time Faculty or PT = Part Time Faculty, at the institution. [↑](#footnote-ref-7)
8. For the academic year for which the Self-Study Report is being prepared. [↑](#footnote-ref-8)
9. Indicate sabbatical leave, etc., under "Other." [↑](#footnote-ref-9)
10. Out of the total time employed at the institution. [↑](#footnote-ref-10)
11. [↑](#footnote-ref-11)
12. Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive. [↑](#footnote-ref-12)
13. 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. [↑](#footnote-ref-13)
14. For faculty members, 1 FTE equals what your institution defines as a full-time load. [↑](#footnote-ref-14)
15. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. [↑](#footnote-ref-15)
16. Specify any other category considered appropriate, or leave blank. [↑](#footnote-ref-16)