



How to Prepare a Readiness Review

Accreditation Staff
April 2026

Objectives

This information webinar is designed to provide participants an understanding of:

- the purposes of a Readiness Review
- an overview of the Readiness Review process
- how to prepare a Readiness Review Report

List of Recorded Videos

1. Introduction
2. Readiness Review Process Overview
3. The Basics – How to Prepare a Readiness Review Report
4. Criterion 1, 2, and 3
5. Criterion 4
6. Criterion 5 and Appendix A
7. Criterion 6, Appendix B, and Program Criteria
8. Appendix D and APPM

Readiness Review

Purposes, Focuses, Outcomes, and Resources

Purposes of a Readiness Review (REv) (1 of 3)

Readiness Review versus Accreditation Review

An eligibility review process	A formal review process
4 months	18 months
A screening process for understanding of what is required, preparedness, program eligibility, and major non-compliance issues	An in-depth evaluative review against each requirement/criterion/policy
NOT interactive between the reviewer and the program being reviewed	Interactive between the reviewer and the program being reviewed
Screen for any potential major non-compliance issues that may prevent the program from being accredited	Determine the level of each shortcoming
Assist both ABET and the program being reviewed to determine the timing for a formal review	
Must not bias the future team of a formal review	

Purposes of a Readiness Review (REv) (2 of 3)

- Screening for an institution's preparedness to have its program(s) reviewed:
 - program eligibility,
 - program appropriateness/suitability for one or more of the ABET Commissions,
 - program readiness and preparedness for an on-site review, and
 - potential major non-compliance issues against applicable criteria or policy.
- Assisting a given program to determine the timing for initiating a formal review
- Achieving a positive outcome for both the program and ABET

Purposes of a Readiness Review (REv) (3 of 3)

Accreditation Policy and Procedure Manual (APPM) Requirements:

- Institutional eligibility
- Program name – alignment with its curriculum, faculty, transcript/record of academic work, and ABET commission
- Degree level
- First graduate
- Campus(es) and paths of the program offering
- Security concerns: Postpone requesting a REv if located in areas with a US State Department Do-Not-Travel advisory

Outcomes of a Readiness Review (REv)

Type of Finding	Scenario for Each Finding
Submit Non-Binding Recommendation	(1) the program understands the requirements of C1 through C6 and program criteria, and (2) there is nothing lacking that can be a major non-compliance issue for the program going through the review in the immediate upcoming review cycle.
Postpone Non-Binding Recommendation	(1) the program understands most of the criteria requirements but (2) there are one or more potential major non-compliance issues that may take time to address and prevent the program from being accredited in the immediate upcoming review cycle.
Not-to-Submit Binding Determination	(1) the program does not seem to understand most of the criteria requirements, (2) there are apparent major non-compliance issues that the program will definitely need more time beyond the immediate upcoming review cycle to address, and (3) the report is insufficiently prepared and does not provide adequate information to support a suitable recommendation.

Accreditation Policy and Procedure Manual & Criteria

<https://www.abet.org/accreditation/accreditation-criteria/>

Accreditation Policy and Procedure Manual

[2026-2027](#)

[Accreditation Status APPM I.A.6. Guidance](#)

Applied and Natural Science Accreditation Commission (ANSAC)

[2026-2027 Criteria](#)

ANSAC's Webinar for Institutional Representatives: Preparing for your ABET Visit. ([Recording](#)) ([Slides](#))

[2025-2026 ANSAC Program Evaluator Workbook](#)

[Facilities — Sample Thermofluids Lab Tour and Live Walkthrough \(Video\)](#)

[Facilities — Annotated EAC Photos](#)

[Guidance on Materials](#)

[2025-2026 Questionnaire Template for Interim Reports](#)

Computing Accreditation Commission (CAC)

[2026-2027 Criteria](#)

2026-2027 CAC Webinar: Preparing the Self Study will be on February 25 at 6pm Eastern Time. [Register now!](#) ([Slides](#))

[2025-2026 CAC Program Evaluator Workbook](#)

[CAC Observer Visit Packet](#)

[Guidance on Materials](#)

[2025-2026 Questionnaire Template for Interim Reports](#)

2025-2026 CAC Webinar: Preparing for Interim Reviews ([Recording](#)) ([Slides](#))

Engineering Accreditation Commission (EAC)

[2026-2027 Criteria](#)

2026-2027 EAC Institutional Representatives Webinars will be on February 25 at 10am Eastern Time and February 27 at 3pm Eastern Time.

[Register for February 25](#)

[Register for February 27](#)

([Slides](#))

[2025-2026 EAC Program Evaluator Workbook](#)

[Facilities — Sample Thermofluids Lab Tour and Live Walkthrough \(Video\)](#)

[Facilities — Annotated EAC Photos](#)

[2025-2026 Questionnaire Template for Interim Reports](#)

2023-2024 Preparing Interim Reports Webinar ([Recording](#)) ([Slides](#))

[Guidance on Materials](#)

Engineering Technology Accreditation Commission (ETAC)

Resources

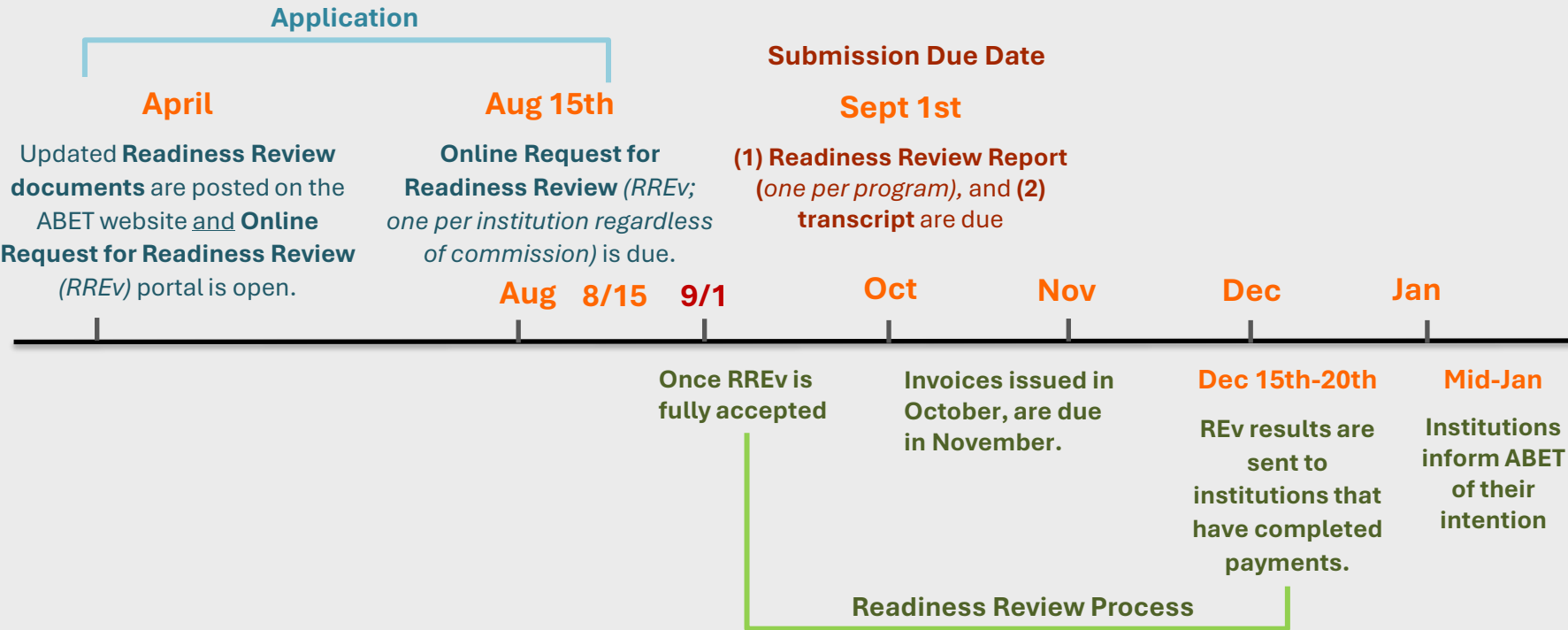
- Assessment related webinars, planning tools, and articles: <https://assessment.abet.org/resources/>
- Assessment related workshops and IDEAL: <https://assessment.abet.org/>
- ABET Symposium: <https://symposium.abet.org/>
- ABET Bridge: <https://www.abetbridge.org/>
 - Advising services
 - Separate entity from ABET
 - Qualified advisers: past ABET commissioners or board members
 - Cannot represent the official position of any ABET accreditation commissions

Readiness Review

Process Timeline and Requirements

Readiness Review Process Timeline

4 to 8 months prior to January



Readiness Review – Website

<https://www.abet.org/accreditation/get-accredited/accreditation-step-by-step/readiness-review/>

[Home](#) > [Accreditation](#) > [Get Accredited](#) > [Accreditation Step by Step](#) > [Readiness Review](#)

ABOUT ABET

ACCREDITATION

What is Accreditation?

- [Why ABET Accreditation Matters](#)
- [What Programs Does ABET Accredite?](#)
- [Program Eligibility Requirements](#)
- [Licensure, Registration & Certification](#)
- [New and Developing Program Areas](#)

Get Accredited

- [Accreditation Step by Step](#)
- [Assessment Planning](#)
- [Request for Evaluation \(RFE\)](#)
- [Changes During the Period of Accreditation](#)
- [Decision & Notification](#)
- [Accreditation Outside the U.S.](#)
- [Reaccreditation](#)
- [Additional Resources](#)

ABET Accreditation and Artificial Intelligence

Promote Your ABET Accreditation

- [ABET-Accredited Logos](#)

Accreditation Criteria & Supporting Documents

- [Self-Study Templates](#)
- [Proposed Changes](#)

Accreditation Fees and Invoice

- [Fees For Programs Outside The U.S.](#)

ABET Program Graduate Badge

Find Programs

RECOGNITION

ASSESSMENT

GLOBAL ENGAGEMENT

MEMBER SOCIETIES

PROGRAM EVALUATORS

EVENTS

What is the Readiness Review?

The Readiness Review ensures that your program is prepared for the accreditation review process before investing the time and resources for the on-site visit.

If your program is seeking initial accreditation and is housed in an institution with no currently ABET-accredited programs in your commission, you will be required to undergo a **Readiness Review** prior to submitting a formal [Request for Evaluation \(RFE\)](#).

If you are not sure whether you need to do a Readiness Review, contact ReadinessReview@abet.org.

Required Documents

The following information is for the 2026-27 Readiness Review submission that is due September 1, 2025. Information specific to the 2027-28 Readiness Review Cycle will be posted by April 1, 2026.

- 1. Request a Readiness Review (RREv)** – Inform ABET of your intent by completing the [online RREv](#) form (a login credential is not required) **no later than August 15**, two weeks prior to the September 1 deadline for submitting the required Readiness Review Report and transcript. *The online RREv link will not become activated until April 2025.* (Preferred browser for the RREv link: *Google Chrome*. Alternatives include *Mozilla FireFox*, *Safari*, and *Microsoft Edge*.)
- 2. Readiness Review Report** – Submit one Readiness Review Report along with one transcript per program **by September 1** of the year before you plan to submit a Request for Evaluation (RFE).
- 3. Transcript** – Include a scanned copy of one graduate's *official* transcript from the most recent graduating class with the Readiness Review Report by September 1. Refer to the below applicable Readiness Review Template Section I.G. for the detailed transcript requirements. *All materials must be submitted electronically via the ABET portal* (which will be provided when the submitted RREv is accepted). No submission after the September 1 deadline nor an email submission will be accepted.

Things to consider prior to submitting an online RREv:

- Limit the number of programs requesting a Readiness Review to *two, no more than three* per ABET commission
- Submit one online RREv form per institution and designate one contact person per institution for all the programs listed on the request form regardless of the number of ABET commissions
- Check with ReadinessReview@abet.org if you are not sure if ABET can consider sending a review team to your country/area due to safety and security considerations in the foreseeable future before investing time in preparing for a Readiness Review

Preparing the Readiness Review Report

Use the applicable Readiness Review Template for your accreditation commission to prepare a Readiness Review Report.

The following templates and documents are specific to the 2026-27 Readiness Review Cycle. (Updates specific to the 2027-28 Readiness Review Cycle

Readiness Review Requirements (1 of 4)

Online Request for Readiness Review (RREv)

April – August 15th

- Online request portal is open:
<https://amsapp.abet.org/#/readinessrequest>
- Login is not required
- Submit only one RREv per institution regardless of commissions
- Limit 2-3 programs per Commission
- Provide only one institutional contact throughout the 4-month process
- Allow up to two weeks to receive a secure login for uploading required documents **by September 1:**
 - **Readiness Review Report:** One per program
 - **Transcript/Record of Academic Work:** One per program (if there are multiple tracks, please provide one per track)

Readiness Review Requirements (2 of 4)

Transcript/Record of Academic Work

Transcript Review (APPM I.C.):

- Program Name
- Degree Title
- Degree Awarded – Degree designation and graduation date
- Others: Institution name, campus indicator, track/concentration/path/etc.

Requirements:

- Must be an official version
- Can be an electronic copy
- Must be from one of the most recent graduates or graduating class
- Student name/information not required
- One transcript/record of academic work per program (and per campus/track, if any)

Non-US Programs: One complete **record of academic work** – as defined in APPM I.C.2.a. through I.C.2.a.(4) – usually includes:

1. One **official** transcript
2. A scanned copy of the **graduation certification**
3. **An English translation** if official documents are only issued in the native language

Readiness Review Requirements (3 of 4)

Readiness Review Report

- Follow the applicable **Readiness Review Template**:
<http://www.abet.org/accreditation/get-accredited/accreditation-step-by-step/readiness-review/>
 - Similar to a Self-Study Template except certain sections are NOT included:
 - Supplemental materials
 - Criterion 7 on Facilities
 - Criterion 8 on Institutional Support
 - Appendix C on Equipment
 - Signature Attesting to Compliance
- Use the most up-to-date **APPM** and commission-specific **Criteria**:
<https://www.abet.org/accreditation/accreditation-criteria/>

Readiness Review Requirements (4 of 4)

Fees

- Posted in April, 4 months before the online RREv deadline (8/15):
<https://www.abet.org/accreditation/cost-of-accreditation/>
- Readiness Review fee per program & per commission
 - 2026: US\$1,185
 - an approximate 2%-5% increase every year
- Invoice issuance:
 - **Sent via email:** from Payments@abet.org
 - **October-November:** after the Readiness Review Report submission is fully accepted
 - **Payment due date:** 30 days
- Readiness Review results will be released *during the week of December 15* to institutions that have completed payment requirements.

Post-Readiness Review

- After the recommendation is provided to the institution, no additional information, reviews, or feedback will be considered.
- **Mid-January** – Programs that receive a “Submit” or “Postpone” recommendation should inform ABET of their intention:
 1. Initiate a review in the immediate upcoming review cycle – Request the RFE access and complete the **RFE** submission **by January 31**
 2. Initiate a review in the following review cycle – Contact ABET in December
- Programs that receive a “**Not-to-Submit**” determination should be prepared to submit another Readiness Review **unless** otherwise specified in the feedback letter.

Questions? ReadinessReview@abet.org

Resources

- Assessment related webinars, planning tools, and articles: <https://assessment.abet.org/resources/>
- Assessment related workshops and IDEAL: <https://assessment.abet.org/>
- ABET Symposium: <https://symposium.abet.org/>
- ABET Bridge: <https://www.abetbridge.org/>
 - Advising services
 - Separate entity from ABET
 - Qualified advisers: past ABET commissioners or board members
 - Cannot represent the official position of any ABET accreditation Commissions

Readiness Review

How to Prepare a Readiness Review Report:

Basics

The Basics – How to Prepare a Readiness Review Report

Recap of the Readiness Review Report requirements

- Follow the **Readiness Review Template** that is appropriate for your program:

<http://www.abet.org/accreditation/get-accredited/accreditation-step-by-step/readiness-review/>

- Similar to a Self-Study Template except certain sections are NOT included:

- Supplemental materials
- Criterion 7 on Facilities
- Criterion 8 on Institutional Support
- Appendix C on Equipment
- Signature Attesting to Compliance

- Use the most up-to-date **APPM** and commission-specific **Criteria**:
<https://www.abet.org/accreditation/accreditation-criteria/>

Tips

- Make it easy for reviewer to find the needed information – Responses provided should focus on the template questions and demonstrate compliance with the corresponding criteria.
- Describe how the program satisfies the criteria clearly and concisely – Make use of the appendices and have an English native speaker to review the report, if needed, prior to submission.
- Specify the review scope clearly – Are all campus(es) and paths through the program offering included?
- Refer to the program and its degree title consistently throughout the report and documents
- All information should be self-contained without relying on external links.
- Complete all the requested information – Incomplete information may result in a postpone recommendation or not-to-submit determination.
- Start preparation early

Sections of the Template that differ by Commission

- Background Information
 1. Students
 2. Program Educational Objectives (PEOs)
 3. **Student Outcomes (SOs)**
 4. Continuous Improvement (CI)
 5. **Curriculum**
 6. **Faculty**
 7. Facility – Not required for a Readiness Review
 8. Institutional Support – Not required for a Readiness Review
- **Program Criteria, if any**
- Appendices – Appendix C is Not required for a Readiness Review.

Sections of the Template that are the same across Commissions

- **Background Information**
 1. **Students**
 2. **Program Educational Objectives (PEOs)**
 3. Student Outcomes (SOs)
 4. **Continuous Improvement (CI)**
 5. Curriculum
 6. Faculty
 7. Facility – Not required for a Readiness Review
 8. Institutional Support – Not required for a Readiness Review
- Program Criteria, if any
- **Appendices** – Appendix C is Not required for a Readiness Review.

Background Information

- Contact Information
- Program History
- Options
- Program Delivery Modes
- Program Locations
- Public Disclosure

Readiness Review

How to Prepare a Readiness Review Report:

Criterion 1 - Students

Criterion 2 – Program Educational Objectives

Criterion 3 – Student Outcomes

C1 – Students

Do institutional policies and procedures for admitting new and transfer students appear to meet Criterion 1?

Criterion 1. Students

Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters.

The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

C1 – Students

The Readiness Review Report must explain:

- How student progress is monitored
- How students are advised
- What the admissions/transfer policies are
- What the policies for awarding academic credit are
- What the graduation requirements are
- An explanation of how student performance is evaluated is not required for a Readiness Review

C1 – Students

Common Issues:

- Violations of prerequisite requirements that are not adequately explained
- Evidence that students are not properly advised
- Transcript review indicating that students have not completed all graduation requirements (without appropriately documented waivers and/or substitutions)
- The process for admitting transfer students is not clear
- The process for deciding what academic credit is given for work done at another institution or for work done in lieu of courses taken at the institution

C 2 – Program Educational Objectives (PEOs)

Does the program have PEOs aligned with the ABET definition and have a periodic review process that involves all identified constituents?

DEFINITION – PROGRAM EDUCATIONAL OBJECTIVES

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years after graduation. Program educational objectives are based on the needs of the program’s constituencies.

Criterion 2. Program Educational Objectives

The program must have published program educational objectives, as defined in these criteria, that are consistent with the mission of the institution and the needs of the program’s various constituencies. There must be a documented, systematically utilized, and effective process, involving all constituencies identified by the program, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission and the needs of the program’s constituencies.

C 2 – Program Educational Objectives (PEOs)

The Readiness Review Report must:

- State what the PEOs are and where they are published
- State what the program's constituencies are
- Explain why the PEOs are consistent with the program constituencies' needs and how the program knows what those needs are
- Explain what the PEO review process is, where it is documented, how it is systematically utilized, why it is effective, and how all identified constituencies are involved in review of the PEOs

C 2 – Program Educational Objectives (PEOs)

Common Issues:

- PEOs that are stated as descriptions of skills and attributes that students are expected to attain by the time of graduation. By definition, PEOs are broad statements that describe what graduates are expected to attain within a few years **after** graduation.
- Failure to have evidence of involvement on the part of **each** identified constituency in the review and revision process ; not all program constituencies identified for periodic review of PEOs are involved in the process.
- Process of PEO review is not periodically exercised in a systematic manner.
- Lack of evidence and documentation of periodic review.
- PEOs not published consistently (e.g. one set of PEOs on the web site and a different set in the Readiness Review Report)

C 3 – Student Outcomes (SOs)

Does the program adopt the ABET SOs or adequately map their own SLOs to ABET SOs?

Each Commission has its own Student Outcomes.

DEFINITION – STUDENT OUTCOMES

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

C 3 – Student Outcomes (SOs)

The Readiness Review Report must explain:

- What the student outcomes are and where they are **documented**
 - **Note** that for CAC programs, the CAC-required SOs *must* be adopted verbatim.
- How the student outcomes **prepare graduates to attain the program’s PEOs**
- How the program’s student outcomes **encompass all aspects of each required SO**
 - **Note** that if the program does not adopt the Commission’s SOs, it must adequately map its own Student Learning Outcomes to the Commission’s SOs

C 3 – Student Outcomes (SOs)

Common Issues:

- One or more of the student outcomes required by the applicable Criterion 3 not covered by the program's outcomes.
- Some elements of the required outcome are not covered by the program's student outcomes.
- **CAC programs:** The publicly stated student outcomes do not include the CAC-required SOs stated verbatim.

Readiness Review

How to Prepare a Readiness Review Report:

Criterion 4 – Continuous Improvement

C 4 – Continuous Improvement (CI)

Does the program have an adequate CI plan in place for assessing and evaluating each SO?

Criterion 4. Continuous Improvement

The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the program's continuous improvement actions. Other available information may also be used to assist in the continuous improvement of the program.

C 4 – Continuous Improvement (CI)

The Readiness Review Report must explain:

- **What processes the program uses** for assessment and evaluation of the extent to which SOs are attained
- Why these processes are (1) **regularly used**, (2) **appropriate**, (3) **documented**
- How the results are **systematically utilized** as input for **program** continuous improvement

C 4 – Continuous Improvement (CI)

Common Issues:

- Assessment methods are not getting information that can actually be used to draw conclusions about the degree of outcome attainment
- The assessment and evaluation process does not discern the extent of attainment of each outcome or lumps outcomes together
- Overly heavy reliance on survey data or little direct evidence of outcome attainment
- Assessment data are too aggregated to identify specific improvements
- Assessment methods that are ad hoc or inconsistently used
- Immature assessment and evaluation process, or processes that are not fully implemented
- Outcome attainment determined at the tool or course level but not at the program level

C 4 – Continuous Improvement (CI)

Common Issues (cont.):

- Data collected but not disaggregated for the program being evaluated (so it is not possible to determine attainment for the program in question independently of other programs)
- Assessment and evaluation processes are not documented
- Assessment and evaluation processes are not sustainable
- Use of the results of the assessment and evaluation process as input for continuous improvement is ad-hoc, inconsistent, or nonexistent.
- The program uses inappropriate means to avoid continuous improvement. Among those are:
 - a. Averaging averages to determine attainment levels
 - b. Using a “bar” or target or threshold to claim attainment
 - c. Faking the use of assessment and evaluation of student outcomes for continuous improvement

C 4 – Continuous Improvement (CI)

DEFINITION – ASSESSMENT

Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome being measured. Appropriate sampling methods may be used as part of an assessment process.

DEFINITION – EVALUATION

Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes are being attained. Evaluation results in decisions and actions regarding program improvement.

Readiness Review

How to Prepare a Readiness Review Report:

Criterion 5 - Curriculum

C 5 – Curriculum & Appendix A – Course Syllabi

Does the program show a Table 5-1? Does each path through the curriculum meet all parts of C5? If not, please explain.

Each Commission has its own requirements for the Curriculum.

C 5 – Curriculum & Appendix A – Course Syllabi

The Readiness Review Report MUST:

- Contain a complete Table 5-1.
- Provide a separate Table 5-1 for each path/track if applicable
- Demonstrate compliance with *each* required curricular element explicitly
- Contain syllabi for all **Discipline-specific** courses in the curriculum
- Demonstrate how each path to the curriculum meets all parts of C5?
- For a CAC or EAC program that does not use a typical US semester credit hour system:
 - The Readiness Review Report must explain how the university credits – in **both Table 5-1 and Appendix D** – are converted to US semester credits. Is there any potential issue regarding equivalency?

Table 5-1

Course (Department, Number, Title) List all courses in the program by term starting with the 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	Subject Area (Credit Hours)			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
		Math / Science Topics	Technical Area Topics	Other		
<i>Add rows as needed to show all courses in the curriculum.</i>						
TOTALS (in terms of semester credit hours)						
Total must satisfy minimum credit hours	Minimum Semester Credit Hours					

C 5 – Curriculum & Appendix A – Course Syllabi

NOTE:

- Table 5-1 **must** list each course in the program of study, indicate whether it is required or elective, and indicate the subject area of each (with the number of credit hours).
- There are Commission-specific definitions for some of the subject areas.
- Criterion 5 for EAC and CAC specifies a minimum number of credit hours for various subject areas.
- It is **very important** to indicate the subject areas for courses correctly.
- Please use the definitions that are found in the Criteria for the relevant Commission (See slides at the end of this presentation.)

C 5 – Curriculum & Appendix A – Course Syllabi

ABET does NOT prescribe how university credits should be converted to typical US semester credit hours. If applicable, conversions should be **reasonable** and must be **explicitly explained** in relevant sections.

Common Issues related to Semester Credit Hour Equivalency (SCHE):

- Misconception about the rigor of a program (i.e., richer in content) by inflating the number of credits in the conversion
- Misconception about a longer class time or student study time by inflating the number of credits in the conversion
- SCHE is only one aspect of determining compliance with C5, as the content of courses and curriculum are also considered.
- Inconsistent use of conversions from university credits to semester credit hours across programs within the same university.
- University-claimed SCHE is greater than a typical 4-year bachelor's level program.

C 5 – Curriculum & Appendix A – Course Syllabi

Common Issues for ANSAC:

- Not enough hours in mathematics and basic sciences
- The culminating project or experience does not reflect a need to utilize the cumulative knowledge or skills acquired in the program or is primarily research in content.
- The culminating project or experience is included in the curriculum too early in the coursework. It should be carried out in the senior year when the coursework connected to the program has been almost completed.
- The curriculum does not adequately support one or more of the student outcomes.
- Courses in Table 5-1 are not categorized appropriately (pay attention to **Definitions** in the ANSAC Criteria)

C 5 – Curriculum & Appendix A – Course Syllabi

Common Issues for CAC:

- The program's requirements do not address lifelong professional development.
- Mathematics is not appropriate to the discipline.
- Courses in Table 5-1 are not categorized appropriately (pay attention to **Definitions** in the CAC Criteria)
- The curriculum does not adequately support attainment of one or more of the student outcomes.
- Not enough coverage of advanced computing topics.
- Not enough coverage of breadth or depth.
- One or more of the specified topics is not adequately covered.
- The principles and practices for secure computing are not appropriate to the program's discipline, e.g., IT-like coverage of security topics in a CS program, or vice versa.
- Coverage is present in course materials but not officially required by the course's outline or syllabus.
- Coverage of the specified topics is described in course syllabi but is not demonstrated through course materials provided.

C 5 – Curriculum & Appendix A – Course Syllabi

Common Issues for EAC:

- Courses in Table 5-1 are not categorized appropriately (pay attention to **Definitions** in the EAC Criteria)
- Not enough hours in mathematics and basic sciences
- Not enough engineering topics content in the curriculum
- The major design experience does not reflect enough design to be considered a major design experience or is primarily research (as opposed to design) in content
- The major design experience does not reflect an iterative decision-making process that involves such activities as identifying opportunities, developing requirements, performing analysis and synthesis, generating multiple solutions, evaluating solutions against requirements, considering risks, and making tradeoffs.
- The major design experience does not incorporate appropriate engineering standards and/or multiple constraints
- The major design experience is not based on the knowledge and skills acquired in earlier course work
- The curriculum does not adequately support one or more of the student outcomes

C 5 – Curriculum & Appendix A – Course Syllabi

Common Issues for ETAC:

- Insufficient use of equipment and tools, or use of very old equipment, common to discipline
- Insufficient documentation of advisory committee engagement in both program educational outcomes and the curriculum/advisement about direction of the field.
- Capstone or other integrating experience does not develop student competencies in applying both technical and non-technical problem-solving skills.
- The curriculum does not adequately support one or more of the student outcomes or program criteria.
- The curriculum does not include the use of engineering standards and codes.
- The curriculum does not address public safety and health.
- The curriculum does not address ethics, quality, or continuous improvement.
- Courses in Table 5-1 are not categorized appropriately (pay attention to **Definitions** in the ETAC Criteria)

Commission Specific Definitions

Definitions in the Criteria - ANSAC

COLLEGE-LEVEL MATHEMATICS

Consists of mathematics that require a degree of mathematical sophistication at least equivalent to that of college algebra. For illustrative purposes, some examples of college-level mathematics include college algebra, precalculus, calculus, differential equations, probability, statistics, linear algebra and discrete mathematics.

NATURAL SCIENCE

Increases the knowledge base of a field of research and science collectively that are involved in the study of the physical world and its phenomena. Natural science consists of but is not limited to biology, physics, chemistry, geology and other natural sciences including life, earth and space sciences.

APPLIED SCIENCE

Uses the knowledge base in natural science to solve specific problems.

Commission Specific Definitions

Definitions in the Criteria - CAC

PROFESSIONAL DISPOSITIONS

Professional dispositions are behaviors desired in the workplace.

Commission Specific Definitions

Definitions in the Criteria - EAC

BASIC SCIENCE

Basic sciences are disciplines focused on knowledge or understanding of the fundamental aspects of natural phenomena. Basic sciences consist of chemistry and physics and other natural sciences including life, earth, and space sciences.

COLLEGE-LEVEL MATHEMATICS

College-level mathematics consists of mathematics that requires a degree of mathematical sophistication at least equivalent to that of introductory calculus. For illustrative purposes, some examples of college-level mathematics include calculus, differential equations, probability, statistics, linear algebra, and discrete mathematics.

COMPLEX ENGINEERING PROBLEMS

Complex engineering problems include one or more of the following characteristics: involving wide-ranging or conflicting technical issues, having no obvious solution, addressing problems not encompassed by current standards and codes, including many component parts or sub-problems, involving multiple disciplines, or having significant consequences in a range of contexts.

Commission Specific Definitions

Definitions in the Criteria – EAC (cont.)

ENGINEERING DESIGN

Engineering design is a process of devising a system, component, or process to meet desired needs and specifications within constraints. It is an iterative, creative, decision-making process in which the basic sciences, mathematics, and engineering sciences are applied to convert resources into solutions. Engineering design involves identifying opportunities, developing requirements, performing analysis and synthesis, generating multiple solutions, evaluating solutions against requirements, considering risks, and making trade-offs, for the purpose of obtaining a high-quality solution under the given circumstances. For illustrative purposes only, examples of possible constraints include aesthetics, codes, constructability, cost, ergonomics, extensibility, functionality, interoperability, legal considerations, maintainability, manufacturability, marketability, policy, regulations, schedule, standards, sustainability, or usability.

ENGINEERING SCIENCE

Engineering sciences are based on mathematics and basic sciences but carry knowledge further toward creative application needed to solve engineering problems. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other.

Commission Specific Definitions

Definitions in the Criteria - ETAC

Natural Science

Increases the knowledge base of a field of research and science collectively that are involved in the study of the physical world and its phenomena. Natural science consists of but is not limited to biology, physics, chemistry, geology and other natural sciences including life, earth and space sciences.

Readiness Review

How to Prepare a Readiness Review Report:

**Criterion 6 – Faculty
Program Criteria**

C 6 – Faculty & Appendix B – Faculty Vitae

Does the program describe the faculty members that will serve the program, their qualifications for what they teach, and other ways they serve (advising, etc.)?

Each Commission has its own requirements for the Faculty

- The key aspects of Criterion 6 are:
 - Sufficient faculty
 - Competent for the program discipline and curricular areas
 - Appropriate qualifications
 - Sufficient authority
 - Overall faculty competency
- Refer to the commission-specific Criterion 6 for specific requirements

C 6 – Faculty & Appendix B – Faculty Vitae

The Readiness Review Report must:

- Identify the faculty members who will serve the program
- Explain their qualifications for what they teach
- Describe other ways they serve the program (advising, etc.)
- Resumes for discipline-specific faculty members listed in Table 6-1 must be included in the Readiness Review Report.

C 6 – Faculty & Appendix B – Faculty Vitae

Common Issues:

- Faculty numbers not adequate for advising, interaction, professional development, etc.
- **EAC Programs**: The faculty (collectively) does not have the competencies to cover all of the curricular areas of the program.
- Faculty without appropriate education or experience teaching core courses
- No reward structure for professional development, student interaction, etc.
- Faculty do not have the appropriate authority for program guidance
- Faculty size currently adequate but factors such as program growth, attrition, etc. could jeopardize the adequacy of faculty size.

Program Criteria, if applicable

Does the program describe in this section how the program criteria are met by the curriculum and faculty?

- **The applicable program criteria are determined by the name of the program (in English).** These Program Criteria are found in the Accreditation Criteria for each Commission.
- Note: Program Criteria usually specify additional requirements for the curriculum and faculty qualifications. They may specify additional requirements for student outcomes.

Program Criteria, if applicable

The Readiness Review Report must describe how the program criteria are met, including:

- An explanation of how each curricular topic and/or laboratory experience that is required by the Program Criteria is included in the curriculum
- An explanation of how the faculty satisfies any qualifications that are required by the Program Criteria
- An explanation of how the program meets any requirements for Student Outcomes established by the Program Criteria

Common Issues:

- Compliance with **each** required element of the Program Criteria is not explained or demonstrated explicitly.

Readiness Review

How to Prepare a Readiness Review Report:

**Appendix D – Institutional Summary
APPM**

Appendix D – Institutional Summary

The Institutional Summary must be included in the Readiness Review Report. It explains the institutional context of the program.

- The Institution
- Type of Control
- Education Unit
- Academic Support Units
- Non-academic Support Units
- Credit Unit –
 - (1) Semester credit hour equivalency should be reasonable,
 - (2) correspond to Table 5-1
- Tables – Table D-1 and D-2, modified for readiness review, are required.

APPM

Common Issues:

- The program educational objectives (PEOs) and student outcomes (SOs) are not published, as required by APPM Section I.A.6.b.
- The program doesn't meet one or more eligibility requirements of APPM Section I.C. For example:
 - The program name is not descriptive of the technical content (APPM I.C.4.a.)
 - The program name and degree title awarded are not shown consistently (APPM I.C.4.b. and I.C.2.b.)
 - The program name is not consistent with its curriculum, electronic and print publications, PEOs, and graduate transcripts (APPM I.C.4.c.)
- The program doesn't clearly demonstrate:
 - 1) whether all paths, if applicable, to completion of the program can satisfy the applicable criteria (APPM I.E.1.), *or*
 - 2) which path is requesting review as a standalone program (APPM I.C.4.b.(2) – I.C.4.b.(3)).

APPM

Common Issues (cont.):

Programs Outside the U.S.

- The program is located in a country/area where ABET is unable to send a review team in the foreseeable future due to security/health concerns. Refer to APPM Sections I.E.2.c. through I.E.2.c.(2).
- The determination to not send a review team is based on travel advisories issued by US Department of State (DOS) and provided by ABET's global risk assessment advisor.
- NOTE: Programs in locations where the US Department of State travel advisory is a level 3 or 4 should consider postponing a Request for Readiness Review.
- The program located outside the U.S. is likely unable to secure a required RFA (Request for Acknowledgement; APPM I.D.1.c.) from their governmental or national recognition and *each* applicable accreditation agency by January 31st.

Links: <https://www.abet.org/wp-content/uploads/2020/06/Request-for-Acknowledgement-RFA.pdf>
and <https://www.abet.org/accreditation/get-accredited/accreditation-outside-the-u-s/>

Thank You!

Questions?

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