# AC 2007-539: ASEE'S NEW ROLE AS THE LEAD SOCIETY FOR ABET ACCREDITATION REVIEW OF MULTIDISCIPLINARY ENGINEERING PROGRAMS: AN UPDATE AND A LOOK AHEAD

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# ASEE'S New Role as the Lead Society for ABET Accreditation Review of Multidisciplinary Engineering Programs: An Update and a Look Ahead


## Abstract

As the result of the ABET Board of Directors action in spring 2005, ASEE is now the lead society for the accreditation evaluation of multidisciplinary engineering programs for accreditation visits that began in the fall of 2006. In this context, the terminology "multidisciplinary engineering programs" is defined as the set of engineering programs with one of the following program titles (with a few slight variations): Engineering (including General Engineering), Engineering Physics, and Engineering Science(s). This paper presents information about ASEE's new role, including the related activities of its Accreditation Activities Committee, the recruiting and training of prospective program evaluators and their participation in the actual accreditation process, some perspective from the first year of actual visits, and other information about the near future. Also included is information about the 67 multidisciplinary engineering programs at 65 institutions that are currently accredited by ABET and now assigned to ASEE for program review.


## Introduction

One of the significant distinctions of a substantial number of engineering programs is that they intentionally do not align naturally with any "traditional discipline" (such as civil engineering, electrical engineering, mechanical engineering, etc.). Such programs have been called "non-traditional" or, more recently, "multidisciplinary" engineering programs. In the context of this paper, they include programs called engineering, general engineering, engineering science, engineering physics, and a few other similar program titles. At this writing, there are 67 accredited engineering programs that are classified in this category by ABET.

Extensive information about some of the typical characteristics of multidisciplinary engineering programs is available elsewhere.[1,2,3] For example, one study[2] suggested a classification of engineering (including general engineering) and engineering science programs that sought to identify and distinguish the institutional purposes for these programs as one of three purposes: "philosophical," "flexible," or "instrumental." One thing these programs clearly were not was "disciplinary," as used here.

## Multidisciplinary Engineering Programs and Their Accreditation

A unique characteristic of these multidisciplinary engineering programs has been that they do not have the additional "program criteria" for accreditation that the "traditional" programs and most others do. Indeed, the novelty, variety, and interdisciplinary nature of these "multidisciplinary" programs would not easily accommodate the type of additional program criteria that the traditional programs have.

Related to this distinction, it was believed by some involved with multidisciplinary engineering programs that there was a potential bias, possibly unintended or even subconscious, built into the accreditation of these programs through the program evaluation process. The majority of the program evaluators were likely themselves specialists through the doctoral level in a traditional disciplinary field. Many of them were teaching in a traditional disciplinary engineering educational program. Further, the training provided to them by the disciplinary organizations (ASCE, IEEE, ASME, etc.) was also often led by doctoral specialists from that field and for which the disciplinary program had "program criteria." All program evaluators, including those for multidisciplinary engineering programs, came through that process. It was felt that this combination presented too strong a tendency to lead to a bias, even if consciously unintended, that every program should have a focus of disciplinary depth closely aligned to one of the recognized and well established fields of engineering. From that perspective and in contemporary ABET accreditation terminology, this issue may not have been an accreditation process Deficiency, perhaps not even a Weakness, but it certainly was at least a strong Concern.

The following sections of this paper describe the history and process through which ASEE has become involved with multidisciplinary engineering program accreditation. Sherra E. Kerns, in a Prism article[4] while she was ASEE President, noted that "ASEE is a founding member society of ABET." Now, from the initiative of a single ASEE member and then a division and the efforts of other ASEE members and leaders with similar interests and the support of many other multidisciplinary engineering educators, ASEE has become the lead society for the accreditation of multidisciplinary engineering (and engineering technology) programs.[5] In addition to the multi-year process that led to this new ASEE role, this paper also reviews the development and management of that new role, describes the experiences of the first year in the ABET accreditation process, and tabulates the information about the multidisciplinary engineering programs for which ASEE is now ABET's "lead society."

**ASEE Multidisciplinary Engineering Division and ASEE Board Initiative**

ASEE's new role in the accreditation of engineering and engineering technology programs can be traced, at least in part, to the program accreditation concern expressed among educators in ASEE. An individual ASEE member initiative in December 2000 led to a "forum" held at the 2001 ASEE Annual Conference in Albuquerque, New Mexico. From the beginning, one of the motivating issues of this initiative was that of the program accreditation of "non-traditional," or as they have now come to be known, "multidisciplinary" engineering programs. That group continued to meet and develop its structure and program at each succeeding ASEE Annual Conference, gaining formal recognition from the ASEE Board of Directors as the Multidisciplinary Engineering Constituent Committee (MECC) in October 2002, and, by the time of the 2005 ASEE Annual Conference in Portland, Oregon, as the Multidisciplinary Engineering Division.

The continuing attention of the Multidisciplinary Engineering Division leadership to the issue of program accreditation gradually but naturally led to the proposal by the Division that ASEE, by its nature and constituency a broadly based, interdisciplinary engineering organization, become the lead society representing this specific set of multidisciplinary engineering programs in the ABET accreditation process. To the delight of many involved in the Multidisciplinary

Engineering Division and other multidisciplinary engineering program leaders, it was learned that there had been a similar interest developing among some members of the ASEE Board of Directors and other leaders. It was eventually determined to include in the proposal those engineering programs with the names of Engineering (including General Engineering), Engineering Physics, Engineering Science(s), and a few others with very similar titles. Some corresponding engineering technology programs were also included; that set includes those programs called Engineering Technology (without further delineation). The ASEE Board responded favorably to the Multidisciplinary Engineering Division proposal and developed a plan to present to ABET. Accompanied by letters of endorsement from many multidisciplinary engineering educators and other leaders, the ASEE proposal was forwarded to ABET, and was approved by the ABET Board of Directors in March 2005.[4,5]

The Multidisciplinary Engineering Division has grown steadily in both membership and program throughout its six-year history, and now offers a strong program of papers in its own and jointly-sponsored sessions. A more detailed record of the group, its history, program and leadership is provided in papers presented at the 2004 ASEE Gulf Southwest Section Conference[6] in Lubbock, Texas, and at the 2005 ASEE Annual Conference[7] in Portland, Oregon. As those papers document, a continuing focus of the Multidisciplinary Engineering Division, as a representative of its considerable constituency from multidisciplinary engineering programs, has been the unique character and distinctions of multidisciplinary engineering programs, particularly as they relate to the accreditation of these programs. However, its scope also includes significant participation by those interested in other aspects of multidisciplinary engineering education, including multidisciplinary courses (extending even beyond the scope of engineering) and multidisciplinary design. At the 2006 ASEE Conference in Chicago, the Division had 9 sessions (three of which were co-sponsored) with a total of 35 papers, plus its annual Business Meeting. By February 2007, its membership totaled 765.

**Developing ASEE's Accreditation Role**

As a result of this new accreditation role,[4,5,8] ASEE adapted and strengthened its Accreditation Activities Committee (AAC) during 2005 to include this new role in its purview. The primary AAC meeting occurs at the ASEE Annual Conference each year. The current membership of AAC is listed on-line.[9]

Following its summer 2005 meeting, AAC solicited program evaluators (PEVs) with qualifications appropriate to the multidisciplinary role during fall 2005. A good response provided a strong pool of candidates. Selection was completed by early spring 2006. The PEVs approved by AAC were expected to attend a 2006 training workshop, with special emphasis on the workshop that ASEE shared with IEEE, collocated with the ASEE Annual Conference in Chicago in June 2006. The response was very good, with 15 of the ASEE PEVs participating in the 2006 one-day training. Two additional PEVs were trained at a special two-day ABET-sponsored workshop. All together, ASEE had a final pool of 20 trained engineering PEVs.

While this was ASEE's first year as a lead society and many of its PEVs were new, seven PEVs had prior visit experience. Five of the 20 PEVs were presently working in industry or the military, and several others had prior industrial or other non-academic experience. One PEV

who had been assigned a visit was unable to serve due to unexpected surgery; the other 19 participated in campus visits. The ASEE PEVs have now served their roles during fall 2006 as evaluators for programs within ASEE purview for both the Engineering Accreditation Commission (EAC) and the Technology Accreditation Commission (TAC). The number of PEVs needed from year to year varies widely, as evident in subsequent tables. Nominations are accepted at any time. The ASEE AAC seeks well qualified candidates, and especially invites nominations of qualified candidates from industry and of minorities and women. The ASEE web site[10] provides information about ASEE PEV nomination and selection.

**ASEE Experiences from the First Year of Accreditation Responsibility**

During summer 2006 when PEV assignments were being made, the ABET website[11] showed 13 institutions with ASEE-assigned programs due for visits in fall 2006, as listed in the appendix (Table 2 and Table 4). However, the actual number of PEV assignments varied from this number in several ways. First, one of those institutions had two ASEE-assigned programs to visit. Second, two of those institutions offered only a single accredited program, but ABET policies require that every team must have at least two PEVs. Third, one of the programs determined not to seek re-accreditation. At that point, the number had become 13 + 1 + 2 - 1 = 15 PEV visits.

Further, one multidisciplinary engineering program required an interim visit, and then there were 3 programs that invited ABET for an initial visit; hence, they were not on the list. Thus, the final count was 15 + 1 + 3 = 19 PEV visits. That is, ASEE PEVs visited 16 institutions with a total of 17 multidisciplinary engineering programs, utilizing a total of 19 PEVs. Thus, the 2006 visits required 19 PEVs, compared to the published list of 13 institutions with 14 currently accredited programs due for the next general review. Compared to the 13 institutions listed, research at the ABET website[11] could identify the multiple-program need for one additional PEV and even the two single-program institutions, but not the one needed for an interim visit, the three needed for the three new programs, or the one for which re-accreditation was not requested. Nonetheless, the campus visit assignment process was completed with a very strong set of PEV and institutional matches.

However, one could naturally conclude that PEV "recruiting and planning" for the appropriate number of annual program accreditation visits is not an exact science, and is only known when ABET issues its roster to ASEE for PEV assignments. On the other hand, ASEE can be pleased that our role did not start in 2005-06, when the corresponding number was 18 (rather than 13) institutions. With our experience in the interim, ASEE will be better able to handle the uncertainty in the task in 2011-12 with 20 institutions currently listed. Since this was the first cycle for ASEE, the ASEE AAC leadership wisely arranged for the PEV assignment process to be shared between the new ASEE PEV assignment coordinator and another ASEE member with extensive experience for another major engineering society.

As an additional aid for PEVs, especially for the new PEVs, ASEE AAC members selected a small committee with considerable accreditation experience to serve as a supplemental resource for our assigned PEVs. This select committee was available before and during the visits as an additional resource for consultation and advice in case of any unusual questions that might arise

during the accreditation process. All in all, at least to this date, the first visit cycle has gone very well. No program evaluation results for this 2006-07 visit cycle are public, and no actions are complete until the final accreditation decisions are made at the ABET Engineering Accreditation Commission (EAC) annual meeting in July.

As ASEE completes additional years of our accreditation involvement, it will be interesting to see if there are any trends in the numbers or types of multidisciplinary programs. For example, the first available data set is the "2005-06 vs. 2011-12" comparison of prospective accreditation visits for multidisciplinary engineering programs in one six-year accreditation cycle (which currently implies an increase from 18 institutions to 20 institutions). Each year, an additional data set will become available for each type of program and for the number of institutions with accredited programs.

**Information about the Accredited Multidisciplinary Engineering Programs**

This section provides 2006-07 information, updated from 2005-06[12], that may be of particular interest to those who are already involved with multidisciplinary engineering programs, as well as helpful perspective for those who are not as familiar with the rather wide-spread existence of this type of engineering program. Together with the tables that follow in the Appendix, considerable information is provided about the historical background as well as the scope and distribution of these programs. This also provides a record that may be valuable to those who become involved in the accreditation of such programs through ASEE in coming years.

The ABET website[11] currently lists accredited engineering programs under a set of drop-down menu titles, one of which is "Engineering, Engineering Physics & Engineering Science." That list currently comprises a total of 58 institutions offering 60 currently accredited programs with one of these three program titles, plus 3 institutions offering a program with the name of General Engineering or slight variation and 4 additional institutions offering programs with other related multidisciplinary program titles. With the specific terminology and slight variations of degree titles, it is possible that some of the current programs on this ABET list will not match exactly the set of programs for which ASEE will have the accreditation visitor assignment role in future years. Further, each year, an institution may not seek re-accreditation of a presently listed program or may in fact terminate the program. And, on the other side, institutions may present new programs for accreditation upon graduation of their first students(s) or anytime thereafter.

In the remainder of this multidisciplinary engineering program analysis, the following five groups of accredited multidisciplinary engineering programs are identified from the current ABET website listing. There are 32 Engineering programs. Two programs with the title General Engineering and one with Engineering (General) are cited here as General Engineering. There are 11 programs with the title Engineering Science or Engineering Sciences. There are 17 programs labeled Engineering Physics (including one labeled as Physics – Engineering Physics option). Four programs included in this ABET listing and grouped below as Other Multidisciplinary Engineering programs have the names of Engineering and Applied Science, Engineering and Public Policy, Fluid and Thermal Engineering Science, and Integrated Engineering. In summary, the subsequent information in this paper relates to the following programs:

| | |
|---|---|
| 32 | Engineering programs |
| 3 | General Engineering programs |
| 11 | Engineering Science(s) programs |
| 17 | Engineering Physics programs |
| 4 | Other Multidisciplinary Engineering programs |
| 67 | Multidisciplinary engineering programs |

Since two institutions have two different multidisciplinary engineering programs, there are 65 different institutions with the 67 currently accredited multidisciplinary engineering programs in this listing. And, subject to change by ABET, these 67 programs are currently under the purview of ASEE accreditation review responsibility.

Further information about the 65 institutions and 67 programs is provided by the Tables in the appendix following this text. The data for those tables, which include only those institutions with one or more of the types of currently-accredited multidisciplinary engineering programs listed here, are from the ABET website[11] at the time of this writing. The alphabetical ordering of institutions used here is the same as that used by ABET. The official assignment of program accreditation roles is the responsibility of ABET, and may differ from the information presented here. Because of the importance of the subject of program accreditation, the authors have taken special care to be both precise and correct, hereby apologize in the event of any errors, and welcome the corrections of any inaccurate or incomplete information.

Table 1 displays the year of first accreditation for the 67 currently accredited multidisciplinary engineering programs. These and the following statistics include only those institutions and programs that have continued their program accreditation to the present time. That history began with the 4 multidisciplinary engineering programs that were first accredited in 1936, the first year that national professional accreditation was offered. At that time, accreditation was under the Engineers Council for Professional Development (ECPD), the forerunner to the current ABET. The next 2 newly accredited multidisciplinary engineering programs were recognized in 1949 (13 years later). There were 2 more accredited programs in the decade of the 1950's, 9 in the 1960's, 9 in the 1970's, 12 in the 1980's, 17 in the 1990's, and so far 12 in the 2000's.

Table 2 provides, alphabetically based on the institution name, a list of the accredited multidisciplinary engineering programs offered, showing the names of the institutions, the accredited multidisciplinary engineering programs offered, the years of their first accreditation, the numbers of other accredited engineering programs offered, and the years of the next general accreditation review. In 30 of these 65 institutions, the multidisciplinary engineering programs are the only ABET-accredited engineering programs offered, while 7 of these 65 institutions offer 10 or more additional accredited engineering programs.

With ASEE's new role in the accreditation of multidisciplinary engineering programs, the schedule of the accreditation cycle for program review and its accompanying need for program evaluators and related responsibilities are of considerable importance for the recruiting, training and assigning of those evaluators. Table 3 gives the number of institutions and the numbers of multidisciplinary engineering program accreditation visits during 2006-07 and the prospective number of programs to be visited by ASEE program evaluators over the next several years, based

solely on the numbers of currently-accredited programs shown in the list of institutions and programs in Table 2, on ABET's six-year general accreditation review cycle, and as currently listed at ABET's web site.[11] As noted earlier, there are other factors that influence the number of visits and number of visitors needed. Clearly, there will be a wide variation in the workload from year to year.

Table 4 gives the listing of the corresponding institutions (those listed in Tables 2 and 3) for each of the years in the six-year accreditation cycle. Except for the addition of new programs seeking accreditation, any currently accredited programs that no longer seek accreditation, and any interim visits, this information can be translated into the anticipated ASEE program evaluator workload for the next several years. Each visit requires the minimum of the team chair and an evaluator for each program being reviewed but, in the case of a visit for an institution with a single program review, two evaluators are required. In this case, the two evaluators share the assignment responsibility and combine their assessments into a single accreditation draft report.

## Summary

The background and additional responsibilities related to a significant new ASEE initiative have been reviewed, together with a focus on the institutions and their multidisciplinary engineering programs for which ASEE is now the lead society in the ABET engineering accreditation process. Further, based on the first year of experience, the process of recruiting, training, and deploying ASEE's new program evaluators for ABET accreditation visits has been reviewed.

### Bibliography


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9. http://www.asee.org/about/committees.cfm#Accreditation
10. http://www.asee.org/about/Accreditation-Committee.cfm
11. http://www.abet.org/accrediteac.asp
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TABLE 1. Year of First Accreditation of Multidisciplinary Engineering Programs

| Year of Accreditation | Engineering | General Engineering | Engineering Science | Engineering Physics | Other Multidisc. Engineering |
|---|---|---|---|---|---|
| 1936 | 3 | 1 | - | - | - |
| 1949 | - | - | - | 2 | - |
| 1953 | - | - | - | 1 | - |
| 1959 | - | - | 1 | - | - |
| 1960 | 1 | - | - | - | - |
| 1962 | 1 | - | 1 | - | - |
| 1964 | - | - | - | - | 1 |
| 1965 | - | - | 2 | 1 | - |
| 1969 | - | - | 2 | - | - |
| 1971 | 1 | - | 1 | 1 | 1 |
| 1972 | - | - | - | 1 | - |
| 1975 | 1 | - | - | - | - |
| 1976 | 1 | - | - | - | - |
| 1977 | 1 | - | - | 1 | - |
| 1981 | 1 | 1 | - | - | - |
| 1983 | 1 | - | - | - | - |
| 1985 | 1 | - | 1 | - | - |
| 1986 | - | - | - | 1 | - |
| 1987 | 2 | - | - | - | - |
| 1988 | 1 | - | - | 1 | - |
| 1989 | 1 | - | - | - | 1 |
| 1990 | 2 | - | - | - | - |
| 1991 | 1 | - | 1 | - | - |
| 1993 | - | - | - | 2 | - |
| 1994 | 3 | - | - | 1 | - |
| 1995 | 1 | - | 1 | - | - |
| 1997 | 2 | - | - | - | - |
| 1998 | - | - | - | 1 | - |
| 1999 | 1 | 1 | - | - | - |
| 2000 | 3 | - | - | - | - |
| 2001 | - | - | - | 2 | - |
| 2004 | 1 | - | - | 1 | - |
| 2005 | 1 | - | 1 | - | 1 |
| 2006 | 1 | - | - | 1 | - |
| **Total** | **32** | **3** | **11** | **17** | **4** |

TABLE 2. Multidisciplinary and Other Engineering Programs

| College / University | Multidisciplinary Engineering Areas | | | | | Other Information | | |
|---|---|---|---|---|---|---|---|---|
| | Engineering | General Engineering | Engineering Science | Engineering Physics | Other Multidisc. Engineering | Year Program Accredited | Other ENGR Programs | Date of Next Review |
| Arkansas State University | √ | | | | | 1987 | 0 | 2010-11 |
| Baylor University | √ | | | | | 1989 | 2 | 2006-07 |
| California Institute of Technology | | | | | √ | 1964 | 3 | 2011-12 |
| Calvin College | √ | | | | | 1987 | 0 | 2007-08 |
| Carnegie Mellon University | | | | | √ | 1989 | 5 | 2006-07 |
| Case Western Reserve University | | | | | √ | 1971 | 10 | 2006-07 |
| Colorado School of Mines | √ | | | √ | | 1983 \| 1977 | 6 | 2006-07 |
| Colorado State University | | | √ | | | 1969 | 6 | 2007-08 |
| Dartmouth College | √ | | | | | 1936 | 0 | 2009-10 |
| University of Denver | | √ | | | | 1999 | 3 | 2010-11 |
| Dordt College | √ | | | | | 1991 | 0 | 2011-12 |
| Embry-Riddle Aeronautical University - Daytona Beach | | | | √ | | 1993 | 4 | 2007-08 |
| University of Florida | | | √ | | | 1965 | 12** | 2006-07 |
| Fort Lewis College | | | | √ | | 2004 | 0 | 2009-10 |
| Geneva College | √ | | | | | 1995 | 0 | 2006-07 |
| George Fox University | √ | | | | | 2005 | 0 | 2010-11 |
| Grand Valley State University | √ | | | | | 1990 | 3 | 2010-11 |
| Harvard University (Cambridge, MA) | | | √ | | | 1962 | 0 | 2009-10 |
| Harvey Mudd College | √ | | | | | 1962 | 0 | 2009-10 |
| Hofstra University | | | √ | | | 1971 | 2 | 2011-12 |
| Hope College | √ | | | | | 2000 | 0 | 2011-12 |
| Idaho State University | √ | | | | | 1985 | 3 | 2011-12 |
| University of Illinois at U-C | | √ | | | | 1936 | 11 | 2007-08 |

** Considered as one program even if offered at two different campuses.

TABLE 2 (Continued). Multidisciplinary and Other Engineering Programs

| | Multidisciplinary Engineering Areas | | | | | Other Information | | |
|---|---|---|---|---|---|---|---|---|
| College / University | Engineering | General Engineering | Engineering Science | Engineering Physics | Other Multidisc. Engineering | Year Program Accredited | Other ENGR Programs | Date of Next Review |
| John Brown University | √ | | | | | 1997 | 0 | 2008-09 |
| The University of Kansas | | | | √ | | 1949 | 8 | 2006-07 |
| LeTourneau University | √ | | | | | 1988 | 0 | 2008-09 |
| Loyola College in Maryland | | | √ | | | 1991 | 1 | 2011-12 |
| University of Maine | | | | √ | | 1949 | 7 | 2006-07 |
| University of Maryland College Park | √ | | | | | 1976 | 10** | 2011-12 |
| McNeese State University | √ | | | | | 1981-1988; 1989 | 0 | 2009-10 |
| Mercer University | √ | | | | | 1990 | 0 | 2007-08 |
| Messiah College | √ | | | | | 1994 | 0 | 2011-12 |
| Michigan Technological University | √ | | | | | 1975 | 11 | 2010-11 |
| Montana Tech of the University of Montana | | √ | | | | 1981 | 6 | 2010-11 |
| Murray State University | | | | √ | | 1998 | 0 | 2009-10 |
| College of New Jersey | | | √ | | | 1995 | 3 | 2006-07 |
| State University of New York at Stony Brook | | | √ | | | 1965 | 3 | 2011-12 |
| City University of New York, College of Staten Island | | | √ | | | 1985 | 0 | 2008-09 |
| The University of Oklahoma | √ | | | √ | | 1960 \| 1953 | 9 | 2011-12 |
| Olivet Nazarene University | √ | | | | | 2000 | 0 | 2011-12 |
| Oral Roberts University | √ | | | | | 1994 | 0 | 2011-12 |
| University of the Pacific | | | | √ | | 1986 | 5 | 2006-07 |
| Pennsylvania State University (University Park, PA) | | | √ | | | 1959 | 17 | 2008-09 |

TABLE 2 (Continued). Multidisciplinary and Other Engineering Programs

| College / University | Multidisciplinary Engineering Areas | | | | | Other Information | | |
|---|---|---|---|---|---|---|---|---|
| | Engineering | General Engineering | Engineering Science | Engineering Physics | Other Multidisc. Engineering | Year Program Accredited | Other ENGR Programs | Date of Next Review |
| University of Pittsburgh | | | | √ | | 1994 | 9 | 2011-12 |
| Princeton University | | | | √ | | 1972 | 5 | 2007-08 |
| Rensselaer Polytechnic Institute | | | | √ | | 1993 | 12 | 2007-08 |
| Robert Morris University | √ | | | | | 2004 | 1 | 2009-10 |
| Roger Williams University | √ | | | | | 2000 | 1 | 2011-12 |
| Smith College | | | √ | | | 2005 | 0 | 2010-11 |
| Southeast Missouri State University | | | | √ | | 2001 | 0 | 2006-07 |
| Southern Utah University | | | | | √ | 2005 | 0 | 2010-11 |
| Stevens Institute of Technology | √ | | | | | 1936 | 7 | 2009-10 |
| Swarthmore College | √ | | | | | 1936 | 0 | 2010-11 |
| Tarleton State University | | | | √ | | 2006 | 0 | 2011-12 |
| University of Tennessee at Chattanooga | √ | | | | | 1977 | 2 | 2009-10 |
| University of Tennessee at Martin | √ | | | | | 1999 | 0 | 2010-11 |
| Texas Christian University | √ | | | | | 1997 | 0 | 2008-09 |
| Texas Tech University | | | | √ | | 1965 | 8 | 2011-12 |
| Trinity College | √ | | | | | 1994 | 0 | 2011-12 |
| Trinity University | | | √ | | | 1969 | 0 | 2011-12 |
| The University of Tulsa | | | | √ | | 1971 | 4 | 2006-07 |
| Union University | √ | | | | | 2006 | 0 | 2011-12 |
| Walla Walla College | √ | | | | | 1971 | 0 | 2007-08 |
| University of Wisconsin-Platteville | | | | √ | | 2001 | 5 | 2006-07 |
| Wright State University | | | | √ | | 1998 | 7 | 2011-12 |
| **Total Schools with Program** | **32** | **3** | **11** | **17** | **4** | | | |

TABLE 3. Multidisciplinary Engineering Program Accreditation Schedule (ABET Website)

| Date of Next Review | Number of Universities | Engineering | General Engineering | Engineering Science | Engineering Physics | Other Multidisc. Eng. |
|---|---|---|---|---|---|---|
| 2006-07 | 13 | 3 | 0 | 2 | 7 | 2 |
| 2007-08 | 8 | 3 | 1 | 1 | 3 | 0 |
| 2008-09 | 5 | 3 | 0 | 2 | 0 | 0 |
| 2009-10 | 9 | 6 | 0 | 1 | 2 | 0 |
| 2010-11 | 10 | 6 | 2 | 1 | 0 | 1 |
| 2011-12 | 20 | 11 | 0 | 4 | 5 | 1 |
| **Total** | **65** | **32** | **3** | **11** | **17** | **4** |

TABLE 4. Dates of Next General Review for Continuing Accreditation

**Date of Next Review: 2006-07**

1. Baylor University
2. Carnegie Mellon University
3. Case Western Reserve University
4. College of New Jersey
5. Colorado School of Mines (2)
6. Geneva College
7. Southeast Missouri State University
8. The University of Kansas
9. The University of Tulsa
10. University of Florida
11. University of Maine
12. University of the Pacific
13. University of Wisconsin-Platteville

**Date of Next Review: 2007-08**

1. Calvin College
2. Colorado State University
3. Embry-Riddle Aeronautical University – Daytona Beach
4. Mercer University
5. Princeton University
6. Rensselaer Polytechnic Institute
7. University of Illinois at Urbana-Champaign
8. Walla Walla College

**Date of Next Review: 2008-09**

1. City University of New York, College of State Island
2. John Brown University
3. LeTourneau University
4. Pennsylvania State University (University Park, PA)
5. Texas Christian University

TABLE 4 (Continued). Dates of Next General Review for Continuing Accreditation

**Date of Next Review: 2009-10**

1. Dartmouth College
2. Fort Lewis College
3. Harvard University (Cambridge, MA)
4. Harvey Mudd College
5. McNeese State University
6. Murray State University
7. Robert Morris University
8. Stevens Institute of Technology
9. University of Tennessee at Chattanooga

**Date of Next Review: 2010-11**

1. Arkansas State University
2. George Fox University
3. Grand Valley State University
4. Michigan Technological University
5. Montana Tech of the University of Montana
6. Smith College
7. Southern Utah University
8. Swarthmore College
9. University of Denver
10. University of Tennessee at Martin

**Date of Next Review: 2011-12**

1. California Institute of Technology
2. Dordt College
3. Hofstra University
4. Hope College
5. Idaho State University
6. Loyola College in Maryland
7. Messiah College
8. Olivet Nazarene University
9. Oral Roberts University
10. Roger Williams University
11. State University of New York at Stony Brook
12. Tarleton State University
13. Texas Tech University
14. The University of Oklahoma (2)
15. Trinity College
16. Trinity University
17. Union University
18. University of Maryland College Park
19. University of Pittsburgh
20. Wright State University