

ABET Electrical Engineering

Accreditation

The New Jersey Institute of Technology program in Electrical Engineering is accredited by the Engineering Accreditation Commission of ABET, www.abet.org.



Engineering
Accreditation
Commission

EE Program Educational Objectives

The undergraduate program leads to a Bachelor of Science degree in Electrical Engineering (EE), producing graduates who will, within 3-5 years:

- succeed in electrical engineering areas or other diverse fields that require analytical and/or professional skills
- pursue professional development, including continuing or advanced education, relevant to their career plans
- contribute to their fields or professions and society.

EE Student Outcomes

Students from the EE program will attain (by the time of graduation):

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

EE Undergraduate Enrollment and Degrees Awarded

Academic Year	FTFTU	Transfer	Total Enrollment	Degrees Awarded
2018-2019	49	68	385	101
2017-2018	48	67	386	84
2016-2017	35	66	388	92
2015-2016	43	56	379	73
2014-2015	35	50	365	76
2013-2014	48	46	379	70