

Graduate Management Education (GME) Admissions Reporting Standards

2026 Edition

Most Recent Updates to GME Admissions Reporting Standards

- Instructions updated to clarify applicability for international schools.
 - Which terminology applies universally vs. which is specific to U.S. institutions.
- Incorporated GMAT Focus Edition reporting.
 - Guidance for reporting GMAT Focus Edition (new) results alongside legacy GMAT scores (GMAT 10th Edition) during the transition period.
- Duolingo English Test added as an accepted exam.
 - The Standards now recognize the Duolingo English Test (DET) as an approved measure of English language proficiency.
- Clearer guidance added on test waivers, information on U.S. GPA reporting.
 - How to classify and report applicants who receive test waivers, including standardized waiver categories, along with clearer guidance on which GPA should be used when compiling class profile statistics.
- Adoption badge details added to recognize schools that have formally adopted the GME Admission Reporting Standards as part of their admissions and reporting processes.
 - Requirements for earning the badge, steps for verification, and instructions on where and how the badge may be displayed.

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Background and Purpose of the GME Admissions Reporting Standards

In November 1998, the Graduate Management Admission Council™ (GMAC™) created a Task Force to draft standards for reporting admissions, enrollment, and program data at business schools. This led to the first publication of the MBA Reporting Criteria in 2000, with updates in 2002, 2004, and 2006. Nearly 200 schools adopted these standards, submitting data to the MBA Pathfinder Data Warehouse for use in the mba.com School Search Service and participating in compliance audits sponsored by GMAC through 2008.

In 2013, GMAC retired the MBA Reporting Criteria, the Pathfinder Warehouse, and the School Search Service, replacing them with School Finder profiles. Since that time, the Graduate Management Education (GME) landscape has undergone major transformation. The growth of specialized master's programs, online MBAs, and the global spread of GME programs have reshaped the industry. While the traditional two-year MBA remains the most sought-after graduate management degree, it no longer represents the only path to a successful business career.

Responding to requests for renewed leadership in setting industry standards, GMAC convened a new Task Force in January 2019 to develop updated GME Admissions Reporting Standards. A draft was released in June 2019 at the GMAC Annual Conference and during the fall of 2019 and early-2020 feedback was gathered from schools through webinars, meetings, surveys, and one-on-one discussions. The Standards were revised based on this input, adopted, and published in July of 2020. A recommendation of the 2019 GME Admissions Reporting Standards Task Force was that the Standards that were released in 2020 be reviewed every two years to ensure they remain relevant to changes in the industry. As the steward of the Standards, GMAC has followed this recommendation.

These Standards guide schools in reporting reliable, accurate, useful, and comparable GME admissions data for prospective students and for rankings agencies.

Compliance with the GME Admissions Reporting Standards

To be in compliance, if a school publishes data covered below by the Standards online or in print, it must follow the Standards and calculate the information according to these guidelines. The GME Admissions Reporting Standards do not prevent schools from collecting other admissions data as needed for internal or external marketing purposes. However, schools are strongly discouraged from sharing data with rankings organizations that do not follow the Standards.

Should schools wish to compile this data in tables for tracking and internal annual reporting, tables are provided in appendices A, B and C for convenience.

Considerations for Completion of the GME Admissions Reporting Standards

Some sections of the GME Admissions Reporting Standards apply only to U.S.-based business schools.

International schools should review each section carefully and complete only those elements applicable to their institution.

Adoption Badge for the GME Admissions Reporting Standards

The Adoption Badge recognizes programs that have formally adopted the GME Admissions Reporting Standards as part of their admissions and reporting processes. The badge demonstrates a commitment to transparency, consistency, and best practices in graduate management education admissions. Schools may use the badge in marketing, communications, and reporting to highlight their alignment with industry standards. GMAC will also note school adoption on their candidate facing profile pages.



For more information and to receive your badge, reach out directly to your schools' assigned GMAC representative or email datastandards@gmac.com.

Section 1: School and Programs Information

Reporting Period: The reporting period is defined as the 12-month period beginning October 1st – September 30th each year. Collect data for all candidates who submit an application for an intake that begins during that time period, including applications that were received before the start of the reporting period. After September 30th, all program data is “frozen” for reporting purposes.

Example: If your program begins in **August 2026**, that intake falls within the **October 1, 2025 – September 30, 2026** reporting period.

For this reporting cycle, you should include **all applications submitted for the August 2026 intake**, even if applications were received **before October 1, 2025** (for example, applications submitted in summer 2025).

Once **September 30, 2026** has passed, the data for the August 2026 intake is **frozen** and should not be updated for reporting purposes.

University Name: Enter the official name of the university/institution.

School Name: Enter the official name of the school.

Institutional Control: Specify the institutional control. (Select one.)

- Public
- Private, nonprofit
- Private, for-profit

Program Name: Enter the official name of the GME program.

Program Location(s): Enter the primary location (city, state and country) where the program is offered. For schools with multiple locations where the program is offered, list all locations, but report data combined across locations for the program.

Program Degree: Specify the degree students receive upon completion of the program. (Select one.) If the program is joint-degree or dual-degree, please specify the business degree and indicate the joint-degree/dual-degree in Other (specify).

- MBA
- Master of Science (MS/MSc)
- Master of Arts (MA)
- PhD
- DBA
- Executive Doctoral
- Other (specify)

Program Format: Specify the primary format for the program. Choose the option that best reflects the program’s intended design and typical student experience.

- Full-time, in-person (program is designed for students to attend the majority of classes full-time in-classrooms)
- Part-time, in-person (program is designed for students, typically employed, to take the majority classes part-time in-classrooms)
- Online (program is designed for students, whether full-time or part-time, to take all classes virtually, excluding residencies). Any required in-person components (e.g., short residencies) are limited and do not constitute a substantial portion of the program.
- Blended/Hybrid (program is designed for students, whether full-time or part-time, to take a combination of classes virtually and in-classroom), with both modalities comprising a significant portion of the curriculum.
- Flexible (program is designed for students to be able to move between full-time, part-time, blended/hybrid and/or online formats)

Program Type: Specify the type of GME program.

Note: If the appropriate program title is not listed, select “Other” and spell out the full name. Whenever possible, use one of the standard titles provided in the list. If your program name closely matches an official degree awarded by your business school, use the corresponding standard title. For example, degrees such as Master of Accounting, Master of Accountancy, Master in Accounting, or Master in Accountancy should all be entered as “Master of Accounting (or Accountancy).” However, if the program has a distinct name—such as Master of Forensic Accounting—please enter it manually.

- MBA
- Executive MBA
- Post Graduate Diploma
- Master in Accounting
- Master in Business Analytics
- Master in Communications
- Master in Data Analytics
- Master in Economics
- Master in Engineering Management
- Master in Entrepreneurship
- Master in Finance
- Master in Health Administration or Public Health
- Master in Hospitality
- Master in HR, Ind. Relations, or Org. Behavior
- Master in Information Technology or Systems
- Master in International Business
- Master in Management
- Master in Marketing
- Master in Public Administration or Public Policy Management
- Master in Real Estate

- Master in Supply Chain Management, Logistics, or Operations
- Other Masters (specify)
- PhD or Doctorate in Business or Management

Joint/Dual Degree Program(s): Specify the joint/dual degree program(s) which have students in the program.

- DDS/MBA
- JD/MBA
- MD/MBA
- MFA/MBA
- MPA/MBA
- MS Arts Management/MBA
- MS Engineering/MBA
- MSW/MBA
- PharmD/MBA
- BBA (or other undergraduate business degree)/MBA (includes 4+1 or 3+2 programs)
- Other joint/dual degree (specify)

Intake Dates: List the start dates for every intake over the 12-month reporting period. All students matriculating within these start dates should be included in reporting.

STEM Designation (*U.S. programs only*): Indicate whether each GME program has the US Department of Homeland Security (DHS) STEM designation based on inclusion in the *STEM Designated Degree Program List* in the *Federal Register*. This STEM list is based on the US Department of Education's National Center for Education Statistics (NCES) definition of a science, technology, engineering and mathematics (STEM) field.

- Full program has the STEM designation
- Concentration within a program has the STEM designation (specify concentration). Please note that schools may use different terms instead of "concentration," such as specialization, track, or pathway. Any term used in place of "concentration" should be included, even if it's not listed here.
- One program within Joint/Dual Degree Program has the STEM designation (specify program)
- Other (specify)

Program Length: Indicate the minimum and maximum number of months needed to complete each GME program's requirements to earn the degree. Count from the program start date (see Section B below) to the date of completing the final credit-bearing courses, including internships.

- Minimum Months to Completion
- Maximum Months to Completion
- Mean/Average Months to Completion

Financial Aid: Financial aid is defined as funding options administered by the program, school, or institution that are available to current students to cover tuition and required fees of the programs. Please select all the financial aid options available to students in the program.

- Merit scholarships/fellowship
- Need-based scholarships/fellowship
- Assistantships (paid research assistantships or teaching assistantships)
- Loan program
- Other (specify)

Section 2: Application Process

Program Start Date(s): The program start date is defined as the date after which no other candidates can join. This may be the first mandatory attendance date for a credit-bearing course toward graduation or the first mandatory orientation date (whichever is earlier), for each program intake. Please enter all applicable program start dates during the reporting period.

Application Submission Deadline(s): The application submission deadline is the last day for which an application is accepted for consideration for a particular program start date.

- **Rounds:** A program may have one or multiple rounds with distinct deadlines for which candidates may submit an application to be considered for admission to a particular matriculation period. Enter the number of rounds and the application deadline for each round.
- **Rolling:** Rolling admissions is an admissions process in which candidates can submit an application for consideration any time prior to the deadline for a matriculation period. Please indicate rolling admissions and enter the last possible date to be considered for a specific matriculation period.

Application Action Categories: List the total number in each category as defined in the table below.

Application Action Categories		
Category	Definition	Guidelines
Complete Applications	Complete applications contain all required application elements (see below) necessary to render a deny decision.	Each complete application should only be counted once in the reporting period in which the application was submitted.
Incomplete Applications	Incomplete applications do not contain all the required application elements (see below) necessary to render a deny decision.	Applications that do not contain all required elements to render a deny decision should not be counted as complete applications.
Offers of Admission	Offers of admission occur when candidates have been offered admission to the program, including those who are offered conditional admission and are subsequently allowed to matriculate, and those who are offered admission but choose not to matriculate.	If the school rescinds or withdraws an offer of admission (see below) prior to matriculation, the application should not be counted as an offer of admission. Otherwise, the offer of admission is counted.

Matriculants	Matriculants are candidates who accept offers of admission, enroll and start the program on the program start date.	All matriculants should be counted in the reporting period in which they matriculate.
Deferrals (including Early Admission/ Deferred Matriculation) and Dual Degree Deferrals	A deferral occurs when an offer of admission is granted, the applicant requests and is granted a delay in the date of matriculation, or an offer of admission is granted to a future reporting period. Dual degree applicants should be treated as deferrals if their first term in the dual degree program begins in another program or school.	Deferrals and dual degree deferrals should be counted <u>only once</u> as a complete application, <u>only once</u> as an admit and <u>only once</u> as a matriculant. These should all be counted in the reporting period in which they occur which may or may not be the same reporting period. For example, a candidate may apply and be admitted in one reporting period (and should be counted in complete applicants and admits in that period) but may not matriculate until a subsequent reporting period (and should be counted in matriculants in that later period).
Rollovers	A rollover is a complete application for which an admission decision has not yet been made, and the program asks the applicant to roll over to a future date for admissions consideration.	A rollover should be counted only once, in only one reporting period as a complete application.
Reapplicants	A reapplicant is an applicant that completed an application for a prior program start date, received any decision such as admit, deny, or waitlist. If they were admitted, they did not matriculate in that application term and did not receive a deferral of admission, but then went through the full application process for a subsequent program start date.	A reapplicant may be counted in the reporting period for each year of application.

Rescinded/Withdrawn Offers	Rescinded/withdrawn offer is a candidate who receives an offer of admission, followed by the program rescinding/withdrawing the offer. For example, this could apply to a candidate caught cheating or falsifying application records.	Rescinded/withdrawn offers do not include applicants who did not take action on offers of admission, or those who were offered admission during an early action or early decision round and choose not to matriculate. Rescinded/withdrawn offer candidates should be excluded from the admit count but included in the complete applications count.
Withdrawals/Withdraws Before Decision	Withdrawals/withdraws before decision are applicants who withdraw their complete applications from consideration before receiving a decision.	These applications should be included in complete application counts but should not be included in admit or deny numbers.

Admission Notification Date(s): The admission notification date is the final date by which the program notifies applicants as to the decision of their application.

- **Rounds:** Please enter the admission notification dates for each round.
- **Rolling:** Please enter the final admission notification date for a particular matriculation date.

Application Elements for Deny and Admit Decisions: Please select the mandatory application elements required for an application to be considered a complete application for making a deny decision. (Note that minimum required application elements for making deny decisions are application form, application fee or application fee waiver, and either a transcript or Resume/CV). Please also indicate application elements necessary to render admit decisions.

- **Application form:** An official form used to gather vital statistics about an applicant and used to start an application file. (REQUIRED)
- **Application fee OR Application fee waiver:** Either a fee collected to begin processing an application, or a waiver of the application fee for any reason. (REQUIRED)
- **Transcript(s):** Official or unofficial record of postsecondary educational pursuits. (REQUIRED or Resume/CV)
- **Resume/Curriculum vitae:** A personal account of a candidate's academic and professional achievements. (REQUIRED or Transcript)
- **Degree/Diploma:** A physical document showing the successful completion of postsecondary education programs. Indicate for which schools a physical

degree/diploma document is required when conferral of degree is not indicated on the transcript.

- ☐ International degree-granting schools
- ☐ Domestic degree-granting schools
- ☐ All degree-granting schools
- ☐ None
- **Test Scores:** An official or unofficial test score. Select all that are required or accepted.
 - ☐ Executive Assessment (EA)
 - ☐ GMAT
 - ☐ GRE
 - ☐ NMAT
 - ☐ Other (specify)
 - ☐ No Test
 - ☐ Test Waiver
 - ☐ Test Optional
- **English Language Test Scores:** An official or unofficial test score for non-native English-speaking candidates. Select all that are required or accepted.
 - ☐ Duolingo
 - ☐ IELTS
 - ☐ Pearson PTE
 - ☐ TOEFL
 - ☐ Other (specify)
 - ☐ No Test
 - ☐ Test Waiver
 - ☐ Test Optional
- **Interview:** An in-person, phone, video or online meeting(s) between the candidate and the program's representative that is used as a part of the application review.
 - ☐ Required for admission (Indicate percent of applicants)
 - ☐ Optional (Indicate percent of applicants)
 - ☐ Not required
- **References:** A third-party source of information about the candidate.
 - ☐ Recommendation letters
 - ☐ Required for admission
 - ☐ Optional
 - ☐ Not required
 - ☐ Reference/Referral contact list
 - ☐ Required for admission
 - ☐ Optional
 - ☐ Not required
- **Essay(s)/Statement of Purpose:** A piece of writing used as part of the application evaluation.
 - ☐ Required for admission
 - ☐ Optional
 - ☐ Not required

Section 3: Admissions Reporting and Class Profile

Total Number of Applicants: The total number of complete applications received during the reporting period (see definition in Section B and number in Table 2).

Total Numbers of Admits: The total number of offers of admission given during the reporting period (see definition in Section B and number in Table 2).

Total Number of Matriculants: The total number of admitted students who matriculated during the reporting period (see definition in Section B and number in Table 2).

Selectivity: The total number of admitted students divided by the total number of complete applications in the reporting period.

Example: During their annual reporting period, Best University Business School had 1,020 complete applications to their full-time 2-year MBA program and admitted 470 of those applicants. **Selectivity** for the full-time 2-year MBA = $470/1,020 = 46\%$.

Yield: The total number of matriculants (including deferrals who matriculated with this class) divided by the total number of admitted students in the reporting period.

Example: During their annual reporting period, 250 students matriculated to the full-time 2-year MBA at Best University Business School out of 470 admitted students. **Yield** for the full-time 2-year MBA = $250/470 = 53\%$.

If Best University Business School issues Deferrals (see Section B for definition) for 20 candidates in the previous reporting period, and those candidates matriculate in the current reporting period, then they should be counted as matriculants in the current reporting period. **Yield** = $250+20/470 = 57\%$.

GPA (U.S. schools only): Grade Point Average (GPA) is reportable only for those who attended U.S. institutions where GPA is calculated on a 4.0 grading scale. No conversions are permitted, and GPAs reported on other scales (e.g., 4.3, 5.0) should not be included. The GPA must appear on the transcript as the final cumulative GPA from the degree-granting institution. If the transcript from the degree-granting institution does not include a final cumulative GPA, manual GPA calculation from that transcript is not permitted. When a candidate holds multiple undergraduate degrees, only the GPA from the degree used in the admission decision should be reported.

- **Percentage GPA:** The percent of matriculants who submitted an undergraduate transcript from a U.S. university on a 4.0 scale.
- **Mean/Average GPA:** The sum of the group of values divided by the number of values in the group. In Excel, use the formula, AVERAGE (array).
- **Median GPA:** The middle point in a set of numbers in which half of the numbers are above the median and half are below the median. In Excel, use the formula, MEDIAN (array)

- **Middle 80%:** Eliminate the highest 10% of GPAs and the lowest 10% of GPAs.
 - **10th Percentile:** the 10th percentile, which makes up the bottom number of the middle 80%, is the value in which 10 percent of the values are below and 90 percent are above. In Excel, use the formula, PERCENTILE.INC (array, 0.1).
 - **90th Percentile:** the 90th percentile, which makes up the top number of the middle 80%, is the value in which 90 percent of the values are below and 10 percent are above. In Excel, use the formula, PERCENTILE.INC (array, 0.9).

Example: If the total range of GPA's is 2.5 to 3.8 on a 4.0 scale, remove the bottom 10% and the top 10% to create a middle 80% range of GPAs of 2.9 to 3.6.

- **GPA Exceptions/Special Cases**
 - If a candidate attended more than one undergraduate institution, and received a degree from only one school, the final cumulative GPA from the degree granting institution should be used.
 - If a candidate attended more than one undergraduate institution and received more than one degree from more than one school, the final cumulative GPA from the most recent degree granting institution should be used.

Test Scores: For each of the test scores selected in Section B, calculate the percentage of matriculants for whom you are reporting, the mean/average, median and middle 80% range (10th and 90th percentiles) using the methods explained above for GPA. Test scores must be from one test-sitting for which the school is in possession of the official score record from the testing agency.

Test scores are reportable if the school has a minimum of 10 applicants reporting scores or 10% of the class, whichever is larger. If multiple test scores are received for a candidate, report only the test score that was used to make the admissions decision.

Example: If a prospective student submits both GMAT and GRE scores to Best University Business School, the Best Admissions team should include either the GMAT score or the GRE scores for that candidate, based upon which score was used for the admissions decision, when calculating and reporting the percentage of matriculants, and the mean/average, median and middle 80% range.

If an applicant submits a test score and is granted a test waiver, the applicant must be counted as a test score candidate. However, if an applicant has been granted a standardized test waiver (e.g., GMAT, GRE) and submits their application through a centralized application service, such as the Consortium for Graduate Study in Management, any test scores transmitted by default will be disregarded and will not be reviewed or considered during the admissions evaluation process. As some centralized application services automatically transmit test scores regardless of institutional requirements, this exemption ensures consistency and fairness in the admissions process by honoring the school's test waiver decision. This policy clarifies that waived applicants will not be disadvantaged or evaluated on criteria that have been formally waived.

Age: Age at the time of program start date (matriculation). Calculate the mean, median and middle 80% range (10th and 90th percentiles) using the method explained above for GPA.

Gender and Sex: Schools may ask applicants to report “Gender Identity,” “Sex” (alternately “Legal Sex” or “Sex at Birth”) or both, depending on what is required for compliance with a school’s institutional policy.

“Gender Identity” is the preferred option for external reporting when such data is available. Where “Gender Identity” information is not available, schools may use “Sex” for reporting purposes. In such cases, schools should report according to the categories below using the data collected for “Sex.”

Gender Identity should be reported as follows (schools may opt to use some or all of these reporting categories):

- **Women:** Percentage identifying as Woman or Female
- **Men:** Percentage identifying as Man or Male
- **Nonbinary:** Percentage identifying as Nonbinary
- **More Gender Identities:** Percentage identifying with options other than Woman, Man or Nonbinary (excludes non-responders)
- **Declined to Answer:** used for those who declined to respond to the question, where response was optional

Sexual Orientation: Percentage who identify as LGBTQ+. If response to this question is optional, report the percentage of students who identify as LGBTQ+ out of the total class (including non-responders in the denominator). There is no universally accepted term for the LGBTQ+ community. Each school may use “LGBTQ+” or the term relevant to the region of their university.

Citizenship: Determine whether domestic or international based on a student’s citizenship. Count each student only once.

- **Domestic:** A citizen or permanent resident of the country in which the program is located (primary location). Please include as domestic all those who have dual or multiple citizenship where one of the citizenships is domestic.
- **International:** A non-citizen or non-permanent resident of the country in which the program is located (primary location)
- **Programs with Locations in Multiple Countries:** For programs offered in multiple countries, determine and specify which program location is domestic for purposes of reporting students’ citizenships. Students who are citizens/permanent residents of all other countries should be reported as international.

Citizenship Region: The number of students from each region based on students’ citizenship/s. If students report dual or multiple citizenships and the citizenships are in different regions, the student should be counted here in each unique region. Note: The citizenship region count may total more than your class size if some students have multiple citizenships. Refer to Appendix A for determining world region.

Number of Unique Countries Represented by Citizenship: The number of unique countries represented by students' citizenship(s).

Race/Ethnicity (U.S. Schools Only):

- **Total Number of U.S. Students:** Total count of students who are U.S. Citizens and Permanent Residents. Includes U.S. Citizens with dual citizenship. This is the denominator for all race/ethnicity calculations.
- **Total Number of U.S. Students of Color:** This includes students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Asian American, Black/African American or Hispanic/Latino.
- **Percentage of U.S. Students of Color:** Total number of U.S. Students of Color divided by the total number of U.S. Students.
- **Total Number of U.S. Underrepresented Students of Color:** This includes students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Black/African American or Hispanic/Latino.
- **Percentage of U.S. Underrepresented Students of Color:** Total number of U.S. Underrepresented Students of Color divided by the total number of U.S. Students.
- **Number of Students by Race / Ethnicity Categories by Federal Guidelines Reporting:** Using the [IPEDS definitions](#) and corresponding [questions](#) for requesting Race / Ethnicity information, report the number of students according to the following. No student can be counted in more than one category.

Federal Guidelines Reporting (4)	
American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander <i>Note: Subcategories may be collected and used by the institution internally but must be aggregated into the categories specified in the reporting guidance. Only the designated categories should be reported. For example, while an institution may collect a detailed breakdown of American Indian tribes for internal use, these subcategories must be aggregated and reported as a single category, "American Indian or Alaska Native"</i>	• Hispanic = no or no response • American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander = yes • All other races = no
Asian American	• Hispanic = no or no response • Asian American = yes • All other races = no
Black/African American	• Hispanic = no or no response • Black/African American = yes • All other races = no
Hispanic/Latino	• Hispanic = yes • All races = yes, no or no response
White	• Hispanic = no or no response • White = yes • All other races = no
Two or more races	• Hispanic = no or no response • All races = yes to two or more
Unknown race and ethnicity	• Hispanic = no or no response • All races = no response

Percentage of Students by Race / Ethnicity Categories by Federal Guidelines Reporting:

Number reported for each category above divided by the total number of U.S. Students. This should sum to 100%.

Number of Students by Race / Ethnicity Categories by Multi-Dimensional Reporting: This methodology allows for students who identify with more than one race or ethnicity to be represented in each category with which they identify. A single student may be counted in two or more categories.

Multi-Dimensional Reporting (5)	
American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander <i>Note: Subcategories may be collected and used by the institution internally but must be aggregated into the categories specified in the reporting guidance. Only the designated categories should be reported. For example, while an institution may collect a detailed breakdown of American Indian tribes for internal use, these subcategories must be aggregated and reported as a single category, "American Indian or Alaska Native"</i>	- Hispanic = yes, no or no response - American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander = yes - All other races = yes or no
Asian American	- Hispanic = yes, no or no response - Asian American = yes - All other races = yes or no
Black/African American	- Hispanic = yes, no or no response - Black/African American = yes - All other races = yes or no
Hispanic/Latino	- Hispanic = yes - All races = yes, no, or no response
White	- Hispanic = yes, no or no response - White = yes - All other races = yes or no
Two or more races	n/a – this category does not exist in multi-dimensional reporting
Unknown race and ethnicity	- Hispanic = no or no response - All races = no response

Percentage of Students by Race / Ethnicity Categories by Multidimensional

Reporting: Number reported for each category above divided by the total number of U.S. Students. Because a single student may be counted in more than one category, the sum may exceed 100%.

Sample Profile:

U.S. Race / Ethnicity

	#	%
Total U.S. Students (1)	200	
U.S. Students of Color (2)	88	44%
U.S. Underrepresented Students of Color (3)	38	19%

	Federal Guidelines Reporting (4)		Multi-Dimensional Reporting (5)	
American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander	2	1%	2	1%
Asian American	50	25%	53	27%
Black/African American	24	12%	28	14%
Hispanic/Latino	12	6%	12	6%
White	103	52%	106	53%
Two or more races	7	4%	n/a	n/a
Unknown race and ethnicity	2	1%	2	1%

- (1) U.S. Citizens and Permanent Residents, including U.S. Citizens with dual citizenship. All U.S. Race/Ethnicity data is shown as a percentage of U.S. Students.
- (2) Students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Asian American, Black/African American or Hispanic/Latino.
- (3) Students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Black/African American or Hispanic/Latino.
- (4) Federal Guidelines report students who identify with more than one race or ethnicity under a single category. Students who identify as Hispanic/Latino and any other race are represented as Hispanic/Latino only. Students who identify with more than one race are represented as Two or more races only.
- (5) Multi-Dimensional reporting allows for students who identify with more than one race or ethnicity to be represented in each category with which they identify. As a result, the total may exceed 100%.

Examples:

- A student who identifies as Hispanic/Latino and Black/African American is represented only as Hispanic/Latino under the Federal Guidelines and as both Hispanic/Latino and Black/African American under Multi-Dimensional Reporting. This student is included as both a U.S. Student of Color and a U.S. Underrepresented Student of Color.
- A student who identifies as Black/African American and White is represented as Two or more races under the Federal Guidelines and as both Black/African American and White under Multi-Dimensional Reporting. This student is included as both a U.S. Student of Color and a U.S. Underrepresented Student of Color.
- A student who identifies as Asian American and White is represented as Two or more races under the Federal Guidelines and as both Asian American and White under Multi-Dimensional Reporting. This student is included as a U.S. Student of Color but not a U.S. Underrepresented Student of Color.

US Military (U.S. schools only): Percentage of US citizen/permanent resident matriculants who identify as Veterans or Active Military.

First Generation College Student: Percentage of students who identify as first-generation college students. The term “first-generation college student” means:

- (A) An individual for whom both parents/primary caregivers did not complete a baccalaureate degree; or
- (B) In the case of any individual who regularly resided with and received support from only one parent/primary caregiver, an individual whose only such parent/primary caregiver did not complete a baccalaureate degree.

Undergraduate Degree: Area of study in a candidate’s undergraduate degree program. If a candidate attended more than one undergraduate institution and received more than one degree from more than one school, the major from the most recent degree granting institution should be used. Refer to Appendix B for a classification of areas of study.

- Arts and Humanities
- Biological and Agricultural Sciences
- Business
- Economics
- Education
- Engineering
- Health and Medical Sciences
- Mathematics and Computer Sciences
- Physical and Earth Sciences
- Public Administration and Services
- Social and Behavioral Sciences
- Other Fields
- Do not collect this information

Work Experience: The number of months a candidate worked full-time since completing the undergraduate degree (including military experience) reported on the candidate’s application, resume or CV. Calculate the mean/average, median, and middle 80% range (10th and 90th percentiles) using the method explained on page 14 for GPA. Include all candidates in the calculation, including those who do not have any full-time experience after completing their undergraduate degree.

Management Experience (for EMBA applicants): Management experience is defined as having oversight of people and/or budgets. For a number of years of management experience, calculate the mean/average, median and middle 80% range (10th and 90th percentiles) using the method explained on page 14 for GPA.

APPENDIX A: Admissions Reporting Worksheet

Section 1: School and Programs Information

Reporting Period: October 1, 20__ – September 30, 20__

Category	Field	Response	Notes / Explanation (if applicable)
Institution	University Name		
	School Name		
	Institutional Control	☐ Public ☐ Private, nonprofit ☐ Private, for-profit	
Complete the following information for each program using the categories defined in the Standards below.			
Program Overview	Program Name		
	Program Website URL		
	Program Location(s) Specify: • City(ies) • State(s) • Country(ies)		
Degree	Program Degree	☐ MBA ☐ MS/MSc ☐ MS _____ ☐ PhD ☐ DBA ☐ Exec Doctoral ☐ Other (specify): _____	
Format	Program Format	☐ Full-time, in-person ☐ Part-time, in-person ☐ Online ☐ Blended/Hybrid ☐ Flexible ☐ Other (specify): _____	
Program Type	Degree Type (specify)		
Joint/Dual Degrees	Programs Offered		
Admissions	Intake Dates		

STEM Designation (U.S. only)	Status	☐ Entire program STEM ☐ Concentration STEM (specify) ☐ Joint/Dual STEM (specify) ☐ Other (specify)	
Program Length	Minimum Months to Completion		
	Maximum Months to Completion		
	Mean/Average Months to Completion		
Financial Aid	Options Available	☐ Merit scholarships ☐ Need-based scholarships ☐ Assistantships ☐ Loan Program ☐ Other (specify): _____	

Section 2: Application Process

Program Information	
Field	Response
Program Start Date(s)	
Application Submission Deadline(s)	☐ Rounds: ☐ Rolling:
Admission Notification Date(s)	☐ Rounds: ☐ Rolling:
Application Action Categories	
Category	Number
Complete Applications	
Incomplete Applications	
Offers of Admission	
Matriculants	
Deferrals and Dual Degree Admits	
Rollovers	
Reapplicants	
Rescind/Withdrawn Offers	
Withdrawals (before decision)	

Application Elements for DENY Decisions <i>(Select all that apply. Items marked * are required for a Complete Application.)</i>	
	☐ Application Form*
	☐ Application Fee* OR ☐ Application Fee Waivers*
	☐ Transcripts* AND/OR ☐ Resume/CV*
Degree Diploma	☐ Domestic schools ☐ International schools ☐ All schools ☐ None
Test Scores	☐ EA ☐ GMAT ☐ GRE ☐ NMAT ☐ Other: _____ ☐ No Test ☐ Test Waiver ☐ Test Optional
English Language Test	☐ Duolingo ☐ IELTS ☐ Pearson PTE ☐ TOEFL ☐ Other: _____ ☐ No Test ☐ Test Waiver ☐ Test Optional
Interview	☐ Required ☐ Optional ☐ Not required
Recommendation Letters	☐ Required ☐ Optional ☐ Not required
Reference/Referral Contact List	☐ Required ☐ Optional ☐ Not required
Essay(s)/Statement of Purpose	☐ Required ☐ Optional ☐ Not required
Notes	
Application Elements for ADMIT Decisions <i>(Select all that apply. Items marked * are required for a Complete Application.)</i>	
	☐ Application Form*
	☐ Application Fee* OR ☐ Application Fee Waivers*
	☐ Transcripts* AND/OR ☐ Resume/CV*
Degree Diploma	☐ Domestic schools ☐ International schools ☐ All schools ☐ None
Test Scores	☐ EA ☐ GMAT ☐ GRE ☐ NMAT ☐ Other: _____ ☐ No Test ☐ Test Waiver ☐ Test Optional
English Language Test	☐ Duolingo ☐ IELTS ☐ Pearson PTE ☐ TOEFL ☐ Other: _____ ☐ No Test ☐ Test Waiver ☐ Test Optional
Interview	☐ Required ☐ Optional ☐ Not required
Recommendation Letters	☐ Required ☐ Optional ☐ Not required
Reference/Referral Contact List	☐ Required ☐ Optional ☐ Not required
Essay(s)/Statement of Purpose	☐ Required ☐ Optional ☐ Not required
Notes	

Section 3: Admissions Reporting and Class Profile

Total Number of Complete Applicants						
Total Number of Admits						
Total Number of Matriculants						
Selectivity		_____ %				
Yield		_____ %				
Class Profile		Percentage	Mean /Avg.	Median	Middle 80% Range	
					10th Percentile	90th Percentile
GPA (U.S. schools only)		_____ %				
Test Scores	EA	_____ %				
	GMAT Focus Edition (new)	_____ %				
	GMAT 10th Edition	_____ %				
	GRE: Quant	_____ %				
	GRE: Verbal	_____ %				
	NMAT	_____ %				
	Other	_____ %				
	No Test Score	_____ %				
	Test Waiver	_____ %				
	Test Optional	_____ %				
English Language Test Scores	Duolingo	_____ %				
	IELTS	_____ %				
	Pearson PTE	_____ %				
	TOEFL	_____ %				
	Other	_____ %				
	No Test Score	_____ %				
	Test Waiver	_____ %				
	Test Optional	_____ %				
Age						
Gender Identity	_____ % Men	_____ % Women	_____ % Nonbinary		_____ % More Gender Identities	_____ % Declined to Answer
Sexual Orientation	_____ % LGBTQ					
Citizenship	_____ % Domestic				_____ % International	
	Specify Country: _____					

Citizenship Region		Africa _____			
		Central & South Asia _____			
		East & Southeast Asia _____			
		Europe, Eastern _____			
		Europe, Western _____			
		Mexico, Latin America & the Caribbean _____			
		Middle East _____			
		North America, Canada _____			
		North America, United States _____			
		Oceania _____			
Number of Unique Countries Represented by Citizenship:	_____ #				
Race/Ethnicity (U.S. Schools only): Total U.S. Students	_____ #			n/a	
Race/Ethnicity (U.S. Schools only): U.S. Students of Color	_____ #			_____ %	
Race/Ethnicity (U.S. Schools only): U.S. Underrepresented Students of Color	_____ #			_____ %	
Race/Ethnicity (U.S. Schools only): US Subgroups		Federal Guidelines Reporting		Multi-Dimensional Reporting	
American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander		_____ #	_____ %	_____ #	_____ %
Asian American		_____ #	_____ %	_____ #	_____ %
Black/African American		_____ #	_____ %	_____ #	_____ %
Hispanic/Latino		_____ #	_____ %	_____ #	_____ %
White		_____ #	_____ %	_____ #	_____ %
Two or more races		_____ #	_____ %	n/a	n/a
Unknown race and ethnicity		_____ #	_____ %	_____ #	_____ %
US Military (U.S. Schools only)			_____ %		
First Generation College Students			_____ %		
Undergraduate Degree	Art and Humanities		_____ %		
	Biological and Agricultural Sciences		_____ %		
	Business		_____ %		
	Economics		_____ %		
	Education		_____ %		

	Engineering	___ %		
	Health and Medical Sciences	___ %		
	Mathematics and Computer Sciences	___ %		
	Physical and Earth Sciences	___ %		
	Public Administration and Services	___ %		
	Social and Behavioral Sciences	___ %		
	Other Fields	___ %		
	Do not collect this information	___ %		
	TOTAL	100 %		
	Mean / Average	Median	Middle 80% Range	
			10th Percentile	90th Percentile
Work Experience				
Management Experience				
Notes				

APPENDIX B - Region Classification

From the United Nations, Department of Economic and Social Affairs, Statistics Division, M49 Standard Geographic Regions. <https://unstats.un.org/unsd/methodology/m49/>

NOTE: In the event a country is new or not present in list, schools should list country in region/sub-region that reflects its location

Africa

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Tunisia, Uganda, Zambia, Zimbabwe

Australia and Pacific Islands

Australia, Fiji, French Polynesia, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Caledonia, New Zealand, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, Vanuatu, Tokelau

Canada

Canada

Central & South Asia

Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Kazakhstan, Kyrgyzstan, Maldives, Nepal, Pakistan, Sri Lanka, Tajikistan, Turkmenistan, Uzbekistan

East & Southeast Asia

Brunei Darussalam, Cambodia, China, Hong Kong SAR (China), Indonesia, Japan, Korea (Democratic People's Republic of), Korea (Republic of), Lao PDR, Macao SAR (China), Malaysia, Mongolia, Myanmar, Philippines, Singapore, Taiwan Province of China, Thailand, Timor-Leste (already listed above – retain if needed for continuity), Viet Nam

Eastern Europe

Albania, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czechia, Estonia, Hungary, Kosovo, Latvia, Lithuania, Montenegro, North Macedonia, Poland, Republic of Moldova, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Ukraine

Western Europe

Andorra, Austria, Belgium, Channel Islands, Denmark, Finland, France, Germany, Gibraltar, Greece, Holy See, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland, United Kingdom

Mexico, Caribbean & Latin America

Anguilla, Antigua and Barbuda, Argentina, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia (Plurinational State of), Bonaire Sint Eustatius and Saba, Brazil, Cayman Islands, Chile, Colombia, Costa Rica, Cuba, Curaçao, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guadeloupe, Guatemala, Guyana, Haiti, Honduras, Jamaica, Martinique, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Saint Barthélemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin (French part), Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay, Venezuela (Bolivarian Republic of), Virgin Islands (U.S.)

Middle East

Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, State of Palestine, Syrian Arab Republic, Turkey, United Arab Emirates, Yemen

United States

United States of America

APPENDIX C - Areas of Study Classification

NOTE: The classification below is based on the Council of Graduate Schools' (CGS) taxonomy of fields of study.

Arts and Humanities

Arts – History, Theory, and Criticism, Art History, Criticism, and Conservation

- Ethnomusicology
- Music History, Literature, and Theory
- Musicology
- Theatre Literature, History and Criticism Arts – History, Theory, and Criticism, Other

Arts – Performance and Studio

- Arts, Entertainment, and Media Management
- Crafts/Craft Design
- Dance
- Design and Applied Arts
- Drama/Theatre Arts
- Film/Video and Photographic Arts
- Fine and Studio Arts
- Music Arts – Performance and Studio, Other

English Language and Literature

- American Literature
- English Language and Literature
- English Literature
- Rhetoric and Composition/ Writing Studies
- English Language and Literatures, Other

Foreign Languages and Literatures

- African Languages and Literatures
- American Sign Language
- Asiatic Languages and Literatures
- Celtic Languages and Literatures
- Classics and Classical Languages and Literatures
- Germanic Languages and Literatures
- Iranian/Persian Languages and Literatures
- Modern Greek Language and Literature
- Romance Languages and Literatures
- Slavic, Baltic, and Albanian Languages and Literatures
- Foreign Languages and Literatures, Other

History

- American History
- European History
- History and Philosophy of Science and Technology
- History, General
- History, Other

Philosophy

- Ethics
- Logic
- Philosophy
- Philosophy, Other

Arts and Humanities, Other

- Linguistic, Comparative, and Related Language Studies and Services
- Humanities/Humanistic Studies
- Liberal Arts and Sciences/ Liberal Arts
- Arts and Humanities, Other

Biological and Agricultural Sciences

- Agriculture, Natural Resources, and Conservation
- Agricultural and Domestic Animal Services
- Agricultural and Food Products Processing
- Agricultural Business and Management
- Agricultural Economics
- Agricultural Mechanization
- Agricultural Production
- Agricultural Public Services
- Agriculture, General
- Agronomy Animal Sciences
- Applied Horticulture
- Fishing and Fisheries Sciences and Management
- Food Science and Technology
- Forestry
- Horticultural Business Services
- International Agriculture
- Natural Resources and Conservation
- Natural Resources Management and Policy
- Parks, Recreation, and Leisure Facilities Management
- Parks, Recreation, and Leisure Studies
- Plant Sciences
- Soil Sciences
- Wildlife and Wildlands Science and Management
- Agriculture, Natural Resources, and Conservation, Other

Biological and Biomedical Sciences

- Anatomical Sciences
- Animal Biology
- Bacteriology
- Biochemistry
- Bioinformatics
- Biology, General
- Biomathematics
- Biometry
- Biophysics
- Biotechnology
- Botany/Plant Biology
- Cell/Cellular Biology
- Computational Biology
- Developmental Biology
- Ecology
- Entomology
- Epidemiology
- Evolution Genetics
- Immunology
- Microbiological Sciences
- Molecular Biology
- Molecular Medicine
- Neurosciences
- Parasitology
- Pathology
- Pharmacology
- Physiology
- Population Biology
- Systematics
- Toxicology
- Zoology
- Biological and Biomedical Sciences, Other

Business**Accounting**

- Accounting
- Auditing
- Taxation

Banking and Finance

- Banking and Financial Support Services
- Credit Management
- Financial Planning and Services

- International Finance
- Investments and Securities
- Public Finance

Business Administration and Management

- Business Administration and Management
- Business Operations
- Business/Commerce, General
- Construction Management
- E-Commerce
- Entrepreneurship
- Hospitality Administration/ Management
- Human Resources Development
- Human Resources Management
- Labor and Industrial Relations
- Logistics and Supply Chain Management
- Operations Management
- Organizational Leadership
- Organizational Management
- Project Management
- Small Business Operations
- Sport and Fitness Administration/Management
- Telecommunications Management
- Business Administration and Management, Other

Business, Other

- Business Statistics
- Business/Corporate Communications
- Business/Managerial Economics
- Insurance
- International Business Management Information Systems
- Management Science
- Marketing
- Marketing Management
- Merchandising
- Real Estate
- Sales Business Fields, Other

Economics

- Applied Economics
- Econometrics
- Economics
- International Economics

Education

Education Administration

- Educational Administration
- Educational Leadership
- Educational Supervision

Curriculum and Instruction

- Curriculum and Instruction

Early Childhood Education

- Early Childhood Education and Teaching
- Kindergarten/Preschool Education and Teaching

Elementary Education Elementary

- Education and Teaching
- Elementary-Level Teaching Fields

Educational Assessment

- Evaluation and Research
- Educational Assessment, Testing, and Measurement
- Educational Evaluation and Research
- Educational Psychology
- Educational Statistics and Research Methods
- Learning Sciences
- School Psychology

Higher Education

- Higher Education
- Higher Education Administration

Secondary Education

- Secondary Education and Teaching
- Secondary-Level Teaching Fields

Special Education

- Education/Teaching of Students w/ Specific Disabilities
- Education/Teaching of Students w/ Specific Learning Disabilities
- Education/Teaching of the Gifted and Talented
- Special Education and Teaching Other Special Education Fields

Student Counseling and Personnel Services

- College Student Counseling and Personnel Services
- Counselor Education School Counseling and Guidance Services
- Student Counseling and Personnel Services, Other

Education, Other

- Adult and Continuing Education
- Bilingual, Multilingual, and Multicultural Education
- Education, General
- Educational/Instructional Media Design
- Health and Physical Education International and Comparative Education
- Junior High/Middle School Education and Teaching Outdoor Education
- Social and Philosophical Foundations of Education
- Teaching English as a Second or Foreign Language
- Other Education Fields

Engineering**Chemical Engineering**

- Chemical and Biomolecular Engineering
- Chemical Engineering

Civil Engineering

- Architectural Engineering
- Civil Engineering
- Construction Engineering
- Environmental/Environmental Health Engineering
- Geotechnical and Geoenvironmental Engineering
- Structural Engineering
- Surveying Engineering
- Transportation and Highway Engineering
- Water Resources Engineering

Computer, Electrical, and Electronics Engineering

- Computer Engineering
- Computer Hardware Engineering
- Computer Software Engineering
- Electrical Engineering
- Electronics Engineering
- Laser and Optical Engineering
- Telecommunications Engineering

Industrial Engineering

- Industrial Engineering
- Manufacturing Engineering
- Operations Research

Materials Engineering

- Ceramic Sciences and Engineering
- Materials Engineering
- Materials Science
- Metallurgical Engineering
- Polymer/Plastics Engineering

Mechanical Engineering

- Engineering Mechanics
- Mechanical Engineering

Engineering, Other

- Aeronautical Engineering
- Aerospace Engineering
- Agricultural Engineering
- Biochemical Engineering
- Biomedical/Medical Engineering
- Electromechanical Engineering
- Engineering Chemistry
- Engineering Physics
- Engineering Science
- Forest Engineering
- Geological/Geophysical Engineering
- Mining and Mineral Engineering
- Naval Architecture and Marine Engineering
- Nuclear Engineering
- Ocean Engineering
- Paper Science and Engineering
- Petroleum Engineering
- Systems Engineering
- Textile Sciences and Engineering
- Engineering, Other

Health and Medical Sciences

- Allied Health
- Alternative and Complementary Medicine
- Audiology
- Bioethics/Medical Ethics
- Chiropractic (excluding D.C. and D.C.M.)
- Clinical/Medical Laboratory Science/Research
- Communication Disorders Sciences and Services
- Dentistry and Oral Sciences (excluding D.D.S. and D.M.D.)
- Dietetics and Clinical Nutrition Services
- Environmental Health

- Exercise Science
- Health and Medical Administrative Services
- Health Sciences
- Health/Medical Preparatory Programs
- Kinesiology Medical Sciences (excluding M.D.)
- Mental and Social Health Services
- Nursing Nutrition Sciences
- Occupational Therapy Optometry (excluding O.D.)
- Osteopathic Medicine (excluding D.O.) Pharmaceutical Sciences (excluding Pharm.D.)
- Physical Therapy Physician Assistant Podiatry (excluding D.P.M., D.P. and Pod.D.)
- Public Health Rehabilitation and Therapy Speech-Language Pathology Veterinary
- Biomedical and Clinical Science Veterinary Medicine (excluding D.V.M.) Health and
- Medical Sciences, Other

Mathematics and Computer Sciences

Mathematical Sciences

- Actuarial Science
- Applied Mathematics
- Mathematics
- Probability
- Statistics
- Mathematical Sciences, Other

Computer and Information Sciences

- Computer and Information Sciences, General
- Computer Programming
- Computer Science
- Computer Software and Media Applications
- Computer Systems Analysis
- Computer Systems Networking and Telecommunications
- Computer/Information Technology Administration and Management Data Processing
- Information Sciences/Studies
- Microcomputer Applications
- Computer and Information Sciences, Other

Physical and Earth Sciences

Chemistry

- Analytical Chemistry
- Chemical Plastics Chemistry, General
- Environmental Chemistry
- Forensic Chemistry
- Inorganic Chemistry
- Medicinal and Pharmaceutical Chemistry
- Organic Chemistry

- Physical Chemistry
- Polymer Chemistry
- Theoretical Chemistry
- Chemistry, Other

Earth, Atmospheric, and Marine Sciences

- Aquatic Biology/Limnology
- Atmospheric Sciences
- Biological Oceanography
- Earth Sciences
- Geochemistry Geological Sciences
- Geophysics and Seismology
- Geosciences
- Hydrology
- Marine Biology
- Marine Sciences
- Meteorology
- Oceanography
- Paleontology
- Earth, Atmospheric, and Marine Sciences, Other

Physics and Astronomy

- Acoustics
- Astronomy
- Astrophysics
- Atomic/Molecular Physics Condensed Matter and Materials Physics
- Elementary Particle Physics
- Nuclear Physics
- Optics/Optical Sciences
- Physics
- Planetary Astronomy and Science
- Plasma and High-Temperature Physics
- Solid State Physics
- Theoretical and Mathematical Physics
- Physics and Astronomy, Other

Natural Sciences, Other

- Natural Sciences, General
- Physical Sciences, General
- Science Technologies Natural Sciences, Other

Public Administration and Services

Public Administration

- Community Organization and Advocacy
- Public Administration

Social Work

- Social Work
- Youth Services/Administration
- Social Work, Other

Social and Behavioral Sciences

Anthropology and Archaeology

- Anthropology
- Archaeology

Political Science

- International Relations
- Political Science and Government
- Public Policy Analysis

Psychology

- Applied Psychology
- Clinical Psychology
- Cognitive Psychology
- Community Psychology
- Comparative Psychology
- Counseling Psychology
- Developmental and Child Psychology
- Experimental Psychology
- Forensic Psychology
- Industrial and Organizational Psychology
- Personality Psychology
- Physiological Psychology
- Psycholinguistics Psychology, General
- Psychometrics
- Psychopharmacology
- Quantitative Psychology
- Research and Experimental Psychology
- Social Psychology
- Psychology, Other

Sociology

- Demography
- Rural Sociology
- Sociology

Social Sciences, Other

- Adult Development and Aging
- Area, Ethnic, Cultural, Gender, and Group Studies
- Criminal Justice/Criminology
- Geography and Cartography
- Gerontology
- Social Sciences, General
- Urban Studies/Affairs
- Social Sciences, Other

Other Fields**Architecture and Environmental Design**

- Architectural History and Criticism
- Architectural Sciences and Technology
- Architecture
- City/Urban, Community and Regional Planning
- Environmental Design
- Interior Architecture
- Landscape Architecture
- Real Estate Development
- Architecture and Environmental Design, Other

Communications and Journalism

- Advertising
- Communication and Media Studies
- Communications Technologies
- Journalism
- Mass Communication
- Public Relations
- Publishing
- Radio, Television, and Digital Communication
- Speech Communication
- Communications and Journalism, Other

Family and Consumer Sciences

- Apparel and Textiles
- Family and Consumer Economics
- Family and Consumer Sciences
- Family Studies

- Foods, Nutrition, and Wellness Studies
- Housing and Human Environments
- Human Development
- Human Sciences
- Work and Family Studies
- Family and Consumer Sciences, Other

Library and Archival Sciences

- Archives/Archival Administration
- Library and Information Science
- Library and Archival Sciences, Other

Religion and Theology

- Philosophy and Religious Studies, General
- Religion/Religious Studies
- Theology and Religious Vocations (excluding M.Div., M.H.L., B.D., and Ordination)
- Religion and Theology, Other

Other Fields

- Fire Protection
- Homeland Security
- Interdisciplinary Studies
- Legal Research and Professional Studies
- L.L.B./Pre-law
- Military Technologies
- Multidisciplinary Studies
- Other Fields Not Previously Classified