Faculty Senate Chronicle for April 5, 2018

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SENATE ACTIONS

1) Approved a list of graduates for the Spring 2018 Commencement.

2) Adopted a resolution to elect Senators William Rich, Linda Saliga, and Jon Miller to represent the Faculty Senate to the Board of Trustees Presidential Advisory and Screening Committee.

3) Adopted a resolution from the Curriculum Review Committee approving the list of curriculum change proposals (attached).

4) Adopted a resolution from the General Education Advisory Committee approving courses for the new general education requirement (attached).
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MINUTES OF THE FACULTY SENATE MEETING OF APRIL 5, 2018

The regular meeting of the Faculty Senate took place Thursday, April 5, 2018 in room 201 of the Buckingham Center for Continuing Education. Senate Chair William D. Rich called the meeting to order at 3:03 pm.

Of the current roster of 63 senators, 45 attended the meeting. Senators Alves, Budd, Giffels, Maas, Hajjafar, Li, Makki, Roy and Veillette were absent with notice. Senators Chronister, Coffey, Dhinojwala, Hariharan, Hreno, Matejkovic, Snider Soukup and Tessier were absent without notice.

I. Adoption of Agenda
   On Senator Clark's motion, the agenda was adopted as amended by Chair Rich without dissent.

II. Adoption of Minutes of March 1, 2018 meeting
   On Senator Clark's motion, the minutes were adopted without dissent.

III. Remarks of the Chairman
   Chair Rich remarked:
   Among the items on our agenda for today are
   - Approval of the graduation list;
   - The election of representatives to meet in executive session with the Board of Trustees Presidential Advisory and Screening Committee next Thursday to discuss the choice of an interim president and the search for a permanent president;
   - Curriculum change proposals from the Curriculum Review Committee;
   - From the General Education Advisory Committee, expedited approval of courses for credit toward satisfaction of the new general education requirement;
   - From the Graduate Council, a proposal to amend the definition of full-time graduate student in two University rules and a proposal to amend the bylaws of the graduate faculty to provide for an additional category of graduate faculty; and
   - From the Academic Policies Committee, an interim report on the academic program review.

   I am sorry I had to miss the March meeting of the Senate. I want to thank Vice Chair Saliga for presiding in my absence.

   As you all know, since our last meeting, President Wilson announced his intention to step down as president by the end of June. President Wilson is returning from a trip to Japan and Korea on University business. His flight does not land until late this evening. Consequently, he is not here to deliver remarks.
Under the present circumstances, I thought it appropriate to invite Board of 
Trustees Chairman Rollie Bauer to deliver remarks to this body, and he has 
agreed to do so.

Senior Vice President and Provost Rex Ramsier also is out of town on 
business, so we will not have remarks from him.

The timeline for APC and then the Senate to review the University-wide 
Academic Program Review Committee’s report has been extremely short. It was 
not possible for APC to get a final report to the Senate in time for this meeting 
but, as the Senate has only one more meeting scheduled for this semester, APC 
thought it necessary to provide an interim report and to distribute to the members 
of this body copies of the Academic Program Review Committee report so that 
discussion of academic program review can begin today even though the Senate 
will not have before it the recommendations of APC until its May meeting. APC 
has been meeting every week and working hard on its task.

In reading the rule changes proposed by the Graduate Council for 
consideration in today’s meeting, I discovered some technical drafting errors that 
should be corrected before the Senate approves them. These errors are non-
substantive and should not prevent the Senate from debating the merits of these 
proposals today, but at the conclusion of whatever debate may occur I will 
entertain a motion to postpone further consideration of these proposals until the 
May Senate meeting. Before that meeting, I will make the necessary corrections 
so that this body can adopt the proposals in May.

Finally, as some of you may already have heard, I am among the 48 faculty 
members who have accepted the University’s retirement incentive package. I will 
retire from the University at the end of this academic year. This was a difficult 
decision for me. I still love teaching and plan to continue to teach at the Law 
School part time. What made it especially difficult was the knowledge that I will 
be ineligible to continue to serve as your chair, which has been a great honor and 
privilege. In the end, however, it made no financial sense for me to refuse the 
University’s offer and continue to work full time after what will be 37 years of 
service at the end of May.

In accordance with Robert’s Rules of Order and consistent with the Faculty 
Senate bylaws, upon my retirement Vice Chair Saliga will succeed to the office of 
chair for the remainder of my term, which concludes in August 2019. This will 
create a vacancy in the office of vice chair, which will be filled by election in the 
September meeting of this body.

The Faculty Senate bylaws provide for the chair to appoint a parliamentarian. 
Many years ago, I served in that role. I have not appointed a parliamentarian 
during my tenure as chair because I thought my own expertise in parliamentary 
procedure to be sufficient. I have offered to serve on a volunteer basis as 
parliamentarian to this body during the next academic year, and Vice Chair Saliga 
has accepted my offer. I look forward to serving you in that capacity next year.

This concludes my remarks.
IV. Report of the Executive Committee

Secretary Miller reported:

The Faculty Senate Executive Committee met three times since the last regular meeting.

On Thursday, March 15, we met twice. At the first meeting, we prepared for the second meeting, our regular, monthly meeting with the President and Provost. We discussed Senate elections; the voluntary retirement incentive program; the four-day class schedule; the President’s exploration of another opportunity; and the search for a new Provost.

At the second meeting, we met only with the Provost. We discussed the four-day schedule; academic program review; strategic planning; our mission; the voluntary retirement incentive program; the budget; admissions; proposals concerning part-time faculty; refurbished laptops; and our upcoming sesquicentennial.

On Thursday, March 29 the executive committee met to set an agenda for this meeting. We also discussed the proposal to change graduate faculty status; the search for a new curriculum proposal system; the future of our Presidency; the voluntary retirement incentive program; and academic program review.

This concludes my report.

Senator Osorio asked for an update on resolutions concerning part-time faculty. Chair Rich requested that Senator Osorio mail the list of resolutions to the Secretary and promised the executive committee would report back in May.

V. Remarks of the Chairman of the Board of Trustees

Chairman Bauer spoke of the long, hard winter, for the University and for him, personally, with the health of his 96-year-old mother, who recently teased, in response to events, that maybe someday Chairman Bauer would be a University President. He remarked that he read to her the story of Daniel and the lion's den and quipped that this captures a bit of how he feels, as the Board chair at a Faculty Senate meeting, at the moment.

Chairman Bauer expressed his wish that outgoing President Wilson were there in his place. He expressed his wish that President Wilson would remain our President for the indefinite future, but he conceded that of course, as we all know, this will not be the case.

Chairman Bauer described a process, beginning next week, for selecting a new President. He noted that the Board had held a meeting to address various outcomes of President Wilson being in a search in Florida, and so although they did not entertain the possibility of him resigning, they were prepared to act on the news that he would no longer be our President.

He reported that the Board of Trustees will appoint an Interim President, likely someone who is already here. As an Interim, the next President will serve a brief term and, if extended, extended only by months. The reality of the marketplace suggests that the Interim will need to serve for at least a year. He noted that the Board plans to do a national search and, in doing so, will lean toward employing one of the national headhunting firms. He noted that the Board wants to be in a position to appoint an interim at the April 18 meeting so that we can control our own destiny and move forward.
On the subject of academic program review, Chairman Bauer noted that the Board wants this to continue as scheduled.

Chairman Bauer made himself available for questions.

Senator Quinn reminded Chair Bauer that Daniel did survive the lion's den. He asked about the other ongoing searches for upper administrative positions and encouraged the Board to get input on the qualifications provided to the search committee and headhunting firm. Chairman Bauer agreed and promised the Board would seek input from all constituency groups.

Senator Elliott thanked Chairman Bauer for attending Senate meetings and for speaking to the Senate on this day. He spoke about the athletics subsidy and the history of smart people going into the Board of Trustees room and leaving with a different opinion of the need to reduce the athletics subsidy. He asked if Chairman Bauer could explain what the Board thinks of the $26 million subsidy Athletics draws from the General Fund.

Chairman Bauer expressed his understanding of the question and the concern. He noted that good-faith questions are being asked about Athletics, the Athletics budget, and the role of Athletics in the mission of the University. He reported that the Board has seen presentations that run through a series of numbers, very logically, to show the subsidy is not $26 million. He called for more discussion in a broader conversation about strategic planning for the University.

Senator Klein reported that she asked Provost Ramsier last month if this was a research university, and she urged Chairman Bauer to consider this as we select a new President. She also encouraged the Chairman to consider women candidates. Chairman Bauer agreed. Where should we support research, what is the best way for the University to be the most effective in its commitment to research? He noted that these are good questions.

Senator Sterns asked for reflection on the question of forty-eight faculty members taking the buyout, and what discussion the Board has had on replacing them. Chairman Bauer reported that there have been preliminary discussions. He noted that his understanding is that the Provost will be going to the colleges to talk about the separations and ask what is needed and what is desired in terms of replacements, with the goal of bringing in new tenure-track faculty in Fall 2019. He emphasized that we need to be distinctive, we need to educate students, and we need students to want to come here, so we need strong faculty.

Senator Soucek asked for Chairman Bauer's thoughts on our communication with Columbus and the ways that the political process has hurt us. Chairman Bauer noted that he has not been to Columbus, but he talks to political people when they are here, and like all the schools in the state, we employ people to talk to people in Columbus about our need for money. He further noted that the State does not have a lot of resources either, but even a little more helps us a lot. He noted that we have people on the Board who have political connections who have made calls and had meetings on our behalf. He described the political world as an ongoing and difficult challenge.

Senator Schulze expressed appreciation for Chairman Bauer's call for a strategic planning process to better understand and address how we spend our money. She asked if Athletics has undergone program review in a way that is
comparable to what the faculty have done for academics. Chairman Bauer responded that he did not know the answer to this question. He noted that the Board has asked them for a great deal of information, and the Board has had discussions about vetting that information.

VI. Approval of the May 2018 Graduation List

On Senator Allen's motion, the May 2018 Graduation List was adopted without dissent (see Appendix A).

VII. Election of Representatives to the Board of Trustees Presidential Advisory and Screening Committee

On the Senator Feltey's motion, the officers of the Faculty Senate – Chair Rich, Vice-chair Saliga, and Secretary Miller -- were elected.

VIII. Committee Reports

A. Curriculum Review Committee—Chair Cravens

On behalf of the committee, Chair Cravens presented a motion to approve curriculum changes (see Appendix B). The motion was adopted without dissent.

B. General Education Advisory Committee—Chair Bean

Senator Bean noted that our program was selected as one of five "effective" general education programs in the state. We were praised as a "practical" program that was "very transfer-friendly." She thanked Chair Rich for his work as a stalwart supporter of general education.

On behalf of the committee, Chair Bean presented a motion to approve courses for general education credit (see Appendix C). The motion was adopted without dissent.

C. Graduate Council—Senator Allen

Senator Allen presented two proposals. He explained the proposals (see Appendix D) and noted that they passed the Graduate Council with the two-thirds vote required for such a by-laws change.

Senator Clark asked for the rationale for the change. Senator Soucek explained the change would reduce paperwork and no longer remove senior faculty from graduate courses they have been teaching their entire life at UA. Senator Allen explained that the addition of a category was necessary to allow for faculty to be able to advise on theses when they were not qualified to direct dissertations.

Senator Clark asked what adjuncts or NTTs might acquire category 1 status. Senator Allen noted that NTTs were not in the by-laws at all, and that status had been granted yearly (on a provisional basis) for adjuncts, which was a major hassle. The proposal provides for five-year designations.

Senator Braun asked what the differences are between categories 2 and 3. Senator Allen answered, a faculty member with category two status can serve on thesis and dissertation committees, while a faculty member with category 3 status could direct these.
Senator Brown asked about the exclusion of NTT faculty from category 2 and described this as a hardship for her college, where TT faculty hires have not been authorized.

Senator Soucek replied that this argument was raised during the meetings and responded that the committee felt that it would help Senator Brown's college obtain TT faculty positions.

Senator Sterns added another piece of information for discussion. There were individuals who were teaching a class for a long time, did not meet the publication requirement, and were then replaced with less-qualified adjunct faculty, he reported.

Senator Nofziger asked if category 2 requires no publication while category 3 calls for four publications. She called for a more reasonable standard during these years of declining faculty numbers.

Senator Allen noted that two publications could be book chapters, and that two of the four could be conference proceedings (a conference presentation with a DOI registration). Senator Nofziger noted this is not standard in her discipline. Senator Allen responded that DOI registrations solved the difficult problem of proving that conference presentation was actually made.

Senator Klein agreed that DOI registration was not the norm in her discipline and asked if there was a distinction made between single-authored works and works with forty-six authors.

Senator Allen responded no and conceded that, in some disciplines, one book might be equivalent to five to ten journal articles.

Senator Soucek asked if it was not the case that certain requirements could be waived under special circumstances.

Senator Allen deferred to Dean Midha.

Dean Midha noted that the Graduate Council did not discuss all of this. He explained that we are creating three categories instead of two, with the new category two being the old category one, and the new category three being the old category two. He stated that the requirements were the same as the categories were renamed. He said he was hearing that there is a need for examination and revision of the criteria. He further noted that other schools in Ohio do not take away graduate faculty status from permanent faculty who had previously achieved it.

Senator Saliga noted that a book with four chapters should count the same as four chapters in books. She then asked if this policy would be retroactive--would it restore category 1 status to those who have lost it?

Dean Midha replied yes, but going forward faculty will need to apply for the higher levels as their current statuses expire.

Dean Kennedy agreed the need for more faculty was a real need but noted there has been an explosion of NTT faculty. She spoke of a department with master's and doctoral programs that has only one tenured faculty member. She asked what benefit there would be to the students from denying NTT faculty the needed status.

Senator Allen responded that, after many meetings, the Graduate Council felt that it would too severely compromise the quality of our graduate programs to
open the door to a future in which quality graduate education does not require tenure-track faculty.

Chair Rich added that the academic program review process has led to widespread and emphatic recognition that the College of Health Professions and, in particular, the School of Nursing have been hurt badly by this attrition. He noted that he expected and hoped that the Senate would support focusing resources there.

Dean Midha alluded to an email communication from Pam Schulze of the AAUP last November stating that the union does not support any policy or practice that allows NTT faculty to apply for or receive graduate faculty 1 or 2 status and that the faculty are better served by advocating for more tenure-track lines.

Chair Rich asked Dean Midha to affirm that in exigent circumstances exceptions can be made. Dean Midha agreed and expressed that no one wants to hurt the students.

Senator Haritos expressed his understanding that the State of Ohio requires a certain number of faculty to support a graduate program.

Dean Midha said yes, the committee in Columbus asks for the number of tenure-track faculty when approving new programs. But no, they do not ask for the same with respect to the existing programs.

Senator Haritos expressed his belief that this could be used to make an argument to the administration for maintaining the appropriate, minimum number of faculty to support existing programs.

Senator Sterns spoke to the fact that if there is a situation where a department needs a faculty member to serve on dissertation or thesis committees, perhaps there could be flexibility that is expressed in a revision to the graduate faculty by-laws.

The motion to postpone further consideration until the May Faculty Senate meeting was adopted without dissent.

Senator Allen explained the next item from the Graduate Council (see Appendix D). If passed, a student who has met all requirements except enough hours to graduate be allowed to take one hour instead of the full load, and full-time status, if they're working thirty hours a week in a CPT (curricular practical training) or similar position. Senator Soucek added that the motion also applies to students who have only the defense of the dissertation to complete. Senator Saliga motioned to postpone further consideration until May. The motion was adopted without dissent.

D. Computing and Communication Technology Committee—Chair Randby
This committee submitted a written report (see Appendix E).

E. Athletics Committee—Chair Juravich
This committee submitted a written report (see Appendix F).
F. Academic Policies Committee—Chair Klein

Senator Klein noted that in the month of March, the APC studied the academic program review report (see Appendix G). She described how the APC went about this. She expressed her wish that faculty read the report. She promised a written report from the APC, concurring with most of the results, with the exception of addressing some discrepancies that will be addressed in the report. She also promised more global comments regarding the loss of tenure track faculty lines, administering of pressures to squeeze research activities, the impact of the reduction of graduate assistants, and a lack of general maintenance of our academic mission.

Chair Rich invited discussion from a concern that starting from scratch in the May meeting might not leave us enough time.

Vice Chair Saliga observed that the P1 categories were ones that were thought to need more investment. She noted that the table, with highlights in red and highlights in green, appears to make distinctions of unknown rationale.

Chair Rich noted that those numbers are invalid. The addition of numbers that signify different things makes no sense, and Chair Rich would encourage everyone to disregard them.

Senator Allen expressed his inability to understand Chair Rich's disagreement.

Vice Chair Saliga urged that the programs deserving investment need to be grouped together.

Chair Rich noted that categories have a different meaning from priorities and should not combined mathematically.

Senator Randby concurred with Chair Rich's opinion against adding numbers that should not be added together. He noted that some of the data in the appendices are incorrect. He cited specific examples. He asked what are the histograms at the back without explanation and for no apparent purpose. He questioned the aggregation of two closely related programs.

Senator Klein noted that this will be addressed. She further commented on the "C" categories and the "P" categories. She noted that the distinction between a C1P2 program and a C2 program is unclear. She described the C3P1 as programs that have financial upside. She noted the rankings do not quite make sense to the APC, either, and noted that the APC will respond with words and sentences in a narrative.

Chair Rich clarified that those words will change some of the rankings, and Senator Klein agreed.

Vice Chair Saliga asked how we will interpret this report.

Chair Rich described her question as about the purpose or purposes of the exercise. He observed some tension, throughout the process, between the traditional purpose of program review and the rationale for doing it in this unusual way—all programs in one year. He noted that academic program review usually considers about one-fifth of all programs each year and involves external review. Financial imperatives, he continued, were, in his understanding, the rationale. The University needs to know where to invest money and where to make cuts. He noted that this expedited process almost guarantees a large number of mistakes.
The significance of the priority designations in category 1 and 3, he explained his understanding, is the extent to which they identify potential sources of revenue. The flaw here, he continued, is that the same thing could be true for a category 2 programs—it could also be a potential source of increased revenue.

Senator Sterns noted that there are a large number of programs that have no merit and few students. He praised the process for identifying these programs. He urged faculty to correct mistakes. He emphasized that it's important to talk about what we are doing. Some are doing heroic work with small numbers of faculty, and he appreciates seeing this through the process.

Chair Rich suggested that one thing that would be useful in the next few weeks would be for the faculty to call factual errors to the attention of the Academic Program Committee, care of Senator Klein.

Senator Nofziger expressed her knowledge that the people involved did an insane amount of work and were likely to get no thanks for it. Senator Klein praised the Academic Program Review committee.

IX. Report of University Council Representatives—Senators Roy & Allen

Senator Allen reported items from the President's recent address to University Council: residential housing applications are up for the fall; the CHP Dean search committee is collecting feedback; the Five-star Friday task force has been convened; a strategic planning council is being convened; and fourteen hundred people have signed up with intent to participate in esports.

Senator Schulze asked for more information about the strategic planning council.

Senator Allen referred the question to Senator Sterns for clarification.

Senator Sterns admitted that he too has no firm understanding of what this body will be or how it would be convened.

He added that the budget committee brought forth a resolution about athletic funding and asked Senator Allen to comment on that.

Senator Allen explained that this proposal was not voted upon to move forward. The proposal from the UC Budget and Finance committee was to cut $8 million of $24 million that go to Athletics from the general fund. The rationale was that this was the same ratio as the cut to graduate funding. He noted that the Athletic Director responded with a report. He noted that we disagree with the accuracy of the report, particularly with regard to absorption of costs. He described this as very painful but reminded the body that the cuts to graduate funding have been very painful as well. He called for shared sacrifice in the University community and noted that there has not been this.

Chair Rich asked if Senator Allen could share the Athletic Director's report. He replied yes, if we can get permission.

Senator Schulze added that we should reach out to constituencies not just when the contract requires, but for the sake of shared governance.

Senator Allen explained that it was his understanding that the formation of this strategic planning council has been delayed because of the recent events culminating in the resignation of President Wilson.

Chair Nicholas noted that Athletics went from 51 to 23 graduate assistants. He challenged the idea that athletics is not sharing in the sacrifice.
Senator Allen noted that those graduate assistants were funded from the graduate school, from the academic side. He questioned how that could be described as a sacrifice for Athletics when these graduate assistants were funded by the academic side.

Chair Nicholas noted that that may be the case, but it affects the students and they were students. He spoke of the great real-world experience those students were realizing in their graduate assistantships.

Senator Sterns noted that he has been sitting in on the budget committee meetings. He said that we agreed, as part of our Higher Learning visit, that we would go through a very specific budget process. He urged the University to go through the appropriate process and expressed his grave concern that this was not happening this budget cycle. He urged the University to follow the processes that we assured the Higher Learning Commission we would follow.

Chair Rich noted that there is also a gap between what we assured the HLC we would do in the area of academic program review and what we are doing.

X. Report of Graduate Council Representatives—Senators Allen & Soucek
   There was no report.

XI. New Business
   There was no new business.

XII. Good of the Order
   Senator Elliott requested that we include the Provost's numbers that were requested and delivered last month (see Appendix H).
   Senator Schulze invited faculty to Faculty First Fridays at the Lockview on the next day, the first Friday of the month.
   Senator Hausknecht expressed gratification that there have been no special announcements. He spoke of a memorial event being planned on April 25th for the third year.
   Senator Saliga encouraged faculty to attend the demonstrations from the candidates for the new curriculum proposal system.
   Chair Rich added that he has heard complaints about the CPS for many years and described this as a real opportunity for all faculty who use the CPS to participate and weigh in.

XIII. Adjournment
   The meeting was adjourned at 4:55 pm.

—Jon Miller, Secretary.

Questions and comments about the minutes can be emailed to mjon@uakron.edu or called in to x6202.
Following are the names of prospective degree candidates who have applied by Monday, April 2, 2018. This list may include degree candidates who will not complete academic degree requirements and/or reconcile all financial obligations to The University of Akron.

In the event of extenuating circumstances where a student applies late or has been inadvertently omitted from this list, authority is hereby granted to the Senior Vice President and Provost to cause such student to be added to this list upon the recommendation of the respective faculty, appropriate dean and/or graduate dean.

Law Degree Candidates

School of Law

Juris Doctor

Matthew R. Aberegg
Dan-Ishaq Abrahams
Audrey O. Adgate
Julia B. Adkins
Amy Alesci
Samerra N. Allooh
Boris D. Aparicio
Ebenezer Appiaqyei
Firas N. Awadallah
Jeananne M. Ayoub
Nicholas J. Bagnolo
Jacob Beck
Kelly D. Becker
Nicholas D. Bevan
Nicole S. Blatchford
Robert N. Buchmuller
James I. Bush
Andrew J. Byler
Alison C. Caldwell
Jessica A. Camargo
Patrick M. Cannell
Andrew B. Carroll
Maria T. Ciccolini
Rachel L. Coles
Robert L. Coon
Brandon Crandell
Ian Crawford
Trenton G. Daily
The University of Akron  
Office of the University Registrar  
Prospective Degree Candidates for 2018 Spring

Walter N. Dannemiller  
Norlande Dathis  
Petra Domenighini  
Nicolette E. Drotos  
Patrick M. Dunn  
Zachary R. Durant  
Michaela Feinman  
Brittany M. Fletcher  
Jackson P. Flickinger  
Michael J. Fredericka  
Hanne Lore M. Gambrell  
Frank T. George  
Peter J. Glaab IV  
Paul J. Hanus  
Stephen E. Herchek  
Spencer Hill  
Sarah Hodges  
Bryan Hoffman  
Josh L. Holland Gresock  
Neil J. Huggins  
Haley A. Hunnewell  
Brian Kellogg  
Amanda Koren  
Renee D. Loya  
Lindsey M. Madgar  
James R. Manning  
Alexis B. Markeson  
Brinsley Maughan-Evanson  
Kyle A. Maurer  
Frank Mazgaj Jr.  
Connor P. McHugh  
Cynthia M. Menta  
Brian D. Merklin  
Vincent J. Michalec  
Joshua E. Montgomery  
Cecily J. Mullins  
Nichole M. Nabors  
Chelsea M. Niggel  
Brett A. Nola  
Calleigh Olson  
Anthony J. Palumbo  
Supriya Panda  
Brittany M. Pellerin  
Justin T. Powell  
Kenny W. Pung  
Roger A. Ramirez  
Kimberley T. Reid  
Ryan A. Rhodes  
Ryan C. Robinson  
Shaina M. Rochford
Mitchell T. Rozaieski
Danielle M. Sams
Angel Sanchez
Nicholas Schneckenburger
Marc Scolnick
Brandon M. Sieteski
Lauren E. Smethers
Hector R. Smith
Chelsea P. Sparkman
Robert M. Starcher
Bonnie-Blue T. Sullivan
Kyle Tisdale
Jamila A. Tucker
Samantha J. Volek
Daniel J. Watson
John R. Watters II
Liz R. Weber
Anthony B. Williams
Brittany F. Wilson
Thomas A. Winkhart
Brock A. Witting
Amber N. Zwick

Master of Laws

Julia B. Adkins
Chelsea M. Niggel
Doctoral Degree Candidates

Buchtel College of Arts and Sciences

Doctor of Philosophy

Nicolas E. Alexander
Jonathan J. Chen
William D. Comar
Marc A. Cubrich
Anthony E. Deeter
Candido Diaz
Robert O. Faith
Helen W. Fisher
Erica M. Greim
Anna K. Harrington
Lucas J. McDonald
Daniel L. Morris
Allen J. Osinski
Angela M. Riotto
Gina A. Seaton
Marie R. Southerland
Michael C. Steiner
Lisa M. Tavallali

College of Engineering

Doctor of Philosophy

Sudip Adhikari
Ali O. Almonbhi
Keyvan Amini Khoiy
Akm Arafat
Mohammadreza Asgari
Srikanth Bajaj
Zipeng Han
Soroush Heidari Pahlavian
Seied Zaniar Hoseini
S. M. Mahfuzul Islam
Aditya Jindal
Nibras N. Khalid
Chen-Jung Lee
Junhong Li
Srikanth Marchetty

The LeBron James Family Foundation College of Education

Doctor of Education

Andrew E. Milks
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Doctor of Philosophy

Nicole M. Mann

College of Polymer Science and Polymer Engineering

Doctor of Philosophy

Vrushali D. Bhagat
Dibyendu Debnath
Seyed Ali Eghtesadi
Jui-Hsiang Hung
Dharamdeep Jain
Jing Jiang
Shan Li
Xiaoxiao Li
Ruofan Liu
Xinhao Liu
Steven G. Mankoci
Venkatesh Meenakshisundaram
Tianyu Meng
Weston L. Merling
Bo Ni
Sayali S. Satam
Wenpeng Shan
Erik A. Willett
Wenbin Yin
Jiayi Yu
Shichen Yuan
Zachary K. Zander
Zhiyang Zhao

College of Health Professions

Doctor of Audiology

Kathleen A. Kelly
Rachel J. Lester
Lisa M. Lewicki
Kaylee L. Miller
Lisa M. Moulding
Kimberly S. Obringer
Emily N. Rospert
Courtney R. Snider
Lauren M. Susko
Katherine E. Weatherholt

Doctor of Philosophy

Denise D. Hecht-Hewit
Sara E. Roth
Symphonie D. Smith
Cierra K. Whatley
Masters Degree Candidates

Buchtel College of Arts and Sciences

Master of Applied Politics

Jessica C. Dickinson
Alexander J. Karius
Matthew S. McCormick
Yorkow Oppon-Acquah
Marca T. Selway-Kaplar
Taylor J. Swift

Master of Arts

Courtney E. Abbott
Rawan H. Alshareif
Najwa H. Alsulobi
Brittany N. Amiet
Kaitlyn M. Bernauer
Maya A. Curtis
David D. Delgado
Mary E. Finnerty
Paige Giammusso
Anna N. Glotzer
Natalie R. Grieshammer
Michelle L. Hughes
Tonya M. Johnson
Mariam A. Khalil
Davishay D. Lawrence
Mackenzie P. Mccain
Caitlin M. Metheny
Kaylor L. Montgomery
Eirik C. Olson
Elizabeth A. Shiller
Nicole A. Sivado
Thomas J. Snyder
Lauren C. Sprows
Rita K. Stricklin
Scott A. Swiatek
Eric T. Victory
Alayna D. Whitney
Kwaku A. Yeboah

Master of Arts in Political Science

Alexandra D. Allen
Christopher Korkor
Garrett J. Scherba
Eric D. Soukup
The University of Akron  
Office of the University Registrar  
Prospective Degree Candidates for 2018 Spring

Master of Fine Arts in Creative Writing
Marc T. Cibella  
Michael R. Dull  
Sharla R. Haun  
Emily P. Levin  
Scott R. Piepho  
Kathryn Stephan  
Zhixia Zhang

Master of Music
Kevin W. Amos  
Brendon Bardo  
Theron E. Brown  
Lauren Corcoran  
Coltan S. Foster  
Thomas P. Guarino  
Benjamin T. Hottensmith  
Jenna Kohut  
Erin L. Latham  
Haipei Li  
Preston A. Long  
Eric Olmos  
Victoria L. Ricci  
Rebecca R. Ross  
John C. Sherman  
Javan L. Shields  
Henry H. Spencer  
Paulo T. Sprovieri  
Matthew J. Wood

Master of Public Administration
Aqab N. Almhiaa  
Dana R. Cameron  
Mardell L. Christian  
Diana J. Esempio  
Theodore B. McCoy  
Sariah Ross  
Marca T. Selway-Kaplar  
Rashmi Vishwakarma

Master of Science
Forson A. Abanquah  
Seth Agyemang  
Sneha Latha Alboina  
Majed M. Alhasani  
Sai Radha Mani Alla
Sai Prajeeth Annamgari
Emmanuel Arkoh
Felix Asare-Bediako
Edwin Asirifi
Edward O. Atuahene
Michael Bellissimo
Sowmya Bhuvanapalli
Justice O. Boateng
Kelsey E. Budahn
Erin A. Butler
Hunter J. Campbell
Wei-Yuan Chen
Sai Kumar Chirravuri
Reed A. Davis
Rosy Dhakal
Oliver G. Evans
Abigael L. Frey
Sindhuja Gajula
Claudio Garcia
Mounika Girireddy
Allison C. Hoffman
Haley M. Innes
William Kubin
Chenfei Li
Lakshmi Prasanna Lolla
Afrin Jahan Lopa
Andrew S. Mayer
Caleb A. McDaniel
Kyle A. McDaniel
Robert J. McGinnis
Joseph W. Millard
Franchesca Mireku
Felix Owusu
Vinod Pagadala
Dinesh Kumar Reddy Reddygari
Julie M. Shallman
Matthew A. Snyderman
Sadaf K. Soomro
Aparajita Tiwari
Megan Trinh
Ananya Vaka
Michael W. Wilder
Kristina E. Winkler
Jing Xie
Muneesha Yadla
Mohsen Zaker Esteghamati
College of Engineering

Master of Science in Biomedical Engineering

Wafaa Hassan N. Ahmed
Elham Malekzadeh
Galina Y. Pylypiv

Master of Science in Chemical Engineering

Kasra Karimian

Master of Science in Civil Engineering

Maishah Alin
Abdullah Hamoud S H. Alzlfawi
Vikas Kumar Cinnam
Ariya Fathi
Sichuan Huang
Umang V. Pawar

Master of Science in Electrical Engineering

Hassan S. Abdelgabir
Joseph Agyemang Duah
Md Mamun Biswas
Qihang Gao
Taohid Latif
Brittany L. Stillwagon
Uday Bhaskar Vechalapu

Master of Science in Mechanical Engineering

Istiaque Ahmed
Saif Al Mutairi
David M. Hirt
Frank B. Loucks
Daniel T. Miller
Abdul Haq Mohammed
Mohammed Abdelaziz Elamin Mohammed
Rishikumar M. Patel
Hari Poudyal
Sulochana Shrestha
Zachary D. Toom

The LeBron James Family Foundation College of Education

Master of Arts in Education

Mabrouka M. Abdalla
Carol Jean Agha
Hassan M. Alwadei
Yuanrui Beltowski
Tara L. Caporuscio
Derek J. Daily
Nicole D. Demarco
William B. Ely
Samantha A. George
Kristen M. Giaquinto
Mia A. Hall
Alice Hartshorn
Lisa L. Host
Brittany A. Hromiak
Jennifer A. Jento
Kelsey E. Kehoe
Michael Kelly
Mallory A. Kennedy
Kelly L. Krebs
Sarah E. Lynch
Francesca A. Manilla
Lisa M. Matthews
Christina E. Michel
Aneury F. Pichardo
Jenna R. Reed
Kay L. Rentsch
Krista L. Rozek
Chelcee M. Schoenbaechler
Jeanne M. Semilia
Elizabeth M. Souers
Amy C. Stevens
Kayleigh N. Sykora
Virginia L. Texter
Adam J. Thomas
Pamela D. Thompson
Vicente M. Venturina
Michael V. Villasenor
Mary B. Williams
Jennifer L. Witt
Sarah K. Witting
Danielle P. Zampelli

Master of Science in Curriculum and Instruction

Laura M. Evans
Tremaine I. Fitzpatrick
Melissa C. Gardner
Sarah C. Kalain
Eric J. Kisela
Jordan D. Owens
Daniel C. Safko
The University of Akron  
Office of the University Registrar  
Prospective Degree Candidates for 2018 Spring

Lukas J. Schweikert  
Joseph M. Trego  
Alexandra R. Zwisler

**Master of Science in Education**

Benjamin M. Effinger

**College of Business Administration**

**Master of Business Administration**

Jeananne M. Ayoub  
Michael I. Baker  
Kelly Canoles  
Walter N. Dannemiller  
Cassondra B. Enterline  
Michaela Feinman  
Hanne Lore M. Gambrell  
Mary Ellen M. Gaughan  
Bryan Hoffman  
Haley A. Hunnewell  
Sathish Irudayam  
India A. Kaczmarek  
Daniel B. Klufas  
Drew A. Liebrecht  
Payne S. Luich  
Lindsey M. Madgar  
Riham M. Mahmoud  
Wyatt B. Marks  
Spencer A. Miller  
Linda G. Mitchell  
Virginia A. Molnar  
Kathryn J. Morris  
Lokranj Narayanan  
Kaitlyn R. Patacca  
Rebecca S. Pietsch  
Hannah M. Plybon  
Brandon M. Sieteski  
Andrew F. Staker  
Curtis S. Vozar  
Katherine G. Wheeler  
Brittany F. Wilson

**Master of Science in Accountancy**

Tyler D. Atanasov  
Brooks B. Bezon  
Nicholas D. Bulso  
Mallory J. Etcheberry
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Zhaoping Hu
Evan Kovar
Christopher R. Matthews
Matthew R. Skitzki
Anthony D. Snyder

Master of Science in Management

Hema Ravali Aduri
Onyema A. Anuforo
Ashok Bandi
Pruthvi Rayudu Bichinepally
Priyanka Gorthi
Apara Gupta
Sameera Guttula
Nikhil Kondur
Sravani Nanabala
Nanda Kishore Gnaneshwar Peketi
Fazila Rahimy
Uday Reddy Samreddy
Siddhartha Surabathula

Master of Taxation

Karlene M. Brochu
Keith J. Genetin
Melissa Guzman
Kevin T. Kerka
Joseph T. Romanowski
Leandra F. Schindler
Sarah A. Sivic
Liao Xiong

College of Polymer Science and Polymer Engineering

Master of Science

Kexun Chen
PeiRu Chen
Yusheng Chen
Yiwei Dai
Ivan Dolog
Chen Du
Dongliang Fan
Yi Feng
Teng Gao
Shiyu He
He Hu
Yijie Ji
Zhuoran Li
Zihao Liang
Boer Liu
Chen wei Liu
Qiao Liu
Kuan Lu
Yue Lu
Yifan Mao
Shantanu P. Nikam
Mengsha Qian
Yunfan Shao
Yidan Shen
Divya Singh
Mengyue Sun
Yuan Tian
Kecheng Wu
Xiaozhou Yang
Songtao Ye
Lan Yu
Tian Zhang
Wenhan Zhao
Leyao Zhou
Wenxuan Zhou
Yibing Zhu

Master of Science in Polymer Engineering

Zhuoyun Cai
Zhiyuan Chen
Zipeng Gu
Yuelei Guo
Shuyue Huang
Zixu Huang
Haowei Jiang
Cheng Li
Xindi Li
Jin Qian
Dezhen Wu
Zhenghao Wu
ShaoXiong Xie
Chuqing Yuan
Chi Zhan
Chao Zhang
Geyunjian Zhu
Tao Zhu

College of Health Professions

Master of Arts in Speech - Language Pathology

Heather R. Alberson
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Madelyn O. Anderson
Olivia Bausell
Lara E. Benner
Emily B. Brain
Amanda K. Brewer
Amanda M. Bungard
Carolyn E. Compton
Allyson B. Dehart
Kathrine A. Eddleman
Kaitlin M. George
Alicia M. Hamas
Kaylee J. Kapalko
Kaitlyn J. Kish
Kathryn L. Kron
Sarah J. Laferty
Mary T. Lofreso
Rachel M. Mikolay
Mary Kate Prokopius
Natalie L. Robson
Madeline N. Schulz
Anna M. Shull
Stephanie L. Sindelar
Maxine C. Slaybaugh
Alison D. Sorber
Taylor R. Stevenson
Hannah L. Taylor
Victoria N. Turnbull
Lauren E. Vilga
Karli M. Westren
Taylor L. Wickey
Calen M. Williams
Mackenzie N. Wysong

**Master of Arts in Child Life Specialist**

Marie K. Gladstone
Susan L. Michael

**Master of Arts in Education**

Samantha J. Bacon
Christina L. Baldwin
Elizabeth S. Balser
Haley A. Fickel
Alisha M. Gilmore
Kelly E. Kennard
Andrew A. Kerr
Dana M. Kopas
Chloe M. Kuncel
Megan L. Lachowski
The University of Akron
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Prospective Degree Candidates for 2018 Spring

Raymond M. Luttner
Nicholas J. Meister
Sumathi V. Muddenahalli
Michael A. Payden
Catherine N. Potesta
Britney A. Raies
Samantha R. Sabitsch
Megan L. Scharver
Amanda M. Schoepnner
Greg V. Southard
Raquel L. Urban
Brittney L. White
Katherine L. Wilder
Kara B. Zepp

Master of Public Health

Mary Ellen Liang

Master of Science in Education

Saeed H. Alzahrani
Brian Braskie
Kyle R. Burns
Mackenzie L. Conrad
Jana L. Coon
Allison M. Corcino
Jeffrey M. Dean
Jeramiah G. Dickey
Jade R. Edmonds
Luis E. Estala
Christian R. Eyman
Jordan N. Fox
Zahra Golden
Kelly A. Goodison
Amanda N. Groff
Jennah L. Haney
Trevor M. Harris
Benjamin A. Hayden
Emily M. Kuehn
Reenam S. Mehta
Joshua S. Nutsch
Patricia Ortega Trincado
Kelly R. Pauls
Madeline C. Pellikan
Julie A. Picchetti
Amanda E. Pinheiro
Terrance W. Rabbitts
Ariadna Ramos Gandia
Julie L. Rider
Jeremy M. Savaet
Molly C. Schuette
Keith T. Sconiers
Melissa L. Shirley
Jessica L. Simko
Taron J. Slone
Theodist L. Terrell
David E. Williams
Matthew R. Wilwohl
Tyler R. Yee

Master of Science in Nursing

Katherine E. Adair
Elizabeth Armagno
Jessica L. Atkinson
Wendy C. Barnett
Taryn R. Basel
Erin L. Baters
Andrew A. Black
Kathryn A. Bruno
Elizabeth M. Byler
Omar R. Diaz
Samantha J. Formica
Erin Gaston
Sharon T. Goldan
Cheryl A. Green
Katharine V. Hoke
Stephanie L. Hrnchar
Melissa M. Huelsman
Christina M. Kaderbek
Robert F. Kilmer
Ashley L. Krusel
Ronald C. Litman
Christie L. Matulka
Blair E. Mayfield
Amanda M. McAllen
Erin L. Metcalf
Tawny R. Miller
Morgan E. Mingo
Julie Murumba
Andrew M. Pamer
Tracy L. Paoletta
Sara D. Pinkerton
Bethany C. Pontius
Nishi Rajguru
Emily D. Reljin
Rachel A. Rucker
Kaitlin R. Sobilo
Lauren M. Surniak
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Rachel E. Thurman
Karley M. VanDevere Salibi
Julie M. Vavrek
Jillian J. Veres
Heather J. Williams

Master of Social Work

Amanda L. Arnold
Sarah C. Balser
Garrett Barr
Katrina E. Belvin
Michal A. Bowers
Laura B. Brown
Philip D. Burkholder
Marisa M. Campbell
Lauren N. Carson
Jane M. Carsten
Brenda J. Clark
Jensen M. Dearment
Maria A. Dixon
Elizabeth A. Doran
Megan B. Flinta
Anne Funk-Chance
Melissa D. Geiger-Dugandzic
Tamisha L. Gibson
Angela N. Grindstaff
Matthew J. Haines
Brooke S. Hedrick
Brianna M. Henninge
Kimberlee S. Hetrick
Abigail R. Hohider
Tandalaya M. Howard
Alison R. Jakubowski
Stephen C. Kellar
William T. Kelly
Rebecca S. Kolb
Allie R. Long
Molly E. McGann
Gina M. McGinnis
Donna M. Mitchell
 Shanikka S. Moore
Stephanie M. Niedermier
Kelly S. Nupp
Mary-Margaret Ondack
Katelyn R. Pavich
Robert J. Perrotta
Eric E. Phillips
Victoria M. Potemski
Mollie E. Ridings
Allison L. Schaefer
Stephanie Schwarz
Jamie L. Sekerak
Kaitlyn E. Shipe
Maria E. Skora
Jennifer L. Smith
Kevin D. Smith
Megan L. Solsman
Preston D. Spragling
Amber N. Strickler
Erika D. Taylor
Tesha N. Taylor
Cassie N. Titko
Wilfredo E. Torres
Danielle Totten
Ronald K. Vandyke
Laura M. Wasnick
Kimberly A. Wetzel
Cassandra N. Wylie
Tommy L. York
Tory M. Young
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Baccalaureate Degree Candidates

Buchtel College of Arts and Sciences

Bachelor of Arts in Anthropology

Veronica R. Bagley
Caitlin E. Bair
Stephanie J. Celaschi
Ashley N. Diserio
Joel R. Farmer
Emma L. Grosjean
Alyssa R. Perrone
Klansee Stevens
Stacy N. Young

Bachelor of Arts in Family and Child Development

Amanda M. Barnes
Wendy M. Blough
Katelynn A. Boston
Destiny U. Curtis
Olivia K. Dujanovic
Paris D. Elba
Shi Ann Gurko
Sara C. Hnizdil
Cynthia M. Hunt
Cassandra L. Milham
Gabrielle L. Miller
Renay M. Mitchell
Olivia G. Mooney
Michelle M. Ostrowski
Addie J. Pearce
Sharda P. Smith
Sara R. Sutorius
Emily N. Wagner
Sara R. Wagner

Bachelor of Arts in Fashion Merchandising

Amber L. Heggins
Nina M. McBride
Adam L. Rock

Bachelor of Arts in Interior Design

Claire E. Beskitt
Jenna N. Conley
Alyssa N. Elms
Kelsey L. Fields
Daziah M. Green
Carin E. Marchetta
Eddie R. Morgan III
Abbie J. Shea

Bachelor of Arts in Mass Media – Communication
Rasheed Smith

Bachelor of Arts in Multidisciplinary Studies
Lauren M. Begue
Kasey N. Davis
Matt DiNoto
David J. Dombrosky
Amanda L. Everschor
Timothy L. Falls
Isaac P. Lampner
Michael A. Langford
Nicole M. LaRose
Elizabeth P. McSorley
Devoushun L. Merchant
Erika M. Newcome

Bachelor of Science in Geography – Geographic Information Sciences
Nicholas M. Antenucci

Bachelor of Science in Political Science/Criminal Justice
Aneta Andric
Brandon P. Bliss
Kyron M. Brown
Dominick J. Caimona
Amy E. Caporlett
Dylan J. Carmany
Morgan L. Ferrell
Travonte E. Fields
Raven D. Finesse
Nickolas D. Fleming
Kaitlyn J. Flowers
Robert J. Gray
Christy J. Graziani
Ronell J. Grimes
Leanne N. Harvan
Micah B. Helems
Jacob D. Homolya
Nathan B. Horovitz
The University of Akron
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Prospective Degree Candidates for 2018 Spring

Bryce A. Ickes
Youngbin Jeong
Alexander B. Kalmar
Jarrell A. Lemons
Jeff A. Loren
Jordan L. Mason
Cassandra M. Midlik
Jonathan C. Minick
Umu F. Moseray
Mitchell H. Moss
Marisa Nelson
Cassie R. Rossetti
Andrew M. Schiemann
Anthony L. Serapiglia
Robert J. Sharp
Angel D. Standard
Ryan J. Webb
Kayla E. Young
Remi L. Zellers

Bachelor of Arts

Brianna N. Agner
Kristina L. Alad-Toss
Erabo I. Akhigbe
Corinne E. Albrecht
Brittany L. Aldrich
Kathryn E. Allison
Samantha D. Aquiat
Christina M. Aronhalt
Andrea S. Ash
Veronica R. Bagley
Donnel Bailey
Gabrielle K. Barnes
Robert A. Barrett
George B. Baylis
Rochelle L. Bees
Aryel A. Bell
Prescilla S. Benavides
Olivia A. Bennett
Mekenzie L. Benson
Gwyndolyn S. Bergmeyer
Mario S. Beverly
Michael D. Bilfield
Olivia M. Biss
Nathan T. Bitecofer
Christine A. Blake
Grace M. Boland
Samantha L. Bonar
Josh R. Bowser
Kelly M. Boyer
Madison N. Braxton
Kaitlin C. Bucholz-Roach
Morgan I. Burns
Andrew R. Burton
Armani C. Butler
Makenzie M. Byrnes
Kayla M. Carpenter
Gabriella C. Charley
Alizabeth C. Christian
Joshua J. Clark
Stormy A. Clayton
Stephanie P. Collins
Megan L. Conison
Marvin B. Cook
Jamie M. Coppers
Angelica T. Corrado
Amy Cullen
Julian C. Curet
Robert A. Curvin
Korey T. Davis
Tyler P. Deming
Sharon L. Difrancesco
John A. Dilyard
Re'Ana C. Dixon
Miranda L. Dobbins
Sarah E. Domanick
Zoe J. Domonkos
Teresa Donisi
Andrew J. Donnellan
Meghan L. Donovan
Taylor A. Duttko
Tesneem M. Eddeb
Matthew J. Eidom
Thomas W. Elder
Cortney R. Ellis
Kyle L. Eppert
Amy L. Faris
Bethany A. Fisher
Rachel Fishman
Alexis G. Flores
Taylor N. Foster
Brittany A. Francis
Lydia G. Franks
Samantha M. Friend
Mariah R. Fritz
Joseph E. Fuentes
Elizabeth A. Fugate
Zachary A. Fuller
Kailey E. Gabriel
Justina N. Gazso
Cheyenne A. Gerard
Joseph R. Gerber
Zoe G. Giakos
Portia G. Gillespie
Sydney A. Goldschlag
Rebecca E. Govern
Moriah L. Griggs
Kate R. Hardin
Robyn N. Harpley
Chaunice G. Hendking
Amy K. Hendricks
Lauren T. Higgins
Rachel N. Hileman
Elissa M. Hines
Katherine E. Holcomb
Benjamin J. Holda
Benjamin J. Holda
Aris A. Holmes
Grant D. Holtzapple
Jamin L. Hostetler
Celeste L. Houmard
Scarlett M. Hruby
Kayla R. Huff
Molly M. Johnson
Sophia M. Johnson
Caroline M. Jones
Chance T. Jones
Jenna T. Jones
Mary E. Kallinicou
Caroline G. Kaltenborn
Bridget M. Karboski
Shadia M. Kawkabani
Breanna A. Keeler
Stephanie R. Kesselem
Aadil A. Khan
Joseph R. Klein
Elyssa K. Kline
Amber R. Knepper
Sarah M. Koester
Emily L. Kruft
Sarah J. Kucyk
Zachary R. Kull
Ryan C. LaForge
Logan R. Lane
Kelly I. Lauck
Andrew R. Lininger
Jason W. Lisk
Brittney M. Long
Scott A. Lowe
Scott A. Lowe
Alexus C. Loze
Rebecca G. Lozier
Thomas H. Luke
Deidre L. Machesney
Tom M. Macko
Meriah J. Maines
Lydia J. Mainzer
Amy M. Mangan
Lily M. Manis
Gina M. Manzetti
Richard S. Marko
Alexander J. Mata
Tyler J. Mausser
Preston C. May
Terrell D. McClain
Megan K. McDonald
Riley E. McMahon
Logan J. McNally
Caitlin C. McNeal
Amy M. Mellinger
Megan A. Mercurio
Ashley J. Nikolay
Jordan A. Miles
Kyle R. Moeglin
Shannon E. Mohney
Grant A. Morgan
Marie R. Morris
Carly A. Morrow
Benjamin J. Murphy
Elizabeth A. Mygrant
Candice L. Natko
Monica P. Nguyen
Olivia D. Niles
Ivy L. Novosel
Brendan T. O'Hara
Ashlee L. Olah
Ashley E. Olivia
Steven T. O'Rourke
Akita C. Orr
Colton D. Orr
Michael G. Osborn
Kyle D. Otto
Angelica Owen
Daniel A. Paparella
Reyna J. Perez
Mark E. Pfeifer
Jared R. Poorman
Tyra J. Porter
Ashley C. Preston
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Jennifer L. Ramolt
Akshay Rana
Akshay Rana
Jacquelyn A. Ray
Tawtiana S. Reese
Rebecca E. Ricard
Britney J. Ricer
Patrick A. Richards
Samuel P. Richter
Daniel C. Rickard
Kelly M. Roach
Alexander R. Roberts
Hannah C. Rochford
Jerica L. Rogers
Melbourne F. Rossett
Brittany D. Rumple
Thomas L. Rush
Christopher E. Rymer
Erica J. Rymer
Alexia M. Santiago
Evan M. Schantz
Megan E. Schmidt
Melissa S. Schuerger
Bridget M. Sciscento
Shane B. Scott
Benjamin J. Sewell
Alexandra M. Shannon
Michael R. Shultz
Douglas C. Simpson
Kayla C. Smith
Veronica L. Smith
Rachel L. Smithkey
LaTia S. Snyder
Jonathan K. Spiker
Kayla M. Staats
Briana N. Stohr
Justin E. Stokes
Christopher E. Stump
Amber M. Summerfield
Brendan Swan
Amber L. Tackett
Jackilyn P. Talley
Benjamin P. Thomas
Cierra N. Thompson
Alexandra R. Tomlinson
Zachary P. Trent
Benjamin J. Troxell
Alisa Tsypin
Tyler D. Turner
Tyler A. Turneur
Prospective Degree Candidates for 2018 Spring

Kelly M. Unger
Zadarius Q. Varner
Hannah L. Wall
Madelyne E. Watkins
India P. White
Elyssa M. Whiteside
Lakyn D. Wiley
Madalyn H. Williams
Marie E. Williams
Shenae R. Williams
DeSaun T. Wilson
Natalie T. Wiswesser
Blake C. Wojtys
Sarah A. Wycuff
Ryan R. Wypasek
Cody L. Yankello
Morgane R. Young
Zachary D. Zuchowski
Allyson M. Zumack

Bachelor of Fine Arts

Hailey M. Altman
Brianna A. Barkhimer
Tanner C. Beauregard
Christine L. Bolton
Theodore L. Boyer
Emily L. Brannan
Eric M. Bueno
Nathan T. Burdette
Arianna M. Cozart
Guiseppe Crescimanno
Timothy D. Csepe
Mary R. D'Agostine
Winnie L. Daulbaugh
Margaret K. Delnoce
Stephanie R. Eakin
Nathaniel J. Gilchrist
Malieka M. Gurrera
Adam N. Hudec
Joshua C. Hundley
Jacob A. Justik
Caitlin D. Kane
Allison M. Knight
Sarah M. Kupniewski
Melinda Lastyak
Parker J. Laughlin
Stephen H. Maul
Eric J. McCabe
Brianna M. McVicker
Benjamin J. Miller
Sean R. Morris
Alicia E. Petit
Jordan M. Robertson
Jacob H. Schritz
Jordan E. Sealey
Brian J. Sloan
Stephanie C. Spyker
Makaila L. Stroud
Janet M. Vorraber
Sarah M. Wagner

Bachelor of Music

Tyler J. Ferguson
Daniella Q. Greene
Graham D. Hicks
Gabriel G. Lane
Kayla M. Lavery
Jonathan T. Tucker

Bachelor of Science

Kayla R. Adkins-Travis
Casandra A. Aitken
Danielle M. Anderson
Alex D. Archinal
Andrew J. Audley
Ashley E. Augustynovich
Kylie E. Barto
Eric M. Bendel
Nicholas A. Bennett
Neil L. Bernard
Volodymyr Bida
Alexandra J. Bigler
Joelle T. Bougebrayel
Greta A. Burry
Michael W. Carbone
Mitchell J. Cavalier
William L. Clemson
Sophie G. Cressman
Daniel R. Cummings
Daniel S. Danford
Allison B. Daniluk
Jason A. Davis
Joshua A. Davis
Elizabeth J. DeCaro
Jeskaren K. Deol
Dale J. Deuble
Rebecca F. Dipuccio
The University of Akron
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Prospective Degree Candidates for 2018 Spring

Philip A. Dubay
Mitchell G. Duffer
Magdalene R. Durbak
Casey G. Ervin
Connor D. Estes
Oliver G. Evans
Abigail L. Frey
Anna G. Friske
Maria N. Ganios
Nickolas J. Gantzler
Nickolas J. Gantzler
Zachary J. Garrett
William G. Geldmaker
Jeremy T. Gensel
Samrawit A. Ghebreigziabher
Brittany M. Gray
Kirsten M. Grech
Shannon N. Harper
Richard C. Harrison
Erik M. Hartman
Diana S. Hasan
Victor A. Hayne
Stephen D. Howard
Lauren A. Hung
Rodrigo Iglesias
Rose A. Ivan
Jenna R. Jamil
Jennifer L. Janovick
Soeun Jeon
Joseph A. Johnston
Mackenzie L. Jones
Darian L. Kanouff
Shadia M. Kawkabani
Austin J. Keith
Geoffrey P. Kern
Amanda M. Lahrmann
Ryan W. Lingerak
Andrew R. Lininger
Kyle J. Lobl
Danijela Lonco
Anna L. Markovich
Amanda D. Martin
Isaac A. Matejin
Jessica T. Matusik
Nicholas M. Milkovich
Max J. Miller
Melle M. Moore
Megan Munyon
Simon E. Nadeau
Natalie B. O'Brien
Salam M. Osman
Cheyan K. Pace
Margaret V. Pinkevitch
Savannah J. Reda
Dominic M. Rich
Haille A. Riddle
Felicia A. Rosin
Felicia A. Rosin
Eric T. Runer
Benjamin R. Salupo
Laura Savariau
Timothy A. Schmucker
Alexis N. Schnarrenberger
Kevin J. Schwall
Ashvi P. Shah
Tooba Shah
Julie M. Shallman
Felicia L. Smith
Malia E. Smith
Kirthi Somarouthu
George J. Steiger
Whitney C. Stolnicki
Raymond Suppan
Samuel W. Thomas
Alexandra T. Tomasko
Christopher M. Walsh
Kaiden N. Welday
Spencer M. Wheeler
Archie L. Williams III
Mallory E. Zupke

Bachelor of Science in Computer Science

Zachary J. Allen
Jacob H. Bambeck
Alexander R. Bartram
Noah R. Beech
Samuel Borick
Duncan A. Campbell
Navkiran S. Dhillon
Michael DiDomenico
Zackery M. Frazier
Sean Gaffney
Jacob H. Hamblen
Kerry J. Holmes
Nicholas F. Honton
Eric S. Hopkins
Trevor J. Jenkins
Levi Joens
Maria Kalikas
Chase T. Kiner
Ryan S. Kody
Keith W. Kretz
Daniel J. McFadden
Matthew A. Medeiros
Eric R. Merryman
Luciano B. Mogorovic
Andrew T. Parker
John E. Phillips
Andrew Quick
Owen W. Quick
Julie A. Rimmle
Sean J. Rodaitis
Nathan T. Stackpole
Mike A. Weyandt
Mikyla R. Wilfred

College of Engineering

Bachelor of Science in Aerospace Systems Engineering

Connor A. Bailey
Alexander N. Brookshire
Daniel J. Gutwein
Nathan S. Leatherman
David A. Rinehart
Taylor J. Stephens
William B. Wessel

Bachelor of Science in Biomedical Engineering

Jaime R. Alcorn
Saleh M. Alharbi
Marianne G. Brown
Tyler A. Byers
Tyler J. Cindea
Victor J. Collins
Steven P. Curtis
Carlisle R. DeJulius
Ebenezer A. DeOliveira
Samuel L. Dillon
Uma S. Dixit
Brooke L. Draper
Paul B. Ealy
Alexandria Elghanayan
Kaitlin M. Erdman
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Aubrey A. Kozer
Claire R. Langenderfer
Johnathon E. Lawless
Kaitlyn E. Mangus
Collin E. Maples
J. Scott Owens
Santino D. Palma
Arvind S. Pasam
Krupa G. Patel
Travis D. Pero
Elyse M. Petek
Jacob C. Phillips
John C. Pierko
Olivia B. Powell
Nikhil Prasad
Kyle A. Ritz
Ivanna J. Ross
Sara J. Salem
Adam C. Seay
Jaclyn E. Siefring
Hyunsoo Song
Chase D. Springer
Robert P. Thoernker
Matthew D. Wojcik

Bachelor of Science in Chemical Engineering

Majed F. Alanazi
Bassem O. Albaydhani
Abdulrahman T. Alhassani
Khaled S. Alsaikhan
Fawaz K. Alserhanni
Abdullah Y. Althagafi
Manea S. Alyami
Kaitlin M. Arndt
Mason L. Averill
Michelle R. Ayers
Nicholas J. Barnett
Logan J. Brisbin
Eric C. Britton
Ivy K. Brosch
Kathryn M. Brumbaugh
Madeline M. Busch
Gregg W. Butala
Dana C. Cressman
Kristi M. Ferrato
Matthew T. George
Michael D. Gotti
Mitchell A. Habegger
Josh D. High
Alexander W. Hoyt
Ahmed M. Hussein
David Jakubiec
Michael J. Knoblauch
Erik F. Larsen
Luke R. Magyar
David J. Maroli
Leah R. McPherson
Zixi Meng
Elisabeth K. Meyer
Colton J. Moewe
Nicholas Neill
Alex J. Pica
Andrew D. Quinn
Jacob T. Ress
Shoumik Saha
Jenna E. Schlessel
Michael S. Selzer
Mahshad Shafiee
Stephen M. Sharkey
Ivan Stamboldziev
Elizabeth B. Tittle
Anna S. Tombazzi
Alexis B. Trout
Jeremy Veillette
Jarrod A. Wise

**Bachelor of Science in Civil Engineering**

Zakaria M. Alhenaki
Daniel J. Antonione
Gwen C. Baker
Jaden M. Beachy
Kevin A. Chirozzi
Gustin M. Cleary
Casey J. Cox
Doucet H. Creamer
Alexander T. DiFranco
Francesco D'Orazio
Zachary V. Farelli
Kristen A. Farrell
Kyle B. Forsythe
Collin D. Getz
Benjamin J. Gleichert
Emily D. Green
Nicholas A. Hayes
Cody P. Heislman
Kayla A. Hillegass
Andrew M. Hund
Michael B. Kline
Kyle J. Kornbau
Adam T. Krzeminski
Anton J. Martinez
Reggie D. McAdams
Tyler H. Monaco
Ivan-Potin K. Mouafo
Homoud K. Musallam
Joseph E. Naim
Nathaniel C. Otermat
Sean R. Pachuta
Christopher M. Pack
Dario Pelemis
Benjamin J. Perkins
Kevin M. Pietrick
Dominic F. Polito
Mohammed M. Qurban
Kane M. Schonauer
Chandler G. Shryock
Michael P. Spade
Stephen M. Sykes
William R. Troyer
Rich D. Vineyard
Brandon C. Ward
Nicholas M. Wolff

Bachelor of Science in Computer Engineering

Mohammed A. Al Nasser
Tyler L. Arnold
Emerson M. Cloud
Dominic M. Deem
Nathan A. Dornback
Matthew J. Garmon
Reed A. Jacobsen
Robert A. Kent
Bruce G. Kristy
Richard T. Lennox
Miguel Lopez
Ryan A. Malov
Matthew S. Marton
Mavroidis N. Mavroidis
Daniel O. Mesenger
Derrick L. Patterson
Maram m. Qurban
Russell W. Ratcliffe
Joshua A. Reed
Nikolai M. Ruhe
Nicholas M. Seifert
Kyle G. Trusler
Alex T. Walenchok
Travell D. Wright

Bachelor of Science in Corrosion Engineering

Nathan R. Aberle
Samuel P. Conner
Nicholas M. D'angelo
James E. Fishel
Molly A. Goodwin
Linsey N. Grzeschik
Abigail L. Helbling
Evan K. Hess
Todd J. Kasunick
Benjamin P. Kopchak
Joon Lee
Sarah A. Medeiros
Jason J. Mott
Kyle T. Myers
Kevin M. Nelson
Matthew R. Pathko
Preston D. Rumans
Brian J. Semall
Connor A. Shamberger
Donald R. Shump
Mary T. Teague
Joseph M. Trewiler
Parker A. Winkel

Bachelor of Science in Electrical Engineering

Radwan J. Abed
Christopher A. Ackerman
James J. Adamcik
Mohammed H. Al Busaleh
Daniel P. Altemese
Brandon J. Amos
Matthew W. Arndt
Ryan M. Beckloff
David C. Berry
Derek A. Bitecofer
Eric J. Blok
Andrew J. Borsi  
Paul A. Brown  
Dominic M. Bruno  
Christopher A. Buterbaugh  
Creighton M. Cloud  
David L. Combs  
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Todd C. Dickerhoof  
Zachary R. Gintert  
Walker C. Grossman  
Nathaniel A. Hawk  
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Jacob M. Hays  
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Michael P. Hritz  
Joshua C. Humphrey  
Zachary D. Kilburn  
Cody K. Kornowski  
Hong Lau  
Tayler R. LeGrair  
George R. Liff  
Steven W. Liston  
Jaclyn M. Miller  
Mark A. Noble  
Ryan M. Nowacki  
DeGrafth A. Palmore  
Kamden A. Payton  
Peter J. Radzialowski  
Zachery E. Rice  
Riley D. Roland  
James A. Rubel  
Samantha Saccareccia  
Jonathan J. Stoddard  
Dakota K. Wood

**Bachelor of Science in Mechanical Engineering**

Daniel O. Ajadi  
Abdulwahab Almuhawish  
Faris F. Almulhim  
Mustafa A. Almuslim  
James A. Anthony  
Michael D. Arbogast  
David S. Back  
Nicholas R. Barbieri  
Autumn A. Barkley  
Letia R. Bass  
Kevin T. Bayonnet  
Joseph P. Bednarz  
Benjamin W. Behringer
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Summer K. Capitos
Christopher J. Chatfield
Somer L. Chrisant
Bradley D. Coen
Olivia L. Cole
Daniel A. Coski
Nelson F. Custer
Michael A. Dadante
Austin R. DiPietro
George C. Di Sabato
Alec D. Drzemiecki
Eli D. Duff
Shane T. Duncan
Tyler J. Elfers
Mohamed M. Elsayed
Luis Escudero
Richard S. Esker
Aaron L. Ferguson
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Brian J. Foust
Michael W. Gardner
Ryan R. Gerrow
Stormey J. Giaimo
Ethan W. Goodman
Matthew J. Graber
Jacob A. Graf
Shaylynn D. Green
Brandon S. Groves
Thomas S. Gula
Jacob T. Happ
Baylor J. Hartzler
David J. Held
Thomas P. Hoster
Jeremy M. Huntington
Victoria M. Jackson
Jordan P. Kasper
Zachary D. Kerek
Samuel D. Kimble
Johnathon H. Klebe
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Matthew S. Kraml
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Joshua D. Lewis
Anny Lin
Blaine K. Lott
Sean R. Lundholm
Stephen K. Luzar
Drew T. Lyon
Matthew I. Mansell
Austin T. Mathis
Joseph W. Mazur
Shannon E. McCall
Michaela N. McCrae
Matt P. McGlone
Robert E. Meismer
Bridgid E. Meyer
Eric W. Miller
Tyler M. Miller
Matthew R. Modderman
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Logan C. Myers
Jillian M. Olson
Paul A. Olson
Michael J. Orban
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Nicholas R. Orlowski
Zachary Pejnovic
Evan J. Pelcher
Tyler J. Pesicek
Jacob G. Pfeifer
Yanxi Piao
Aaron S. Pohelia
John N. Polkabla
Madison R. Popa
Noah M. Purdy
David A. Race
Christopher B. Reed
Colton S. Rentsch
Clark A. Rice
Nicholas S. Rimpf
Austin Robison
Ben H. Robison
Heath A. Rohrbaugh
Bradley J. Ruhaak
Omar T. Saad
Justin A. Schaffer
Claire F. Shand
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Zachary C. Skraba
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Joseph V. Stavale
John A. Stefan
Cory J. Stefanec
Jake A. Stefanick
Michael E. Stertzbach
Andrew C. Stock
Timothy N. Surman
Zachery L. Swift
Nicholas K. Thomas
Martin J. Tomaiko
Nathan J. Treiber
Rachel M. Tustin
Andrew E. Udovich
Aaron W. Uhler
Maria R. Untch
James L. Valerio
Vittorio M. Valletta
Steven D. Van Meter
Andres D. Viduya
Zackary J. Vokas
Matthew P. Wallace
Bradley D. Ward
David R. Warther
Ryan C. Weir
Mitchell T. Wheeler
Zachary T. Wiley
Kole W. Williams
Taquan C. Williams
Joshua W. Wise
Bryan W. Wisor
Mark C. Wysocki
Connor R. Young

The LeBron James Family Foundation College of Education

Bachelor of Arts in Education

Emily R. Allen
Lauren L. Bednarczyk
Alexandra Bednarz
Logan M. Boggs
Kosta Budo
Michael P. Dancik
Dimitri G. Georgiadis
Goran O. Gjorgievski
Joshua F. Hevener
Sara L. Holderbaum
Madison R. Jones
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Brook L. Kendra
Steven R. King
Brandon C. Leach
Alexander M. Menke
Marysarah G. Menkhaus
Zachary D. Michel
Richard O. Moore
Riley J. O'Connor
Mary H. Ozbolt
Taylor J. Reedstrom
Jessica A. Repko
Felica L. Ross
Madison L. Ross
Cailyn M. Rowan
Mary A. Schwartz
Brian M. Swet

Bachelor of Science in Education

Timothy J. Arfons
Emily D. Ball
Brooke M. Barrickman
Brittany L. Bates
Jade K. Bozeman
Chelsea S. Burke
Kara M. Burton
Kalli E. Butler
Beverly J. Byers
Logan M. Camp
Olivia A. Casenhiser
Rachel L. Costlow
Madeline R. Cuckow
Kristin E. Davis
Gina M. Deblasis
Paige L. Dennis
Erin N. Fenwick
Courtney E. Fletcher
Hannah M. Givens
Nicole A. Goontz
Rebekah L. Green
Christopher A. Greenlee
Alexis A. Heavilin
Nicole V. Heckman
Chloe M. Henderson
Erin L. Hershberger
Jessica L. Hessel
Megan N. Hohlbaugh
Vanessa L. Hutras
Chelsea M. Johnson
Jennifer L. Jordan
Julie A. Junker
Alexa R. Kearney
Taylor L. Kish
Maria G. Knight
Kaila R. LaGambo
Alexis L. Martin
James D. Mashburn
Alexandrea J. McComas
Madison N. Miller
Shannon R. Moye
Della New
Michelle L. Noble
Taylor M. Noble
Cassandra M. Packard
Casey M. Peterson
Jennifer R. Petrovets
Sarah E. Pittillo
Kelley A. Pratt
Abigail L. Pritchard
Erika L. Pronty
Jessica N. Rodgers
Johnathan R. Saucier
Melissa Sauner
Hannah J. Schimmoeller
Megan L. Sefcik
Lauren M. Shugarts
Traci N. Spaeth
Lindsey M. Stack
Joseph R. Stunek
Rebecca J. Supan
Jordan K. Sutton
Jill T. Terranova
Halle C. Tierney
Kaitlyn M. Trent
Jillian D. Wingate
Mollie E. Wright
Brittany T. Zeock
Daniel J. Zupan

College of Business Administration

Bachelor of Arts

Trevon V. Burgins
Ariana V. Cubela
William A. Dare
John W. Edwards
Samuel A. Eilenfeld
Sarah E. Ferkany
The University of Akron
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Prospective Degree Candidates for 2018 Spring

Athena A. Giavasis
James P. Imhoff
Megan D. Mierzejewski
Benjamin J. Nypaver

Bachelor of Business Administration

Abdullah F. Aljuhani
Denajo E. Amaro
Tanisha R. Anderson
Navraj S. Atwal
Robert T. Auten
Ashley P. Baker
Amy M. Ballenger
Ahmed M. Barghouty
Rachael L. Bauer
Tyler J. Beery
James D. Bell
Nicholas J. Bennett
Nicole M. Best
Bethany M. Blazer
Allison G. Brooks
Allison G. Brooks
Jordan T. Brooks
Mackenzie R. Brown
Robert C. Brunn
Adam P. Bugajski
Forrest B. Byers
Darya Cable
Cory L. Campano
Vincent A. Carson
Corsha C. Carter
Christopher D. Catalano
Matthew B. Cimperman
Randall M. Ciocca
Devin C. Clark
Alexandrea N. Clemens
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Derek J. Cook
Paul A. Coon
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Stephanie Cowger
Tyler A. Crole
Taylor J. Crowe
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Lisa N. Dale
Anthony J. Dannemiller
Rachel A. Davis
Cordaryl J. Deans
Katrina E. Demor
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Balarama J. Doane
Derrick B. Dobbins
Dener Dos Santos
Dustin M. Farnsworth
Michael A. Feke
Alex M. Fitzpatrick
Chloe E. Fleming
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Madison V. Frericks
Richard S. Froehlich
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Ryan A. Gibbs
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Morgan C. Gotthardt
Joshua R. Graham
Phil - Yannick Groeling
Fatima A. Habbibiyyieh
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Anna M. Hummel
Laura N. Hurst
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Mandeep Kaur
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Brandy E. Keyser
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Evan J. Kish
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Kelsey C. Kochman
Kelsey C. Kochman
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Anthony A. Skaggs
Nash R. Smalley
Clara A. Smolarek
Tara M. Snipes
Katherine E. Spangler
Katherine E. Spangler
Kara R. Spicer
Kenan N. Sprague
Cassandra L. Spratt
Rachel M. Starvaggi
Kyle A. Stauffer
Adaisjah L. Strother
Liam A. Studt
Daniel A. Sulenski
Alex M. Szalay
Justin W. Tambellini
David A. Taylor
Ariana N. Thorn
Jonathan A. Thrower
Daniel J. Triner
Emma H. Twardzik
Haley M. Unaitis
Sara K. Vargo
Nicholas J. Wagner
Aryn N. Watkins
Tristan D. Weaver
Steven L. Webb
Matthew S. Wiant
Jashawn J. Williams
Nicholas A. Winkler
Sara R. Woika
Dylan J. Wolfe
Adam C. Woltermann
Jenna T. Yanchak
Anthony A. Ziccardi
Ryan W. Zwahlen

**Bachelor of Science in Accounting**

Shelby D. Amatangelo
John E. Anderson
Ryan K. Angel
Dennis K. Antwi
David P. Bartlett
Jordan M. Bennett
Zachary A. Best
Justin D. Blankenship
Zachary B. Boehm
Austin J. Bohrer
Amanda M. Brumbaugh
Anthony M. Bucceri
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Austin S. Finley
Matthew L. Ford
Jordan R. Frederick
Christian A. Fredholm
Matthew G. Gardner
Michael J. Givens
Theodore R. Gordon
Logan J. Hanreck
Barbara J. Hendricks
Katelyn M. Henthorn
Jennifer N. Hornyak
Erin G. Horstman
Charles D. Hulisz
Ryan Hull
Ryan M. Hunter
Jeffrey R. Jeric
Shuang Li
Brady C. Long
Jacob T. McGath
Dominic J. Musilli
Ron T. Nguyen
Olivia M. Perrin
Zachary C. Preston
Thomas H. Radtke
Alyssa C. Reese
Nathaniel J. Rellinger
Carly A. Reynolds
Nathaniel M. Ripley
Rachel A. Rodgers
Shelby R. Salchak
Maxwell K. Sarpong
John R. Simonetti
Amanda M. Steiner
Shane M. Steinmetz
David M. Strapp
Ryan D. Swaggard
Jacob R. Szaraz
Brett M. Timothy
Samantha L. Wagner
Brent A. Walton
Tristan D. Weaver
Adam G. Young
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Megan N. Young

Bachelor of Science in Labor Economics

Alexander P. Hiidel

College of Health Professions

Bachelor of Arts in Child Life Specialist

Hannah M. Yoo

Bachelor of Arts in Speech - Language Pathology and Audiology

Sharifa K. Almusaiteer
Cheryl A. Bodjanac
Audrey M. Braun
Abbey D. Carneal
Paige D. Dunlap
Brenna E. Dupratt
Rachel N. Hoisington
Elizabeth A. Holley
Taylor K. John
Paula K. Kearns
Kara A. Monahan
Diana E. Poliuk
Meghan E. Rzotkiewicz
Nicole M. Smith

Bachelor of Science in Food and Environmental Nutrition

JoAnn Buechele
Devon N. Christ
Jennifer L. Forte
Lacey M. McClain
Lauren L. Ngo
Tam Ngo
Sydney Schiemann
Jacob P. Stacks
Mariel K. Trapp
Rachel C. Zeller

Bachelor of Science in Respiratory Therapy Technology

Khaled Y. Albudayri
Ali S. Alenezi
Abdulrahman A. Alrashdi
Allison Beck
Donmichael R. Bockhoff
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Paula Mook
Chari C. Payne
Raquel L. Pearce
Taylor N. Ragan
Christine J. Saidi
Megan L. Smith
Paige K. Stapleton
Samantha E. Steagall

Bachelor of Arts

Megan M. Barnett
Ina R. Barnhart
Leah J. Brausch
Ciara N. Dunagan
Merissa R. Fiorilli
Hayley J. Fultz
Blaire D. Gray-Harrison
Sasha Hassan
Summer D. James
Justyna V. Melnyk
Amanda R. Mitchell
Sara A. Murtaugh
Holly N. Reed
Chauntel R. Robertson
Ashley M. Ross
Jessie T. Smith
Lauren G. Stover
Jonathan C. Weber
Nicole K. Wiswesser

Bachelor of Arts/Social Work

Julie C. Barzal
Daniel R. Bittaker
Erin L. Blake
Kelsey A. Bricker
Hannah E. Brotherton
Brittany A. Cox
John M. Fast
Charla L. Fite
Jerry R. Hackley
Matthew J. Ham
Lasalle N. Harris
Deanna L. Hilliard
Brandon L. House
Jimmie Howard
chantise L. Johnson
Sarah Laubli
Hannah E. Linville
Victoria J. McEuen
Gina M. Miller
Michelle L. Moody
Christine L. Owen
Sharleen R. Ross
Kaba F. Sarr
Jordan C. Sauers
Trevor D. Schwall
Khiejana C. Sims
Christine N. Smail
Doryian Smith
Dustin R. Smith
Kathleen Turner
Ronnie L. Turpin
Vada M. Watson
Kayla M. Wilson
Michael A. Wyant
Kristina M. Zeren
Christopher M. Zikeli

Bachelor of Science in Athletic Training

Keren J. Akakpo
Shelby E. Boyd
Kathleen M. Felde
Courtney D. Goebel
Youngjoo Jeong
Diana L. Kaiser
Logan C. Kinley
Gabrielle L. Lamont
Gabriell A. Mushisky
Alexander J. Nighswander
Alexandra Oring
Tra'Vaunn M. Partlow
Josy M. Prager
Scott T. Priddy
Danielle N. Turner
William J. Yohn

Bachelor of Science in Dietetics

Danielle G. Buchbinder
Jennifer R. Canfield
Devon N. Christ
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Miranda T. Crowley
Abigail R. Czekaj
Maria B. Daw
Michelle E. Dilling
Samantha K. Fazio
Hannah L. Fenton
Jennifer L. Forte
Amy L. Ganyukov
Sydney N. Goulden
Krystal D. Grima
Cara N. Humbel
Grace M. Jones
Alivia L. Kuhn
Samantha C. Liotta
Matthew L. Margaritakis
Megan N. Martin
Colleen S. McCombs
Maureen E. McLaughlin
Elizabeth D. Mosier
Kristen E. Noe
Rebecca K. Owens
Emily E. Porter
Nathan T. Rao
Megan A. Schmalenberger
Calli E. Schutte
Christine E. Sharkus
Kendra R. Taylor

Bachelor of Science in Education

Mackenzie J. Andrews
Jamal D. Baggett
Amber J. Basim
Sean A. Carroll
Jacob M. Coldren
Andrew J. Collins
Garrett A. Crichlow
Logan A. Crockett
Kyle A. Foster
LaVonne E. Gauthney
Sophia Geier
Amanda S. Hallisy
Pader B. Her
Tony E. Jones
Joshua A. Kay
Ceon R. Kelly
Richard M. Kenney
Darryl E. Long
Daryl R. McCarty
Jacob A. Michney
Kevin P. Molinelli
Nathaniel G. Olmstead
Bryan J. O'Neill
Ian P. O'Neill
Brian C. Reinke
Zayin M. Richards
Curtis A. Smith
Jayvontae X. Smith
Bryan N. Staley
Daniel A. Sura-Villalta
Chloe L. VanScoder

Bachelor of Science in Exercise Science

Amir A. Ali
Robert J. Armstrong
Matthew D. Bastock
Sarah M. Bruce
Miles V. Bunsey
Bryton A. Carpenter
Leah N. Cassella
Rachel D. Cindia
Brooke M. Cline
Kevin K. Crum
Melanie L. Devaughn
Emily C. Doane
Courtney E. Dockry
Adam M. Downing
Elizabeth M. Fedor
Varnell T. Garrett
Cassandra P. Gillespie
Anthony M. Goodyear
John A. Groeber
Dane R. Hammer
Korey A. Horne
Brady C. Jones
Matt J. Kazmierczak
Maria V. LaMontagne
Michaela S. Lehman
Gavann J. Lockhart
Connor J. Mapus
Kristen L. Marcucci
Madison V. Mariola
Jessica R. Marita
Kayla R. McLelland
Rachel N. Mealy
Rebecca L. Miksa
Jan-Michael J. Mitchell
Katherine A. Montgomery
Gabriell A. Mushisky
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Bhoomi A. Patidar
Kendal R. Rozaisieski
KarLee K. Schiefer
Elizabeth M. Scobee
Allison M. Teske
Luke I. Thomas
Jennifer B. Tomic
Kristen G. Vargas
Hannah M. Welton
Alecsander M. Wood

Bachelor of Science in Nursing

Jake D. Abood
Jessica Adamowicz
Jacqueline N. Albondante
Danielle W. Amdur
Rosetta M. Amstutz
Rachel E. Ashley
Elaine M. Averbukh
Victoria A. Azakudo
Annah A. Barasa
Jasmine Barco
Mary C. Barrett
Corey V. Beal
Brandon T. Beck
Christopher J. Beck
Garrett W. Bednar
Eric S. Beechy
Logan J. Bowen
Courtney L. Brewster
David C. Bruno
Catherine J. Brusko
Ariel A. Bryant
Jennifer A. Burke
Brittany N. Butcher
Brendan R. Buzzelli
McKenna N. Caldwell
Jaclyn V. Callow
Halie E. Carpenter
Allison C. Castle
Maddison M. Cavanaugh
Lindsey N. Chafe
Stephanie L. Chapman
Jacob E. Chesnick
Alissarh F. Choujaa
Mary D. Chulock
Heather N. Ciarlariello
Meredith E. Collins
Camrin A. Costal
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

John T. Costello
Autumn E. Crisp
Andrea M. Currey
Ashlie D. Davis
Michelle R. Davis
Cheyenne R. Dedauw
Roma M. DeLeo
Joseph A. DeLisle
Nathaniel A. DeRenzis
Jasmit K. Dhillon
Coree R. Dilauro
Evan L. Dillon
Lora A. DiMichele
Tori L. Downey
Colleen R. Fearon
Kristen N. Fencl
Emily M. Ferstler
Fiona M. Flaherty
Jessica E. French
Grace M. Gindlesperger
Monica M. Giorgio
Daniel J. Glaser
Daniela Gojevic
Linda J. Gonzalez
Michalla R. Gordon
Matthew D. Grauel
Kathleen R. Greer
Patrick R. Griffith
Laureen A. Gruber
Kurt R. Guthrie
Kaylee A. Gutschow
Julie A. Hackney
Marissa C. Hammontree
Mason J. Haven
Katelyn A. Heine
Tonya L. Henderson
Nathan J. Herr
Nhung T. Hetrick
Marissa L. Hier
Erin A. Hopkins
Amanda Houchins
Brooke H. Hromiak
Ben S. Hussing
Victoria Igboaka
Mckenzie R. Koch
Casey N. Kornowski
Zachary W. Krol
Jillian R. Leiter
Alyssa D. Leppla
Blaire J. Limbach
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Kaitlyn R. Marcum
Heather C. Martinez
Hannah R. Mateja
Heather K. Mateja
Shawn M. McDaniel
Jacqueline R. McDowell
Alison M. McEndree
Jennifer D. McKenzie
Angel L. McMorrow
Jenny N. Mettler
Kimberly J. Miller
Audra K. Moehrmann
Cortland J. Mohler
Amanda T. Moore
Kirby E. Morrell
Elizabeth A. Muska
Amanda I. Naelitz
Emma A. Nicholas
Lauren M. Nist
Jessica M. Nunez
Melissa N. O'Brien
Taylor M. O'Connor
Shawna M. Olah
Emily R. Pagni
Vanessa L. Palmer
Jillian R. Pasko
Matthew D. Pavlak
Daniel L. Perry
Emily K. Perry
Christina N. Petrillo
Roshanda K. Pinson
Mary K. Pratt
Rachel A. Primmer
Darian R. Proffit
Stephanie R. Purviance
Stephanie L. Raack
Corinne A. Reed
Taylor M. Reed
Jacob T. Renick
Nicole M. Richani
Nakiaa T. Robinson
Joanna M. Rohrer
Margaret E. Roth
Michael D. Rusanowsky
Tabitha N. Rusnak
Alexandra L. Sammons
Lindsey Santimarino
Breeann E. Schillig
Melissa A. Shaw
Cameron D. Shearer
Lyndsey Shepherd
Borin Sheri
Kailyn N. Sickel
Abigail J. Siegenthaler
Courteney E. Singer
Dalena M. Sitton
Erric J. Skutt
Shea A. Stair
Ashley N. St. John
Leah K. Struhsaker
Emily R. Stuhldreher
Katherine A. Subotnik
Rebecca M. Sucku
Brianna J. Swartz
Kristie L. Szymanski
Alyson J. Thomas
Ashley L. Thomas
Sarah J. Toler
Elena Turovskaya
Ericka L. Vizzo
Mallory M. Vrancken
Andrew P. Wagner
Lilyana A. Walkley
Jodie Y. Watkins
Taylor M. Weber
Danielle N. Whitaker
Victoria L. Wilkins
Maria W. Williams
Olivia B. Williamson
Joseph A. Wittman
Jennifer L. Wyrock
Evan C. Yee
Lindsay A. Yee
Marissa T. Zazo
Stephanie G. Znavor

College of Applied Science and Technology

Bachelor of Science in Automated Manufacturing Engineering Technology

Gregory R. Ashley
Dustin P. Bottomlee
Jeremy A. Francis
Alexander J. Houston
John Hudak
Joseph D. Phillip

Bachelor of Science in Computer Information Systems
Nana A. Anim
Jacob M. Barrett
Kevin Blackburn
Jeffrey A. Busch
Jamir D. Coleman
Dylan R. Danko
Christina M. Fabris
Samantha R. Gilday
Peter C. Havener
Rikki A. Horrigan
Colton R. Horváth
Mason E. Hull
Corey M. Johnson
Cody M. King
Joshua A. Klamut
Eric J. Martin
Zachary R. Peterson
Joshua A. Reese
Robert D. Renz
Stephanie K. Rogers
Thomas L. Sample
Nicholas J. Shaw
Hayden M. Smart
Anthony J. Stackpole
Anthony L. Tell
Michael R. Thompson
Vichiry K. Yan

Bachelor of Science in Construction Engineering Technology

Joseph L. Abbott
Hunter J. Blevins
Hunter D. Hooper
Bryan J. Leach
Joshua A. Leach
John W. May
Rebekah E. Merkle
Nick F. Musarra
Tyler M. Newton
Brad Selbee
Collin A. Shamberger
Sherri L. Varner

Bachelor of Science in Electronic Engineering Technology

James Bale
Owen M. Barnhill
Joseph A. Gordon
Clayton I. Harding
The University of Akron  
Office of the University Registrar  
Prospective Degree Candidates for 2018 Spring

Samuel Intihar
Joseph S. Jaworski
Austin T. Kaufman
Dane Mosier
Nicholas S. Sanelli
Tyler W. Sanovich
Jeremy R. Swanberg
Charles A. Tolbert

**Bachelor of Science in Emergency Management and Homeland Security**

Nasser Al Darei
Mohammed S. Alghfeli
Mohamed S. Alketbi
Mohamed I. Alsenaani
John Coleman
Ashley G. Feldman
Lauren D. Fletcher
Kristopher N. Mantel
Keith W. Metropulos
Mark V. Mondello
Noah G. Porter
Kerry A. Scheuerman
Nathan M. Schultz
Tristen D. Sweitzer

**Bachelor of Science in Mechanical Engineering Technology**

Stephanie S. Franks
Justin T. Graber
Brandon M. Grasela
Kyle J. Hayes
Robert P. Hayhurst
Thomas P. Jacob
Jerry R. Klue
Pitcha Lerttevasiri
Nicholas J. Milosevic
Drew A. Nekola
Ryan A. Norman
Megan A. O'Brien
Michael A. Ream
Craig L. Riedel
Brent A. Susnik
Sasathorn Tunyalukmara
Blake L. Vernier

**Bachelor of Science in Organizational Supervision**

Ali S. Alenezi

57
Imani L. Arrington
David K. Barry
Asa S. Berlin
Julie A. Boylen
Shareese Bradley
Katrina J. Brooks
Shane M. Brown
Ryan E. Burgess
Dawn M. Ceccardi
Courtney T. Chester
Christina A. Cool
James D. Courtney
Dremone A. Cummings
Christopher M. Daniels
Samantha K. Evensen
Patrick A. Foreman
Hannah M. Galbincea
Tibor L. Gouldlock
Cody R. Grice
Hannah M. Hall
Mikee T. Hayes
Tyler R. Hollandsworth
Ramatou Issoufou Garba
Miklos S. Janosi
William A. Johnson
Lauren M. Kiner
Jeremy P. Krul
Jovann T. Letuli
Noah D. Lisbon
Phyllis Malaba
Justin A. McDowell
Joshua M. McGuire
Sierra R. Miller
Heather N. Mitchell
Drew W. Nist
Jeremiah T. Norman
John W. Petersen
Jeffrey W. Price
Sahil Raheja
Kyle M. Ratcliff
Kelsey S. Reilly
Anthony N. Rinaldo
Bernadette Robinson
Hunter L. Schoen
Anthony F. Schulmeister
Ashley J. Searcy
Andrea N. Semilia
Justis S. Sharp
Alyson N. Smith
Jacob Snyder
Alexandros L. Spyrou
John R. Stankard
Bradley M. Terry
Alyssa A. Testa
Derek M. Wehling
Otis Whitmore
LeeAnn Windemuth
Jenna S. Yeager

Bachelor of Science in Surveying and Mapping

Jacob R. Larue
David J. Miller
Brennen L. Ott
Jacob W. Peterson
Jake S. Stayer
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Associate Degree Candidates

Buchtel College of Arts and Sciences

**Associate of Applied Science in Criminal Justice Technology**

Jacob P. Albert
Nasser Al Darei
Mohammed S. Alghfeli
Mohamed S. Alketbi
Phillip L. Bogan
Jeremiah J. Carr
Justin T. Cooper
Taylor R. Ford
Holley R. Heard
Christina J. Lauderdale
Mitchell L. Lockhart
Jacob S. Lustig
Kristopher N. Mantel
Austin D. Nestor
Dangelo L. Seawright
Tina I. Staats
Tray D. Wooden

**Associate of Applied Science in Early Childhood Development**

Leah J. Bailey
Alexis B. Thompson

College of Health Professions

**Associate of Applied Science in Medical Assisting Technology**

Morgan A. Okuley

**Associate of Applied Science in Radiologic Technology**

Kathryn J. Black
Jessica L. Church
Jena N. Hines
Madison R. Mueller
Kristen N. Mullen
Kristin T. Nida
Taylor A. Robinson

**Associate of Applied Science in Surgical Technology**
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Denys A. Baillie
Olivia S. Bosley
Alegrie K. Clark
Jurni H. Harmon
Kayla M. Ley
Kayla K. Shankel
Darcy S. Umanzor
Emilee M. Zimmerman

College of Applied Science and Technology

Associate of Applied Business in Computer Information Systems

Walter J. Bartsch
Glenn R. Booth
Chad L. Colbetzor
Prem Dhakal
Phyllis Eppley
Tibor L. Gouldlock
Mason E. Hull
Corey M. Johnson
Cody M. King
Pawel J. Kraszy
Brady C. Landers
Noah D. Lisbon
Purusottam Neopaney
Anthony N. Rinaldo
Nicholas J. Shaw
Ivo S. Svilenski
Christopher R. Swisher

Associate of Applied Science in Construction Engineering Technology

Abdulaziz M. Alshahri
Jordan T. Barrett
Kirk E. Breithaupt
Jonathan W. Cameron
Matthew C. Ellsworth
Chad A. Ferrara
Hunter D. Hooper
Samuel D. Kitson
Joshua A. Leach
Rebekah E. Merkle
Jacob W. Miller
Nick F. Musarra
Tyler M. Newton
Osikena Okolo
Alex A. Torrieri
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Corbin L. White
Lyubomyr Yatskiv

**Associate of Applied Science in Electronic Engineering Technology**

Gregory C. Gambone
Keith L. Hamrick
Jared W. Harrison
Mark A. Kovshovik
Kyle J. Matcham
Nicholas S. Sanelli
Nicholas A. Scaia
James G. Wise

**Associate of Applied Science in Emergency Medical Services Technology**

Kayla C. Kalgreen
Michael G. Simon

**Associate of Applied Science in Fire Protection Technology**

Jake B. Cimorelli
Kevin J. De La Tour
Nicholas R. Lansinger
Luke J. Smith

**Associate of Applied Science in Land Surveying**

David A. Fedor
Mikaela R. Mroczkowski
Timothy R. O'Connell
Jake S. Stayer

**Associate of Applied Science in Manufacturing Engineering Technology**

Alexander J. Houston
Joseph D. Phillip
Deborah A. Taylor

**Associate of Applied Science in Mechanical Engineering Technology**

Steven P. Ahearn
Ibrahim M. Almuhaizea
Ashley L. Bateman
Michael J. Best
The University of Akron  
Office of the University Registrar  
Prospective Degree Candidates for 2018 Spring

Steven A. Bowlin  
Sawyer V. Brahler  
Christopher E. Durkee  
Zachery S. Fitzgerald  
Michael A. Gabriel  
Riley G. Gankoski  
Justin T. Graber  
Sean L. Griswold  
Jessica F. Havran  
Dale W. Kostar  
Thomas J. McGrath  
Nathan D. Metzgar  
Bradley L. Miller  
Austin H. Myers  
Sean E. O'Brien  
Dylan K. Palidar  
Salvatore W. Petrash  
Benjamin D. Rice  
Blake L. Vernier  
Kyle A. Watts

**Associate of Applied Science in Paralegal Studies**

Tracy M. Poling

**Associate of Applied Business in Hospitality Management**

Mitchell C. Cullen  
Jessica A. Fairbairn  
Tyler L. Gunn  
Ibukun E. Odekunle  
Sara R. Oliver  
Jessica H. Teepen  
Hannah E. Wallace

**Associate of Applied Business in Business Management Technology**

Brian D. Beckett  
Christine A. Board  
Candee Brown  
Daniel R. Duvall  
James V. Graziolli  
Megan C. Mullenax  
George P. Schumacker  
Kimberly A. Stotler-Norton  
Sequoia M. Terry  
Elizabeth A. Warren  
Molly Wharton  
Marc A. Williams
The University of Akron
Office of the University Registrar
Prospective Degree Candidates for 2018 Spring

Associate of Applied Business in Hospitality Management

Poseidon D. Landry
Jennifer R. Proctor
Diamond R. Sadler
Ashley J. Searcy
Alyson N. Smith

Associate of Applied Business in Marketing and Sales Technology

Asa S. Berlin
Brittany S. Emerick

Associate of Arts

Rachel L. Aepelbacher
Sameer M. Ali
Azia M. Anderson
Mary E. Anderson
Courtland H. Ashby
Pon Aung
Aubrey N. Baldwin
Coleman P. Begue
Yog M. Biswa
Daivon M. Blackwell
Kofi R. Boakye
Joseph P. Bojo
Kiara N. Booker
Dulcinea S. Bouye
Katrina J. Brooks
Britney C. Carillon
Nicholas R. Carillon
Noah R. Carillon
Carmilla G. Carter
Mi Chan
Nia C. Clark
Hannah R. Coffman
Dionna O. Collins
Gillian T. Cook
Briana M. Cooper
Maeve C. Cox
Austin Croft
Dae' Lanise Dobson
Gabrielle N. Dorsey
Nikola Drobnjak
Melissa D. Edgington
Nickolas D. Fleming
Prince W. Flomo
Hannah N. Fortune
Caleb J. Fry
Christina M. Gilkerson
Alexus M. Hamler
Megan N. Hanft
Brennen D. Harwell
Mikee T. Hayes
Yesenia Hernandez
Tyron D. Hoisten
Alyssa R. Holahan
Isaiah T. Houde
Tala A. Htaw
Ashley J. Hunter
Melisa Isakovic
Sammie L. Jackson
Brianna D. Jacobs
Letitia R. Junius
Jillian A. Kane
Reasmey Keo
Gabriel F. Kirik
Thomas M. Labosky
Eithen N. Lee
Tabitha R. Lin
Nia J. Linton
Mark A. Malachin
Andrew J. Markland
Aodhan J. McInerney-Byers
Tabitha E. Meers
Donovan S. Mewborn
Tayla N. Millender
Chyna L. Mosley
Marisa N. Mostar
Danny M. Nader
Brendan T. O'Hara
Vanessa E. Oliver
Charles L. Palmer
Joseph M. Pastva
Si Fo Ra
Salvatore M. Rasicci
Sabrina S. Ratsavong
Colton P. Ritchey
Ka Thi Sa
Shavay L. Sadler
Javier T. Seldon
Jasmine J. Slosson
Rasheed Smith
Kayla M. Staats
Alicia J. Tarpley
Nolan A. Taylor
Jordynne M. Valentine
Nguyet T. Vo
Quyen T. Vo
James P. Vongsaphay
Taja S. Washington
Stephanie L. Weber
Richard V. Wiley
Cassie L. Wilson
Sylvester Wilson
LeeAnn Windemuth
Dequan D. Wren
Desirae M. Wright
Jenna S. Yeager

**Associate of Science**

Ferdian Aditama
Jordan M. Bennett
Taylor L. Brady
Imani L. Childs
Mohamed M. Elsayed
Muqsit Fofana
Jayron A. Fulton
Samrawit A. Ghebreigziabher
Vang C. Lor
Scott A. Lowe
Carneisha S. Melton
Krista R. Nisly
Jacob M. Noffsinger
Tirell C. Salters
David C. Sanchez
Eric S. Schweitzer
Alexander P. Vue
Alan M. Wilczynski
Jenna S. Yeager

**Associate of Technical Study**

Brad Ager
Ron E. Goodspeed
Rachel N. Worthington

**Wayne College**

**Associate of Applied Business in Health Care Office Management**

Erica F. Applebee
Allison P. Milligan

**Associate of Applied Science in Exercise Science Technology**
Mikayla A. Fox
Jacob S. Griffith
Chase P. Infield
Conor J. McCune
Alex M. Suboticki
Amanda D. Vermillion

**Associate of Applied Science in Paraprofessional Education**

Kathleen Hershberger
Chelsea N. Pomeroy
Abby M. Richmond
Jessika E. Straub
Lynnea C. Sweder
Megan E. Woods

**Associate of Applied Business in Business Management Technology**

Morgan N. Adkins
Kalyn R. Brown
Jacob P. Kocab
Michaelah S. Mason
Nathan J. Stallard
Mark A. Wilson

**Associate of Arts**

Rachel N. Hileman

**Associate of Science**

Warren L. Gaston
Thomas H. Luke

2,786 Total Degrees
Please note that this summary may include degree candidates who will not complete academic degree requirements and/or reconcile all financial obligations to The University of Akron.

<table>
<thead>
<tr>
<th>Juris Doctor</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Laws</td>
<td>2</td>
</tr>
<tr>
<td><strong>School of Law</strong></td>
<td><strong>102</strong></td>
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<tr>
<td><strong>Law Degree Candidates</strong></td>
<td><strong>102</strong></td>
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<tr>
<td>Doctor of Philosophy</td>
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</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>18</td>
</tr>
<tr>
<td>Buchtel College of Arts and Sciences</td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>15</td>
</tr>
<tr>
<td>College of Engineering</td>
<td><strong>15</strong></td>
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<tr>
<td>Doctor of Education</td>
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<tr>
<td>Doctor of Philosophy</td>
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</tr>
<tr>
<td>The LeBron James Family Foundation College of Education</td>
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</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>23</td>
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<tr>
<td>College of Polymer Science and Polymer Engineering</td>
<td><strong>23</strong></td>
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<tr>
<td>Doctor of Audiology</td>
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<tr>
<td>Doctor of Philosophy</td>
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<tr>
<td><strong>College of Health Professions</strong></td>
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<tr>
<td><strong>Doctoral Degree Candidates</strong></td>
<td><strong>72</strong></td>
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<tr>
<td>Master of Applied Politics</td>
<td>6</td>
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<tr>
<td>Master of Arts</td>
<td>28</td>
</tr>
<tr>
<td>Master of Arts in Political Science</td>
<td>4</td>
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<tr>
<td>Master of Fine Arts in Creative Writing</td>
<td>7</td>
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<tr>
<td>Master of Music</td>
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</tr>
<tr>
<td>Master of Public Administration</td>
<td>8</td>
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<tr>
<td>Master of Science</td>
<td>51</td>
</tr>
<tr>
<td>Buchtel College of Arts and Sciences</td>
<td><strong>123</strong></td>
</tr>
<tr>
<td>Master of Science in Biomedical Engineering</td>
<td>3</td>
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<tr>
<td>Master of Science in Chemical Engineering</td>
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<tr>
<td>Master of Science in Civil Engineering</td>
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<tr>
<td>Master of Science in Mechanical Engineering</td>
<td>11</td>
</tr>
<tr>
<td>College of Engineering</td>
<td><strong>28</strong></td>
</tr>
<tr>
<td>Master of Arts in Education</td>
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</tr>
<tr>
<td>Master of Science in Curriculum and Instruction</td>
<td>10</td>
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<tr>
<td>Master of Science in Education</td>
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<tr>
<td>The LeBron James Family Foundation College of Education</td>
<td><strong>52</strong></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>31</td>
</tr>
<tr>
<td>Master of Science in Accountancy</td>
<td>9</td>
</tr>
<tr>
<td>Master of Science in Management</td>
<td>13</td>
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<tr>
<td>Master of Taxation</td>
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<tr>
<td>College of Business Administration</td>
<td><strong>61</strong></td>
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<tr>
<td>Master of Science</td>
<td>36</td>
</tr>
<tr>
<td>Master of Science in Polymer Engineering</td>
<td>18</td>
</tr>
<tr>
<td>College of Polymer Science and Polymer Engineering</td>
<td>54</td>
</tr>
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<td>Bachelor of Science in Labor Economics</td>
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<tr>
<td>Bachelor of Arts in Speech - Language Pathology and Audiology</td>
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<th>Degree Summary</th>
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<td>Bachelor of Science in Food and Environmental Nutrition</td>
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<td>Bachelor of Science in Electronic Engineering Technology</td>
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<tr>
<td>Bachelor of Science in Surveying and Mapping</td>
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| College of Applied Science and Technology   | 152 |

| Baccalaureate Degree Candidates             | 1809 |

| Associate of Applied Science in Criminal Justice Technology | 17 |
| Associate of Applied Science in Early Childhood Development | 2 |
| **Buchtel College of Arts and Sciences**           | 19 |
| Associate of Applied Science in Medical Assisting Technology | 1 |
| Associate of Applied Science in Radiologic Technology | 7 |
| Associate of Applied Science in Surgical Technology | 8 |
| **College of Health Professions**           | 16 |
| Associate of Applied Business in Business Management Technology | 12 |
| Associate of Applied Business in Computer Information Systems | 17 |
| Associate of Applied Business in Hospitality Management | 12 |
| Associate of Applied Business in Marketing and Sales Technology | 2 |
| Associate of Applied Science in Construction Engineering Technology | 17 |
| Associate of Applied Science in Electronic Engineering Technology | 8 |
| Associate of Applied Science in Emergency Medical Services Technology | 2 |
| Associate of Applied Science in Fire Protection Technology | 4 |
| Associate of Applied Science in Land Surveying | 4 |
| Associate of Applied Science in Manufacturing Engineering Technology | 3 |
| Associate of Applied Science in Mechanical Engineering Technology | 24 |
| Associate of Applied Science in Paralegal Studies | 1 |
| Associate of Arts | 95 |
| Associate of Science | 19 |
| Associate of Technical Study | 3 |
| **College of Applied Science and Technology** | 223 |
| Associate of Applied Business in Business Management Technology | 6 |
| Associate of Applied Business in Health Care Office Management | 2 |
| Associate of Applied Science in Exercise Science Technology | 6 |
| Associate of Applied Science in Paraprofessional Education | 6 |
| Associate of Arts | 1 |
| Associate of Science | 2 |

| Wayne College         | 23 |
Associate Degree Candidates  
281

2,786 Total Degrees
### Cumulative Awarded Degrees

<table>
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<tr>
<th>Term</th>
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<th>Graduate</th>
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<th>Total Degrees</th>
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**Total Degrees Awarded through Fall 2017**: 211,442
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To: Faculty Senate  
From: Janet Bean, Coordinator of General Education and GEAC member  
Date: April 3, 2018  
RE: Fast Track Courses for Approval

GEAC has approved the following courses and submits them to Faculty Senate for approval. We have verified that departments have approved these as General Education courses through a faculty vote.

2040:240 Human Relations (3)  
3002:201 Intro to Pan-African Studies (3)  
3300:283 Film Appreciation (3)  
3300:300 Critical Reading & Writing (3)  
4600:461 ME Senior Design Project I (2)  
4600:497 Honors Proj in Mechanical Eng (2)  
4900:490 Aerospace Design Project (2)  
4900:497 Aerospace Honors Project (2)  
6600:335 Marketing Research (3)  
7100:101 Survey of History of Art II (3)  
7500:371 Analytical Techniques (2)
(A) Name. This organization shall be known as the graduate faculty of the university of Akron.

(B) Purpose. The purpose of the graduate faculty shall be to encourage and contribute to the advancement of knowledge through instruction and research of highest quality, and to foster a spirit of inquiry and a high value on scholarship throughout the university.

(C) Duties. The duties of the graduate faculty shall be:

1. To develop curricula leading to appropriate graduate degrees;
2. To participate in research, publication, and professional societies;
3. To recruit, encourage, and supervise superior students in their graduate studies;
4. To conduct graduate classes and seminars that stimulate creativity, independent thought, and scholarly attitudes and performance;
5. To serve on supporting committees, as needed; to supervise student research; and to direct theses and dissertations;
6. To help develop and maintain a graduate library appropriate to a sound graduate program;
7. To elect the members of the graduate council, and if elected to the council, to serve in the best interests of the graduate faculty and the graduate school; and
8. To participate in the selection of a dean of the graduate school.

(D) Membership.

1. The following shall be members of the graduate faculty.
   
   (a) President of the university.
   (b) Senior vice president and provost.
   (c) Dean of the graduate school.
   (d) Associate/assistant dean(s) of the graduate school.
(e) Deans of colleges offering graduate programs.

(f) Distinguished professors.

(g) Chairs of departments/schools offering graduate programs.

(h) Appointees as indicated in paragraph (D)(2) of this rule.

(2) There is only one graduate faculty of the university of Akron. Within that graduate faculty, members have different responsibilities. All members of the graduate faculty are defined as being "Category I" members. Those members of the graduate faculty, who request and are granted the prerogative to direct master's theses and doctoral dissertations (described herein), are defined as being "Category II" and "Category III" members, respectively.

(a) Application for graduate faculty membership is made upon the recommendation of the graduate faculty of the department/school or a duly constituted committee of that faculty. Applications are reviewed in turn by the department chair/school director, the college dean, and the graduate council. Appointments to the graduate faculty are made by the dean of the graduate school on the basis of the recommendations of the graduate council. Any member of the university faculty, who holds a full-time appointment at the rank of assistant professor, associate professor or professor, including those ex-officio members designated in paragraphs (D)(1)(a) to (D)(1)(g) of this rule, may be nominated.

(b) Nominations and recommendations for appointments of members shall be made in the following categories:

(i) "Category I": teaching of master's and doctoral courses and serving as a member of thesis and dissertation committees.

(ii) "Category II": "Category I" responsibilities plus directing of master's degree theses.

(iii) "Category III": "Category II" responsibilities plus directing of doctoral dissertations.

(c) Ex-officio appointments shall be in "Category I." A majority of members serving on doctoral dissertation committees must be in "Category II." Candidates, who received their terminal degrees within one year of applying for graduate faculty membership, will be granted the category that they request for a five-year period. Reappointments in "Category II" and "Category III" will then be contingent upon requirements for these categories. "Category I" appointments will be for the duration of the faculty member’s appointment to the university and does not require renewal.
(d) Quality is the primary factor in awarding membership on the graduate faculty. Those closest to the discipline are in the best position to provide a qualitative assessment of a candidate's research, scholarly and/or creative accomplishments. The role of the department/school's graduate faculty, the department chair/school director, and the collegiate dean in evaluating the candidate's credentials for graduate faculty membership is to provide the crucial quality assessment. All applications forwarded for graduate faculty membership must contain written qualitative assessments of the candidate's research, scholarly and/or creative activities.

(e) In addition, in order to ensure minimum quantitative standards on a university-wide basis, the following shall be the minimum criteria for applying and being recommended for "Category I."

   (i) Candidates must possess a terminal degree appropriate to their fields.

(f) The following shall be the minimum criteria for applying and being recommended for "Category II."

   (i) Candidates must possess a terminal degree appropriate to their fields.

   (ii) Candidates must be actively engaged in scholarly or creative activities demonstrative of current knowledge of and involvement with their fields. Examples of this requirement include:

      (a) Paper presentations at regional, national or international meetings of the professional discipline; and

      (b) Reviewed performances or exhibits or published creative work; a minimum of one refereed publication is required. For non-publication-oriented disciplines, reviewed creative work or activity in recognized forums is required.

   (iii) Candidates may present other evidence of scholarly or creative activity such as panel membership, discussant, patents or performance activity.

   (iv) Reappointment to the graduate faculty will depend upon demonstrating the requirement in paragraph (D)(2)(f)(ii) of this rule within the previous appointment period.

(g) The following shall be the minimum criteria for applying and being recommended for "Category III."

   (i) Candidates must possess a terminal degree appropriate to their field of expertise and employment.
(ii) Current scholarly competence as demonstrated by at least four refereed scholarly publications or the equivalent. Examples may include refereed journal articles, chapters in scholarly books, conference proceedings, and successful external research grants. Two of these refereed publications must be journal articles or chapters in scholarly books.

(iii) In appropriate disciplines, scholarly books containing substantial original material by the author may be substituted for the refereed publications described in paragraph (D)(2)(g)(ii) of this rule.

(iv) Reappointment to the graduate faculty will depend upon demonstrating the above within the previous appointment period.

(h) It shall be the responsibility of each department/school to develop its own guidelines specifying criteria for members of that department to be nominated for graduate faculty status, based on standards in their own disciplines. The guidelines will be developed by the full-time graduate faculty of the department/school and the academic dean. Guidelines must be approved by the graduate council and the dean of the graduate school. These guidelines shall meet or exceed the general criteria described above and shall be approved and on file in the graduate school office prior to the submission of any appointment application.

(i) Persons, who do not meet all of the preceding criteria but are recognized by their departmental/school colleagues as being highly qualified in their special fields of study, may apply in a specific category by the graduate faculty of a department/school for membership in the graduate faculty.

(j) All applications shall be accompanied by an abbreviated vita (form provided as part of the application). Such curriculum vita must provide complete information concerning possession of the appropriate terminal degree for the discipline, concerning research and scholarship with bibliographic citations (complete, ordered list of authors’ names, volumes, years, pages), and other scholarly or professional activities indicated by year. The curriculum vita must differentiate refereed publications from non-refereed.

(i) The applicant, departmental graduate faculty committee, department chair/school director, and the college dean are to provide or attest to both qualitative and quantitative information substantiating the nominee’s qualifications.

(ii) The candidate must specify which category of membership is desired. Candidates, who are clearly qualified for "Category II," should request consideration for this category of membership, even if they are not affiliated with doctoral programs.
(3) A faculty member holding joint appointments in more than one university department/school must seek graduate faculty status in each department/school in which graduate faculty membership is desired.

(4) Any person desiring to appeal graduate council’s actions taken under the provision of paragraph (D)(2) of this rule may request a review by a committee composed of: two members of the graduate council who are not on the graduate faculty membership committee, and three members of the graduate faculty who are not in the candidate's department/school, to be appointed by the senior vice president and provost or designee who shall serve as a non-voting chair.

(5) Appointments to the graduate faculty shall be for initial and subsequent terms of five years for “Category II” and “Category III” status. Terms shall begin on the first day of the fall semester and end on the day preceding the first day of the fall semester five years later. Appointments made during the fall semester shall be considered as having been made on the first day of that semester. For appointments made during the spring semester, the term shall be considered as having begun on the first day of the following fall semester. Applications for reappointments shall be made not later than March first for a term to begin in the following fall semester.

(6) Adjunct, part-time, visiting, non-tenure track, and other faculty members shall be eligible for ad hoc temporary "Category I" appointment to the graduate faculty. Such an appointment shall be given for the performance of specified graduate faculty functions (e.g., for teaching specific master's or doctoral level courses and serving on specific master's or doctoral committees).

(a) Ad hoc temporary functions shall exclude:

(i) directing of doctoral dissertations or master's theses, and

(ii) service as the representative of the graduate school on dissertation committees.

(b) The dean of the graduate school shall make such an appointment for a specified period of time to fulfill specified function(s), normally for a period of one up to five academic years. Faculty shall be nominated for such an appointment by the full-time graduate faculty in the department/school, the department chair/school director, and the collegiate dean, and must possess the appropriate terminal degree, documented experience, and other credentials relevant to performance of the specified graduate faculty function(s), as defined by departmental/school guidelines.

(c) An ad hoc appointment may be renewed, but only on a case-by-case basis.

(7) Only members of the graduate faculty shall be permitted to teach courses at the graduate level. Only those members who hold a full-time, regular (non-ad hoc temporary) appointment to the graduate faculty at the university of Akron shall be
eligible to vote as graduate faculty members.

(8) For some disciplines, "Category III" graduate faculty status is essential for a faculty member's career path. Therefore, a new hire past the one-year terminal degree may be granted "Category II" for a five-year period according to the following scale:

<table>
<thead>
<tr>
<th>Time since report of terminal degree</th>
<th>Publications* required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 year</td>
<td>0 refereed publications</td>
</tr>
<tr>
<td>1-2 years</td>
<td>1 refereed publication</td>
</tr>
<tr>
<td>2-3 years</td>
<td>2 refereed publications</td>
</tr>
<tr>
<td>3-4 years</td>
<td>3 refereed publications</td>
</tr>
</tbody>
</table>

*Or creative activity according to department/school criteria.

(a) The above is equivalent to one refereed publication per year following the receipt of the terminal degree or four refereed publications in the last five years.

(E) Officers. Officers of the graduate faculty shall be the president of the university, the senior vice president and provost, the academic deans of colleges offering graduate programs, the dean of the graduate school, and a vice chair elected by the graduate council. Their duties shall be as follows:

(1) The president, as executive head of the university in all its departments/schools, shall receive the reports of subordinate officers, shall advise and counsel them, and shall have the powers and responsibilities stated in the bylaws of the board of trustees of the university.

(2) The senior vice president and provost shall receive the reports of the graduate council, and shall advise and counsel the dean of the graduate school and the graduate faculty as the chief academic officer of the university responsible to the president for the supervision of the academic functions of the university.

(3) The academic deans of those colleges offering graduate programs shall be responsible for direct supervision of graduate faculty and programs within their respective colleges.

(4) The dean of the graduate school shall be responsible for the administration of the graduate school, and shall supervise its programs and its student body. The dean shall serve as chair and preside at meetings of the graduate faculty and shall be responsible for recording and maintaining of minutes of all meetings of the graduate faculty, sending out notices of all meetings, and for seeing that all graduate faculty receive copies of the agenda prior to, and minutes after, all meetings. Two copies of all documents shall be sent to the university archivist.

(5) The vice chair shall be elected by the graduate council and shall preside over graduate faculty and graduate council meetings in the absence of the chair.
Committees. The graduate council shall be the executive committee of the graduate faculty and shall represent the graduate faculty in proposing matters of academic policy and procedure of the graduate school, and in counseling and advising with the dean of the graduate school in matters of administering the graduate school.

1. The graduate council shall consist of sixteen voting members, including fourteen elected graduate faculty members and two elected faculty senate representatives. In addition membership shall include the following non-voting members: one elected graduate student; the dean of the graduate school; and the associate dean of the graduate school.

(a) The faculty members shall be elected from the colleges and divisions as follows:

<table>
<thead>
<tr>
<th>College or division</th>
<th>Number of elected members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buchtel college of arts and sciences</td>
<td></td>
</tr>
<tr>
<td>- Humanities division</td>
<td>1</td>
</tr>
<tr>
<td>- Natural sciences division</td>
<td>1</td>
</tr>
<tr>
<td>- Social sciences division</td>
<td>1</td>
</tr>
<tr>
<td>- Visual arts division</td>
<td>1</td>
</tr>
<tr>
<td>- At-large</td>
<td>5</td>
</tr>
<tr>
<td>The LeBron James Family Foundation College of Education</td>
<td>2</td>
</tr>
<tr>
<td>College of business administration</td>
<td>2</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>2</td>
</tr>
<tr>
<td>College of health professions</td>
<td>2</td>
</tr>
<tr>
<td>College of polymer science and polymer engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

(b) The student member shall be elected yearly by the graduate student government.

(c) The dean shall not have voting rights, except in the case of tie votes.

(d) The number and apportionment of graduate council members shall be reviewed within three years of the adoption of these bylaws and at least every three years thereafter by the graduate faculty. A similar review shall be conducted whenever a college not now offering a graduate degree shall institute one.

2. The term of office of a faculty member on the graduate council shall be three years and the terms arranged so that no fewer than four members shall be replaced each year. Members may serve no more than two consecutive terms. No more than one member of the faculty of any department/school may serve on council during any
Faculty membership on the graduate council is limited to those members of the graduate faculty who qualify under paragraph (D)(2) of this rule or department chairs/school directors who qualify under paragraph (D)(1) of this rule.

(3) The faculty members retiring from the graduate council each year shall duly constitute a nominating committee which will meet in March and propose the names of two graduate faculty members from each college or division represented by the retiring members.

(a) The nominations shall be transmitted to the dean of the graduate school by April first, and the dean shall circulate the slate to the graduate faculty. Prior to April fifteenth, any five qualified members of a college or division may nominate an additional member of their group by petition addressed to the dean of the graduate school through the college dean.

(b) On or about April fifteenth, the dean of the graduate school shall send a ballot to each member of the graduate faculty concerned, which ballot shall list all nominees for the graduate council classified according to college or division. Faculty members shall vote only for the representative of their own particular group and shall vote for one nominee only, except when a member-at-large is elected from the Buchtel college of arts and sciences. The ballot shall be inserted in an unmarked envelope which shall be placed inside another envelope. The outer envelope shall be signed and returned to the dean of the graduate school no later than May first.

(c) The graduate council shall then tally the vote and preserve the ballots for one month after the May meeting. In the event that no candidate for a given position receives a majority of the votes cast, there shall be a reballot between the two candidates with the largest pluralities. Results of the election shall be announced to the graduate faculty, and the newly elected members shall take up their duties on September first.

(d) If a vacancy should occur on the graduate council with one year or more left in the term, a special election shall be held. The newly elected member shall serve for that portion of the term for which the originally elected member shall be absent. For the special election, the last nominating committee shall be asked to submit a slate of two names from the appropriate faculty group; other nominations may be made in accordance with the procedure described in paragraph (F)(3)(a) of this rule. If a vacancy occurs with less than one full year remaining in the term, the dean of the college may recommend for appointment to the graduate council a person from the appropriate college or division to fill the vacancy for the remainder of the term.

(3) The duties of the graduate council shall include:
(a) To evaluate the qualifications of nominees and recommend membership on the graduate faculty.

(b) To vote upon all matters of policy of the graduate school, not otherwise established by the graduate faculty.

(c) To counsel and advise the dean of the graduate school in administering the policies of the graduate school as related to, but not limited to admissions, dismissals, transfers, awards, curricula and degree programs.

(5) The dean of the graduate school shall serve as chair of the graduate council. At its first meeting each fall, council shall elect from among its members a vice chair and a secretary. The vice chair shall work with the chair on the agenda for each meeting and preside in the absence of the chair.

(6) Standing committees of the graduate council shall be as follows:

(a) A graduate faculty membership committee, comprised of a chair and one other faculty member of the graduate council who will serve as vice chair, plus four persons from the membership of the graduate faculty, shall be elected by the council. Six different colleges shall be represented in the membership of this committee. This committee shall review all nominations for membership on the graduate faculty, using the guidelines in paragraph (D)(2) of this rule, and make recommendations to the graduate council. Those persons approved by the graduate council shall be recommended to the dean of the graduate school for appointment to the graduate faculty. Any nominated person who is rejected by the council or the dean may seek further consideration through the procedure described in paragraph (D)(4) of this rule.

(b) A graduate faculty curriculum committee, comprised of a chair and one other faculty member of the graduate council who will serve as vice chair, plus four persons from the membership of the graduate faculty, shall be elected by the council. Six different colleges shall be represented in the membership of this committee. This committee shall review all curriculum proposals and related curricular issues referred to either the graduate council or the dean of the graduate school under the operative university curriculum review policies and procedures.

(c) A graduate faculty student policy committee, comprised of a chair and two other faculty members of the graduate council, one of the two identified as vice chair, and three persons from the membership of the graduate faculty, shall be elected by the council, plus three graduate students to be elected by the graduate student government. Six different colleges shall be represented in the faculty membership of this committee. This committee shall assist the graduate council and the dean of the graduate school in resolving issues regarding admission and denials of
admission, transfer credit, dismissals, special standing, and other matters relating to the general welfare of graduate students.

(d) The dean of the graduate school shall be an ex-officio, non-voting member of all standing committees of the graduate council. No other member of the graduate faculty may serve on more than one standing committee at a time.

(e) Ad hoc committees of graduate council may be appointed by the dean of the graduate school as needed. The chair shall be a member of graduate council and shall report to the council.

(7) Minutes of the graduate council meetings shall be available electronically to all members of the graduate faculty and graduate council within two weeks of each meeting. Unless a formal objection to the action of council is submitted in writing to the dean of the graduate school within two weeks after the date of distribution, council actions shall be considered as approved by the graduate faculty. All such actions should be forwarded to the faculty senate whenever action by that body is required.

(a) If written objection to any action of the graduate council is received by the dean of the graduate school, the dean shall report it to the council for consideration. One member of council shall be designated by the dean to arbitrate the matter between council and the objector. If agreement has not been reached after two weeks, a special meeting of the graduate faculty shall be called. The action of the graduate faculty on the issue shall be binding and reported in the next minutes of the graduate council.

(8) The graduate council shall meet at least once a month during the academic year and two-thirds of the membership shall constitute a quorum.

The agenda for meetings of the graduate council shall be prepared by the dean of the graduate school in consultation with the vice chair prior to each meeting and shall include a report from each standing committee. Any member of the graduate faculty may submit items for the agenda to any member of the graduate council.

(G) Meetings.

(1) The graduate faculty shall hold a regular annual meeting. A quorum at any meeting shall be ten per cent of the graduate faculty membership. Members shall be notified one month prior to the date of all regular meetings.

(2) The agenda for each regular meeting shall include:

(a) A report by the dean of the graduate school on the state of the graduate school,

(b) A report by the vice chair of graduate council on the activities of the graduate council,
(c) A report from a representative of university libraries on the state of the libraries as they pertain to graduate study,

(d) A report from a representative of information technology on the state of the computing and telecommunication units as they pertain to graduate study,

(e) A report from a representative of graduate student government, and

(f) Other business.

(3) Special meetings of the graduate faculty shall be called by the dean of the graduate school when:

(a) Ten members so petition, or

(b) The counsel and guidance of the graduate faculty are sought by the dean and/or the graduate council.

(4) The chair of the graduate faculty shall appoint a parliamentarian, who shall base any ruling on "Robert's Rules of Order, Revised."

(5) Minutes of each graduate faculty meeting shall be posted electronically for all members of the graduate faculty and sent to graduate student government. A permanent file shall be kept in the graduate school office. Two copies shall be sent to the university archivist.

(6) These bylaws may be amended by vote at special meetings of the graduate faculty that are called for the specific purpose of considering such amendments, and provided that the amendments are distributed to the entire membership in writing at least one month prior to the meeting and are approved by two-thirds of those present at such meetings. Amendments may also be made by a two-third vote of those voting by secret mail ballot, provided the amendment has been submitted to the entire membership in writing at least six weeks prior to the deadline for receipt of the vote. Amendments are subject to ratification by the board of trustees.

Effective: 08/27/2017

Certification: __________________________
M. Celeste Cook
Secretary
Board of Trustees

Promulgated Under: 111.15
Statutory Authority: 3359.01
Rule Amplifies: 3359.01
Prior Effective Dates: 11/04/77, 12/20/79, 08/20/04, 08/30/09, 10/22/10, 10/01/12, 02/01/15, 11/16/15
Doctoral degree requirements.

(A) General requirements. A master's degree is not a prerequisite for the doctorate; however, the first year of study after the baccalaureate will be substantially the same for both the master's and doctoral student. No specific number or sequence of courses constitutes a doctoral program or assures attainment of the degree. A formal degree program consists of a combination of courses, seminars and individual study and research that meet the minimum requirements of the graduate school and those of the committee for each individual student.

(B) Admission.

(1) Usually, a student is not officially considered as a doctoral student until completion of a master's program or its equivalent and approval for further study.

(2) A minimum grade-point average of 3.00 is required for graduation of a candidate for all doctoral degrees.

(C) Continuous enrollment requirement. The graduate school requires that a doctoral student register for a minimum of one graduate credit as approved by his or her adviser during each fall and spring semester. Individual departments may exceed this minimum requirement. A doctoral student should consult with his or her academic department.

(D) Residency requirements.

(1) A doctoral student may meet the degree requirements of the graduate school and department by full-time study or a combination of full- and part-time study.

(2) The minimum residency requirement for a doctoral candidate in all programs is at least two consecutive semesters of full-time study and involvement in departmental activities. "Full-time study" is defined as nine to fifteen semester credits, except for graduate teaching and research assistants for whom full-time study is specified by the assistantship agreements. For doctoral students who are in their final semester of study and have completed their degree requirements or international students participating in Curricular Practical Training (CPT) and/or Academic Training (AT) opportunities of 30 or more hours per week with approval from the International Center, one or more graduate hour constitutes full-time enrollment. The summer sessions may count as one semester, provided that the candidate is enrolled for a minimum total of six semester credit hours per combined summer terms. Programs vary in their requirements beyond the minimum, e.g., credits or courses to be completed, proper time to fulfill the residency requirement and acceptability of part-time employment.

(3) Before a doctoral student begins residency, the student's adviser and the student shall
prepare a statement indicating the manner in which the residency requirement will be met. Any special conditions must be detailed and will require the approval of the student's committee, the departmental faculty members approved to direct doctoral dissertations, the collegiate dean and the dean of graduate studies and research.

(E) Time limit. All doctoral requirements must be completed within ten years of starting coursework at the university of Akron or elsewhere. This refers to graduate work after receipt of a master's degree or the completion of thirty semester credits. Extension of up to one year may be granted in unusual circumstances by the dean of graduate studies and research upon written request by the student and recommendation by the adviser, department head, and college dean.

(F) Credits.

(1) A doctorate is conferred in recognition of high attainment and productive scholarship in some special field of learning as evidenced by the satisfactory completion of prescribed program of study and research; the preparation of a dissertation based on independent research; and the successful passing of examinations covering the special field of study and the general field of which this subject is a part. Consequently, the emphasis is on mastery of the subject rather than a set number of credits. Doctoral programs generally encompass the equivalent of at least three years of full-time study at the graduate level. A minimum of fifty per cent of the total credits above the baccalaureate required in each student's doctoral program must be completed at the university of Akron. A maximum of six workshop credits may be applied to a doctoral degree. Such credits must be relevant to the degree program, recommended by the student's adviser and approved by the dean of graduate studies and research.

(2) No graduate credit may be received for courses taken by examination or for five-hundred-numbered courses previously taken at the four-hundred number level as an undergraduate without advance approval from the dean of graduate studies and research.

(G) Transfer credits.

(1) Up to fifty per cent of the total graduate credits above the baccalaureate required in a doctoral program may be transferred from an accredited college or university, including the university of Akron. All transfer credit must be at the "A" or "B" level in graduate courses. The courses must be relevant to the student's program as determined by the student's academic department and fall within the ten-year limit if beyond the master's level. A student already admitted to the university of Akron must receive prior approval from his or her academic department for transfer courses taken elsewhere.
(2) A student admitted with a master's degree or equivalent will have work evaluated in relation to the student's program to determine transfer credit. Thirty semester credits are transferable from a master's degree. A block transfer of credit does not apply toward the student's ten-year time limit for degree completion.

(3) A student seeking to transfer credits must have full admission and be in good standing at the university. Transfer credits shall not be recorded until a student has completed twelve semester credits at the university of Akron with a grade-point average of 3.00 or better.

(H) Language requirements. There is no university-wide foreign language requirement for the Ph.D. The student is required to demonstrate one of the following skills depending upon the particular program.

(1) Plan A: Reading knowledge, with the aid of a dictionary, of two approved foreign languages. At the discretion of the major department an average of "B" in the second year of a college-level course in a language will be accepted as evidence of proficiency in reading knowledge for that language. English may be considered as one of the approved foreign languages for a student whose first language is not English; and demonstrated competence in a research technique (e.g., statistics and/or computers) may be substituted for one of the two foreign languages.

(2) Plan B: Comprehensive knowledge of one approved foreign language, including reading without the aid of a dictionary and such additional requirements as the department may impose.

(3) Plan C: In certain doctoral programs the demonstration of competence in appropriate research skills may serve as a substitute for the foreign language requirements.

(4) Plan D: In certain doctoral programs there is no foreign language requirement.

(I) Optional department requirements. Each department may determine requirements for a doctoral student with regard to entrance examinations, qualifying examinations, preliminary or comprehensive examinations and course sequences.

(J) Dissertation and oral defense.

(1) The ability to do independent research and demonstrate competence in scholarly exposition must be demonstrated by the preparation of a dissertation on some topic related to the major subject. It should represent a significant contribution to knowledge, be presented in a scholarly manner, reveal the candidate's ability to do independent research and indicate experience in research techniques.

(2) A doctoral dissertation committee supervises and approves the dissertation and
administers an oral examination upon the dissertation and related areas of study. This examination is open to the graduate faculty. The dissertation and oral examination must be approved by the committee before the dissertation is submitted to the graduate school. A final online submission of the dissertation is due in the graduate school at least three weeks prior to commencement. This copy must be signed by the adviser, faculty reader, department head and college dean prior to submission to the dean of graduate studies and research. A manual titled "Guidelines for Preparing a Thesis or Dissertation" is available online and all copies of the dissertation must conform to these instructions.

(K) Graduation. To be cleared for graduation, a candidate must have:

(1) Completed the academic program with a grade-point average of at least 3.00.

(2) Submitted an approved dissertation and passed an oral examination.

(3) Filed an online application for graduation with the registrar.

(4) Paid all applicable fees.

(5) Met any other department and university requirements.

Replaces: 3359-60-06.4

Effective: 02/01/2015

Certification:

Ted A. Mallo
Secretary
Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359

Rule Amplifies: 3359

Prior Effective Dates: Prior to 11/04/77, 08/30/79, 01/30/81, 12/31/86, 05/22/91, 12/13/03, 07/05/13
Graduate student standards.

(A) International students.

(1) An international student is normally admitted only in the fall, and all credentials should be received by the graduate school by the first of April.

(2) An international student should access the online graduate application through the graduate school website and submit the required application fee. An official transcript and degree from all institutions and universities attended must be submitted. Original records in languages other than English must be accompanied by exact English translations and certified by the school, U.S. consulate, or other legal certifying authority.

(3) An international student should submit to the graduate school the declaration and certification of finances, an original statement from the bank showing availability of sufficient funds to cover the cost of the first year of study, and a copy of the passport. The graduate school will prepare the certificate of eligibility (I-20A/B or DS-2019) upon receipt of adequate financial support, copy of the passport, and admission to the university.

(4) International applicants, United States citizens, and permanent residents whose native language is not English must submit evidence that they have a sufficient level of English to undertake graduate studies at the university of Akron. After submitting acceptable academic credentials and proof of English proficiency, applicants who are fully admitted may enroll in graduate course work and be eligible for university of Akron funded assistantships, fellowships, or scholarships. Prospective teaching assistants must achieve a passing score on the UADEPT (the “University of Akron Developed English Proficiency Test”), or a twenty-three or greater on the speaking component of the internet-based TOEFL (the "Test of English as a Foreign Language").

(5) Applicants to graduate programs can demonstrate their English proficiency in one of the following ways:

(a) A minimum score of five hundred fifty on the paper-based TOEFL, two hundred thirteen on the computer-based TOEFL, or seventy-nine or higher on the internet-based TOEFL. (The following departments require a higher standard of proficiency: English and history require a TOEFL of 580/237/92; and biomedical engineering requires a TOEFL of 590/243/96.) Scores more than two years old will not be accepted; or

(b) A minimum score of 6.5 on the IELTS (the "International English Language Testing System"), which is managed by the British Council. Scores more than two
years old will not be accepted; or

(c) Successful completion of a full course of study in the advanced level of ELI (the "English Language Institute") at the university of Akron. ELI is an intensive (twenty hours a week) program in English for academic purposes. The advanced level course of study is offered every fall, spring, and summer according to the university’s academic calendar; or

(d) Successful completion of twenty-four credit hours of upper-level undergraduate or eighteen credit hours of graduate coursework at a United States university or college in which English is the primary language of instruction. Successful completion is defined as maintaining a 3.0 cumulative grade point average in full-time, continuous studies. Applicants must submit original transcripts of their coursework; or

(e) Successful completion of an undergraduate or graduate program at a university outside the United States in which English is the language of administration and instruction. English must be used for all administrative functions and for all areas of instruction (with the exception of foreign language courses) including course lectures, materials, discussions, readings, and writing assignments. Applicants must submit an original official document from the undergraduate or graduate institution certifying that all of the administrative functions and instruction are conducted in English. The document must be signed by an officer of the institution and carry an official seal. The dean of the graduate school at the university of Akron will review the submitted documentation and inform the applicant if he or she has satisfied the English requirement. The decision will be final.

(B) Non-accredited American school graduates. A student holding a baccalaureate degree from a non-accredited American college or university, if otherwise qualified, is required to complete at least ten semester credits of postbaccalaureate work at a 3.00 level before being considered for admission to the graduate school. The accreditation status of the school at the time of the student's graduation shall apply. A student should consult with the department head in the major field to develop a postbaccalaureate program.

(C) Grades.

(1) A student admitted to graduate study under any status at the university of Akron is expected to maintain a minimum 3.00 average (4.00 = "A") at all times. A grade-point average of 3.00 or better is required for graduation. Any student whose average falls below 3.00 is no longer in good standing in the graduate school and considered on probation. No more than six semester credits of "C" grades may be counted toward the degree. In computing cumulative averages, "D" grades are treated as "F" grades. The dean of graduate studies and research,
with the approval of the department head, may dismiss anyone who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of "C+" or below. The accumulation of six semester credits of "F" will result in mandatory dismissal. A student dismissed from the graduate school for academic reasons may not be readmitted for one calendar year, and then only if evidence for expecting improved performance is submitted and found acceptable.

(2) Official academic records are maintained with a grade-point system as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>4.0</td>
</tr>
<tr>
<td>&quot;A-&quot;</td>
<td>3.7</td>
</tr>
<tr>
<td>&quot;B+&quot;</td>
<td>3.3</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>3.0</td>
</tr>
<tr>
<td>&quot;B-&quot;</td>
<td>2.7</td>
</tr>
<tr>
<td>&quot;C+&quot;</td>
<td>2.3</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>2.0</td>
</tr>
<tr>
<td>&quot;C-&quot;</td>
<td>1.7</td>
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<td>&quot;D+&quot;</td>
<td>0.0</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>0.0</td>
</tr>
<tr>
<td>&quot;D-&quot;</td>
<td>0.0</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>0.0</td>
</tr>
</tbody>
</table>

(3) The following grades may also appear on the term grade reports or on the official academic record. There are no grade points associated with these grades.

(a) "I" - Incomplete: Indicates that the student has done passing work in the course but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F". When the work is satisfactorily completed within the allotted time, the "I" is converted to whatever grade the student has earned. (Note: If instructors wish to extend the "I" grade beyond the following term for which the student is registered, prior to the end of the term they must notify the office of the registrar in writing of the extension and indicate the date of its termination. It is the responsibility of the student to make arrangements to make up the incomplete work. The faculty member should submit the new grade to the office of the registrar in writing.)
(b) "IP" - In progress: Indicates that the student has not completed the scheduled coursework during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.

c) "PI" - Permanent incomplete: Indicates that the student's instructor and the instructor's dean have for special reason authorized the change of an incomplete ("I") to a permanent incomplete ("PI").

(d) "W" - Withdraw: Indicates that the student registered for the course but withdrew officially sometime after the second week of the term.

(e) "NGR" - No grade reported: Indicates that, at the time grades were processed for the present issue of the record, no grade had been reported by the instructor.

(f) "INV" - Invalid: Indicates the grade reported by the instructor for the course was improperly noted and thus unacceptable for proper processing.

(4) Any student whose grade-point average falls below 3.00 is no longer in good standing in the graduate school and will be placed on probation. In consultation with the college or department, as appropriate, the dean of the graduate school will dismiss full-time students who do not return to good academic standing within two consecutive semesters (excluding summers) and part-time students who do not return to good academic standing within the attempting of fifteen additional credits.

For the purpose of administration of the full-time and part-time provisions of this policy, full-time and part-time status are determined by the semester in which the student goes on probation. Full-time enrollment constitutes nine or more graduate hours; part-time is less than nine graduate hours. For doctoral students who are in their final semester of study and have completed all other degree requirements or international students participating in Curricular Practical Training (CPT) and/or Academic Training (AT) opportunities of 30 or more hours per week with approval from the International Center, one or more graduate hour constitutes full-time enrollment.

The dean of the graduate school, with the approval of the relevant department head may also dismiss anyone who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of "C+" or below. The accumulation of six semester credits of "F" will result in mandatory dismissal.

A student dismissed from the graduate school for academic reasons may not be readmitted for one calendar year, and then only if evidence for expecting satisfactory performance is submitted and found acceptable.

(D) Repeating courses. Any graduate course may be repeated once for credit. However,
the degree requirements shall be increased by the credit hour value of each course repeated. The hours and grades of both the original and the repeated section shall be used in computing the grade-point average. Required courses in which a "D" or "F" was received must be repeated.

(E) Transfer students. A graduate student matriculated in the graduate school of another college or university who wishes to transfer to the university of Akron to continue graduate education must be in good standing at the other school.

(F) Course load. A full load of coursework at the graduate level is nine to fifteen semester credits including audit. For doctoral students who are in their final semester of study and have completed all other degree requirements or international students participating in Curricular Practical Training (CPT) and/or Academic Training (AT) opportunities of 30 or more hours per week with approval from the International Center, one or more graduate hour constitutes full-time enrollment.

(G) Registration. The responsibility for being properly registered lies with the student, who should consult with the assigned adviser in preparing a program of courses and/or research. A schedule of courses, hours, class location and registration procedures is obtainable from the registrar.

(H) Entrance qualifying examinations. The use of examinations to determine admissibility to enter a graduate program or eligibility to continue in one is the prerogative of the departments offering graduate programs. The department has the right to select the examination and minimum acceptable level of performance. Information and procedure may be obtained from the head of the appropriate department.

Effective: 08/24/2015

Certification: 

Paul A. Herold
Secretary
Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359

Rule Amplifies: 3359

Prior Effective Dates: Prior to 11/04/77, 08/30/79, 01/30/81, 12/31/86,
The CCTC met on Friday, March 23, 2018.

The committee met with Wendy Lampner and John Corby to discuss possibilities for moving the RTP process from a paper-based to an electronic-based process. The practicality of using USB keys, Brightspace, or Office365 (OneDrive or SharePoint) were examined.

USB keys should not be used due to file corruption and malware issues.

Brightspace and Office365 are not RTP systems. A faculty activity reporting system such as Digital Measures (https://www.digitalmeasures.com/) or Interfolio (https://www.interfolio.com/) is needed in order to move to an electronic-based system. The College of Business Administration is already using Digital Measures.

The next meeting (April 20) will be devoted to drafting a recommendation to be sent to the Faculty Senate and the provost.

Scott Randby
CCTC Chair
Athletics Committee meeting March 16, 2018

Attending: Franks, Gandee, Gribschaw, Haas, Jorgensen, Juravich, Krishna, Lillie, Otterstetter, Owens, Rochester, Sahl, Williams

Meeting called to order at 2:01 pm

Motion to approve the minutes Otterstetter, 2nd by Gandee. Minutes approved.

Motion to approve the agenda by Krishna, 2nd by Lillie. Agenda approved.

Update from Athletics

Athletic Director Larry Williams gave an update on many of our teams. He noted that spring sports have started and we are finishing up winter sports. Good winter season overall, even if scores did not reflect that. Women’s BB had some injuries and are working with a young team. Men’s BB had a bit of a rebuilding season although the coaches taught a lot to improve the outlook for the future. Here, injuries hurt the team and a player concussion in particular has brought an ongoing problem to light. The end of the season was better and they gave everything they had in the MAC tournament. The team made progress in the classroom as well. Those are the two main sports in winter. Tennis is doing ok, indoor track finished ok despite some injuries. Outdoor track has higher expectations.

Per requested discussion from the committee, Williams also discussed FY17 financials (in detail) and noted that they were recently presented to the Board of Trustees (BOT). Of note was that Athletics spent $1 million less and made $1 million more during the past fiscal year. Revenues were up due to a distribution from the NCAA and Athletics did some other things to help their overall financial performance. Williams then discussed our Athletics budget in comparison to the rest of the MAC schools. Here, it was noted that Athletics pays a subsidy that ranks 7th without the debt service and 4th w/ debt service. Slides were presented to support these numbers. With respect to expenses, Williams highlighted that we spend the 9th most in the conference but it’s important to note that debt service is included in the numbers even though Athletics only occupies the building about six weekends a year but are charged for the total amount. Williams noted that debt service for every other building remains at the center while the cost of stadium is pushed to Athletics. Some schools are starting to move that back to the center but UA has not. This totals $5 million for the stadium and $500,000 for the fieldhouse. In summary, he noted that debt service exists whether Athletics uses it or not.

Williams also mentioned that to get out of D1 football, Athletics would need to pay a significant amount of money up front for an approximate net gain of $500,000 per year. He noted that if football went away, Athletics would lose the MAC distribution from ESPN as well as game guarantee agreements which can be as much $1.5-2 million per game. Currently, the annual ESPN payout is $300,000/ year for all members of the MAC conference. Combined with additional distributions from the MAC, Athletics receives approximately $1 million/ year from MAC membership. Relatedly, to drop football would require paying a MAC exit fee of $4 million. An additional entry fee of $1-2 million would need to be paid to join the Horizon League for all of our remaining sports.

Williams also discussed additional future opportunities to increase revenue while reducing Athletics’ reliance on the general fund including additional academic unit distribution from the NCAA (starting in 2020), additional MAC media distributions, and future football guarantee agreements.
He went on to detail specific cost saving tactics including:

- Increase their annual fund by $250,000 via additional revenue to be collected from donations.
- Get golf to self-subsidize using $200,000 via donations.
- Increase walk on counts for teams totaling about $200,000.
- Continue to house sophomore student athletes on campus = $250,000 to UA, not Athletics.

Additional proposed ideas include flipping scholarships from out-of-state to in-state. Athletics has put together an equal list of requirements that could earn us an extra $405,000 in SSI. It’s a balanced approach between men and women to ensure Title IX compliance.

Relatedly, Williams stated that baseball and lacrosse will be tiered (when they return) so that they can’t recruit out-of-state. A proposal for football to recruit 2/3 in-state and 1/3 out-of-state could bring another $60,000 to UA. There is a risk that this could affect our competitiveness. Conversations have been had with football and they are very amenable to it.

Additional cost savings ideas being explored include adding sports (e.g., bowling, triathlon, field hockey, rowing, swimming and diving, water polo and wrestling) with the same stipulations as lacrosse and baseball to increase SSI generation. Drawback is that if we add more sports we have to start adding overhead costs. Further opportunities include a sponsorship deal to cover (some) student athlete hotel costs. Also, Athletics is looking at outsourcing ticketing using a revenue sharing model while continuing to pursue a major concert in Infocision Stadium. This is a difficult prospect given that LiveNation controls most of the major venues in the area. Athletics has met w/ them (LiveNation) to try and further these discussions but they don’t think our venue is a good option at this time. There are a lot of logistical and access issues.

Athletics also mentioned that they would like to work out a partnership between the city, the university and the Athletics program.

The committee meeting concluded with recommendations to Williams (and Athletics) regarding more transparency and more communication to the campus community with respect to the benefits of Athletics as well as the costs of running a competitive Athletic Department in the MAC.

Adjournment at 3:32 pm.
Academic Program Review (APR) was launched in Fall 2017 to address three specific needs. First, the Chancellors’ Council of Graduate Studies in the State of Ohio requires a periodic review of doctoral programs. Second, the Higher Learning Commission accreditation process requires a review of the academic programs. Finally, and perhaps most significantly, this review of all the academic programs was launched to establish a baseline for purposes of strategic planning.

The APR Executive/Advisory Board (Appendix A) was established to oversee the process and data preparation. A consistent set of data (Appendix B) was prepared with advice from this board for all the programs. A template for preparation of the self-study reports (Appendix C) was also developed. These data and template discussed with the Deans of all the colleges through several meetings and revised based on feedback received. These data and instructions were shared with all the faculty in UA through their respective Deans. Based on further feedback from the Deans, Table 5 was revised by the CFO and the revised data were sent to the Deans. Table 5.1 which included Research Expenditures was separated because these funds currently have little impact on the general fund.

Discussions with Faculty Groups

Faculty-groups or faculty members were appointed by the respective Deans and Chairs to prepare the unit-level self-study reports. The co-chairs met conducted several meetings with faculty groups, department chairs and Deans to clarify and answer questions about what was expected in the APR process in Fall 2017. Based on feedback from the faculty groups, the original deadline for self-study reports, 15 October 2017, was revised to 15 November 2017, to allow more time for faculty to adequately discuss unit-level academic issues. Most of the self-study reports were completed and submitted to the respective offices of the Deans by 15 November 2017.

Discussions with Chairs and Changes to Schedule

During the APR meetings in Fall 2017, the Department Chairs and School Directors requested an opportunity to write a unit-level assessment of the self-study reports. In response to this request, the self-study report template was revised to include a statement from chairs and directors (up
to two pages) to indicate their concurrence or otherwise with the self-study reports. When they disagreed with the self-study reports, they had the opportunity to document appropriate reasons. Since the Chairs were working in close cooperation both with the Deans and with their respective faculty groups, it was decided that the time required by the Chairs to prepare these two-page reports did not warrant an extension of time.

Reports from the Deans were required to be submitted by 15 December 2017. At the request of a couple Deans, this deadline was moved to 15 January 2018.

**Metrics and Rating Programs by Deans**

Deans were requested to categorize the programs in their colleges as C1, C2 or C3. These categories were intended to represent the level of current performance of the program in terms of UA level metrics such as Retention, Number of Majors/Degree Awards, Learning Outcomes, Market Demand, Scholarship, Revenue/Expenditure Ratio and the Strategic Opportunities for the program. Since such metrics have contextual importance in the different colleges, the Deans were allowed the flexibility to weigh these metrics in a manner that is most suitable for their colleges. For example, this allowed Deans with teaching-intensive or research-intensive units to weigh the metrics in a manner that was best suited to their Colleges. Deans were requested to include at least 20% of the programs in their colleges in each of the three categories.

For programs in categories C1 and C3, the Deans were requested to assign a priority P1 or P2. The priority P1 was intended to indicate opportunities for investment that had a high likelihood of tactical benefits to improve the fiscal position at UA.

**Academic Program Review Faculty Team**

A 24-member faculty team of reviewers was assembled before 15 January 2018. Nominations for this team were requested from the Deans. Most of the Deans submitted their nominations as requested. The members were selected by the APR Executive/Advisory Committee to balance several factors such as faculty representation from all the colleges, technical expertise required to evaluate the doctoral programs, gender, and availability during the review period.

**Dean Reports and Rationale Presentations**

Most of the Dean reports were received on or before 15 January 2018. All the Deans were required to present a rationale for how they categorized and prioritized programs in their respective colleges on 17 January 2018. All the members of the APR Faculty Team and the APR Executive/Advisory Committee were invited to the presentations by the Deans. Most of the
presentations by the Deans were recorded (with consent from the respective Deans). Members that could not attend the presentations were provided access to these recorded presentations.

The APR Executive/Advisory Committee decided that the reviews of the Deans and the ratings they assigned to the programs in their colleges should be shared with individual reviewers with the advice that the reviewers should use the Dean reports only for information.

Launch of Academic Program Review Faculty Team

The APR Faculty Team met with Provost Rex Ramsier in January 2018. In this meeting, the Provost answered several questions related to how the reviews will be utilized. The Provost also shared his views about how the needs of the colleges are different. The APR Faculty Team decided that each member was free to weigh the metrics in a manner that they felt would be most appropriate. It was agreed that each member would be consistent in how they weigh the metrics for the programs they were assigned to review. It was also decided that each member of the review team would not be constrained by the requirement to place a certain number of programs in each category because each reviewer’s sample size would be small. The process by which reviewers would be assigned reviews was also discussed. All these discussions and decisions were made before the reviewers knew which specific programs they would review.

Academic Program Review Assignments

Reviews were assigned using a combination of an algorithmic method and manual adjustment to balance the load of each reviewer. The underlying algorithmic method was based on the classical job assignment model to minimize the total “cost” of assignment. A cost-matrix was prepared to represent the degree to which a reviewer could review a particular program based on their area of expertise. Reviewers who were associated with the department/unit in which the program was housed were excluded by assigning a large cost to avoid issues related to conflict of interest. Potential reviewers who were from disciplines that were close to the program were assigned low costs. In all cases, the co-chairs ensured that there were multiple options for reviewers who could be assigned to any given program. The assignment algorithm was executed using this cost-matrix, with some modifications to account for the fact that 24 reviewers were assigned to review programs in 55 departments/units that housed a total of about 180 programs. In most cases, all the programs in a department/unit were assigned to the same reviewer. The co-chairs ensured that every program was assigned to two different reviewers. All doctoral programs were assigned such that at least one of the two reviewers was from a doctoral program to satisfy requirements of the Ohio Chancellor’s Council of Graduate Studies. In most cases, both reviewers were from other doctoral programs. Since the number of programs in each unit varied considerably, the co-chairs adjusted a few assignments manually to balance the review load.
Each member of the APR Faculty Team was assigned a set of programs to review. Each member was only aware of the reviews they were assigned. They were requested to submit their reviews by 14 February 2018. Most of the reviews were received as requested. After the reviews from both programs were received, the reviews were de-identified and uploaded to a common shared folder prior to the team deliberations.

The team agreed to meet on four full days, 16-17 February 2018 and 23-24 February 2018 to discuss the reviews and prepare the final team ratings for the programs.

**Clarifying the Meaning of the Categories C1-C2-C3 and the Priorities P1 and P2**

On the first day, through the process of discussing the first few programs, the APR Faculty Team settled on a specific interpretation of the Categories and Priorities as outlined below. It is critical to recognize that this scale, C-level categories and P-level priorities, is non-linear and cannot be interpreted in simplistic terms – e.g., “C2 is better than C3-P1”. It is our intent that the recommendations will be read/used/interpreted using the following rubric:

1. The **Category C2** – meant that either (a) the program was solid and doing well and did not need additional resources at this time, or (b) the information in the self-study reports and Dean reports were inadequate to evaluate and the program and the program could sink or swim on its own merits. As advised by the APR Executive/Advisory Committee and the Deans, no priorities were assigned to programs in this category.

2. The **Category C1** – meant that the program was distinctive and important for UA. Here, Priority P1 meant that there is a need for additional resources in the program and that such investment could potentially yield tactical benefits to UA. Priority P2 meant that the program was doing well and could continue to thrive on its current resources.

3. The **Category C3** – meant that the program performance was not as expected for one or more reasons. These programs need attention and further, more detailed, review. Here Priority P1 meant that it is important to consider investing in these programs because it can result in tactical or strategic benefits to UA and the region. Priority P2 meant that no investment is recommended. In many cases, the rating C3-P2 was also assigned to programs that were already suspended.

For convenience and potential reuse at other levels of APR, this information is included in Appendix F.
Because of the lack of accurate program-level data in many of the self-study reports and reports from the Deans, it is important to obtain specific and accurate program-level data moving forward by working with all the faculty, chairs and deans associated with programs in categories C1 or C3. It is strongly recommended that any investment decisions in these programs should be preceded by a detailed capacity analysis beyond the unit-level aggregated information, if it is missing in the current reports.

**APR Review Deliberations and Ratings Process**

The reviews of the programs proceeded through the four days. A designated note taker supported the entire review process. Electronic clickers were used to collect individual votes in secret. Only the collective distribution of scores was revealed to all members. Any member, including the co-chairs, with a conflict related to the program being discussed was excused and not present in the room during the discussions. For every program, the two reviewers presented their reviews. The reviews were displayed on a projected screen for all members to view. After the reviewers presented their reviews, members asked clarifying questions and discussed specific details of the program. In many cases, the reviewers amended their ratings based on the discussions. A few typographic errors in the score sheets were corrected by the faculty team. Programs that had similar ratings from the reviewers did not, in general, create a lot of discussion. In some cases, the ratings provided by the Deans were also considered as an additional data point by the review team.

After the discussions for each program, one of the co-chairs summarized the discussion to help the note taker record the summary. The electronic vote collection system was opened. Each member present and who wished to vote, cast their vote in secret. When all members had cast their votes, the collective distribution was revealed in public. The note taker recorded the distribution of votes for each program. This process was repeated for each of the (over) 180 programs.

**Concerns about the Data**

Members of the APR Faculty Team were, in general, dissatisfied with the accuracy of the data provided. For example, the data from Table 1 for Wayne College appeared to be inconsistent with the data in the reports; since the data from Wayne College are audited, we decided to use the Dean’s data to make APR decisions. All the data used were reviewed by the Deans and everyone agreed that despite the flaws, these were the best data available to carry out APR.
Concerns about the Self-Study Reports

The level of engagement of faculty in this APR process was outstanding. While many self-study reports were responsive, some units relied on using material from their existing accreditation reports, graduate/undergraduate bulletins, and other marketing material. In a few cases, the reports were repetitive and unresponsive to the APR requests.

Concerns about the Reports from Deans

Many of the reports from the Deans were commendable and outstanding. A few reports lacked adequate detail and were not responsive to the requests from APR. The programs were not categorized and prioritized as requested and the APR faculty team did not have any data to make a recommendation.

Academic Program Review Recommendations from the Co-Chairs

The following recommendations may be considered when APR is carried out in the future:

Recommendations to Improve APR Data

1. **CIP/Plan Codes that are used to record enrollments and degree awards in different programs/colleges should not be co-mingled.**

2. **It would be helpful if data for market demand of various programs were to be presented. The role of the career placement centers and co-op offices in preparing these data should be examined. These data should be prepared and discussed by the Council of Deans prior to APR to enable faculty to understand the market-demand and adjust academic offerings accordingly.**

3. **Data to compare the performance of our programs with those in peer institutions should be collected in a consistent and accurate manner. The role of the Office of Academic Affairs in preparing these data should be examined. These data need to be discussed with the Chairs and the Deans prior to APR in order to allow faculty to better understand the competition from peer institutions.**

4. **Issues with Revenues/Expenditures in Table 5**
   a. **The net revenues reported in Table 5 should not be apportioned based on SCH production in the unit. Instead, a more accurate analysis would involve units receiving credit for course delivery based on the actual tuition and fees collected.**
b. Scholarships for students should continue to be associated with the college in which the student is currently enrolled.

c. When students from one college take classes in another college, the associated costs should be administratively transferred to unit where the student is enrolled.

d. No central scholarships should be awarded to students without being associated with the college where the student is enrolled.

e. SSI received for course completion should continue to be associated with the unit where the course is delivered.

f. SSI received for degree completion should continue to be associated with the unit where the student graduated.

g. Units should identify resource expenditures associated with specific programs. If a unit hosts several programs, the revenues and expenditures associated with each program should be documented.

5. Research and Creative activities should clearly identify the students associated with the works. Undergraduate programs should identify only those research and creative activities that involve undergraduate students. Similarly, the work of Master’s and Ph.D. students should be separately identified.

6. The learning outcomes should go beyond the items that are reported in accreditation reports; units should provide the data collected and an analysis to demonstrate student learning and improvement in learning. These data should be prepared by the Chairs and Deans prior to APR in order to allow faculty to better understand the impact of program delivery.

**Recommendations to Improve Self-study Reports**

1. Faculty and Chairs should be informed that APR is an internal process and not an external accreditation process.

2. Deans should ensure that incomplete, inaccurate and unresponsive APR self-study reports are not forwarded to the APR committee.

**Recommendations to Improve Reports from the Deans**

1. Dean reports be submitted at least one month prior to the start of review by the faculty team. These reports should be administratively reviewed and non-compliant reports should be returned to the respective Deans for corrections.

2. If a responsive report is not received at least two weeks before commencement of review by the faculty team, the reviews should proceed based on using available data.
In addition to the specific APR process recommendations above, the co-chairs recommend the following to strategically advance the academic programs and address the fiscal challenges at UA:

1. **CIP Codes reported to ODHE should be revised** both to maximize State Share of Instruction (SSI) collected by UA and to *eliminate co-mingling* of enrollment/degree awards across programs.

2. **Collaborative offerings** across departments, schools, programs at UA that reduce the cost-burden while improving the learning experience for students *should be urgently explored* at the undergraduate and graduate levels.

3. Retention issues and increasing the 6-year graduation rates, which currently limit the degree award SSI collection, should be addressed with the highest priority. UA academic leadership should consider *establishing retention targets and 6-year graduation rates* for every college/unit/program. Performance against these targets should be evaluated and periodically reported through forums such as the Provost Reports.

4. **Vibrant doctoral programs are critical both for the successful delivery and for maintaining the academic relevance of undergraduate programs.** While the students in doctoral programs should continue to be supported in a market-competitive manner, the sustainability of these programs should be improved by increasing the number of self-paying students in Master’s programs.

5. The *pathways for UA undergraduate students to enter graduate programs at UA appear to be currently limited.* For example, cross-college recruitment does not appear to be common. Creating new pathways for highly qualified students is likely to improve the sustainability of the graduate programs, address the needs for teaching support, and address critical national needs in emerging areas of importance.

6. We recommend that a strategic plan for affected Colleges be developed to address the effect of Stark State College in programs that compete with UA programs (CAST and General Education).
Process Recommendations for Conducting Future Academic Program Review

1. Continuing to have two Co-Chairs for APR, one with STEM focus and another with non-STEM focus is effective and desirable.

2. No members of the APR Executive/Advisory Committee should be involved in either the APR Faculty Team or the Academic Policies Committee.

3. All the members of the APR Executive/Advisory Committee should have an active role in meeting and explaining/training faculty, chairs and Deans.

4. The Provost should consider assigning a designee to the APR Executive/Advisory Committee.

5. The Deans should be allowed to elect a member to the APR Executive/Advisory Committee.

6. The Chairs should be allowed to elect a member to the APR Executive/Advisory Committee.

7. The University Governance bodies should be allowed to elect one faculty member each for the APR Executive/Advisory Committee, who are not already members of the Academic Policies Committee or the Faculty Senate.

8. At least one of the past co-chairs of APR may be requested to serve in the APR Executive/Advisory Committee to ensure continuity.

9. There must be designated administrative support for APR – to record the proceedings of the APR Executive/Advisory Committee meetings, to prepare data required for APR, to collect and organize the reports received, to coordinate meetings and to support the co-chairs in organizing and conducting APR.
Appendix A  Executive/Advisory Board Members
Appendix B  Tables 1 – 9
Appendix C  Self-study Template
Appendix D  Review Ratings and their Interpretation
Appendix E  Categories and Priorities for Academic Programs at UA
Appendix F  Summary and Statistics
Appendix A: APR Executive/Advisory Committee

1. Phillip A. Allen Professor, Psychology, Director Non-STEM Research, Co-Chair APR
2. Heidi Blakeway-Phillips Special Assistant to the President
3. Michelle Byrne Assessment Director
4. George Chase Professor, Chemical & Biomolecular Engineering, Director STEM-Research
5. Jolene Lane Chief Diversity Officer, Vice-President for Inclusion and Equity
6. Chand Midha Vice Provost, Executive Dean, Graduate School
7. William D. Rich Associate Professor, Law, Chair of Faculty Senate
8. Shivakumar Sastry Professor, Electrical and Computer Engineering, Co-Chair APR
9. Marnie Saunders Associate Dean, Graduate School
10. Harvey Sterns Professor, Psychology, Chair of University Council
11. John Zipp Professor, Sociology, Past Chair of AAUP

Academic Program Review Committee – January 2018

1. Phil Allen, BCAS, Co-Chair, Psychology
2. Richard Londraville, BCAS, Biology
3. David Perry, BCAS, Chemistry
4. Harvey Sterns, BCAS, Faculty Senate/University Council, Psychology
5. Ann Usher, BCAS, Music
6. Ingrid Weigold, BCAS, Counselling/Psychology
7. Matt Wysznzski, BCAS, Modern Languages
8. John Zipp, BCAS, Sociology
9. Sukanya Kemp, CAST, Applied General and Technical Studies
10. Andy Milks, CAST, Engineering and Science Technology
11. Bill McHenry, CBA, Management
12. Melinda Newman, CBA, Finance
13. Stacia Biddle, CHP, Allied Health Technology
14. Carolyn Murrock, CHP, Nursing
15. Ron Otterstetter, CHP, Sports Science and Wellness Education
16. Andrey Dobrynin, CPSPE, Polymer Science
17. Nicole Zacharia, CPSPE, Polymer Engineering
18. Teresa Cutright, Engineering, Civil Engineering
19. Shiva Sastry, Engineering, Co-Chair, Electrical & Computer Engineering
20. Marnie Saunders, Engineering, Biomedical Engineering
21. Dana Cole, Law, Law-Instruction
22. Bill Rich, Law, Chair of Faculty Senate, Law-Instruction
23. Gary Holliday, LJFFCE, Curricular and Instructional Studies
24. Tim Vierheller, Wayne, Physics
# Table 1

## Teaching Outcomes: UA Data

**Department: Psychology**

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## Fall 2016

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Table 2
Teaching Outcomes: ODHE Data

Department: Psychology  OBHE Subject Field: Psychology

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Other Ohio University Main Campus 3-Year Average Degrees Granted FY 2014-2016

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<td>Wright State University</td>
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<td>Youngstown State University</td>
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Table 2.1
Teaching Outcomes: ODHE RAW Data
Degrees/Certificates Awarded in FY 2014 - FY 2016 at Ohio Public and Private Colleges and Universities
Source: http://www.ohiohighered.org/data-reports/degrees, Sector—University Main Campuses

<table>
<thead>
<tr>
<th>Institution</th>
<th>Subject Field</th>
<th>Level of Degree or Certificate</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>3 Year Average</th>
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## Table 3
### Fall 2016 Demographic Analysis

**Department:** Psychology

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<thead>
<tr>
<th></th>
<th>Undergrad.</th>
<th>Master's</th>
<th>Doctoral</th>
<th>TT Faculty</th>
<th>NTT Faculty</th>
<th>PT Faculty</th>
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<tbody>
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<td><strong>Residency</strong></td>
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<td>In-State</td>
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<td>Out-of-State</td>
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<td>International</td>
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<td><strong>Race/Ethnicity</strong></td>
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<td>Hispanic</td>
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<td>Native American</td>
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<td>Native Hawaiian/Other Pacific</td>
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<td>White</td>
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</table>
### Table 4
Fall 2016 Graduate Assistantships by Academic Department

**Department: Psychology**

<table>
<thead>
<tr>
<th>Graduate Assistantships</th>
<th>Count</th>
<th>In-State</th>
<th>Out-of St.</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA Count</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Assistantship Categories</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Instructional Support</td>
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<tr>
<td>Research</td>
<td></td>
<td></td>
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<tr>
<td>Administrative Assistant</td>
<td></td>
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<td></td>
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<tr>
<td>Fellow</td>
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</tbody>
</table>

**Graduate Assistantship Funding by Employed Department**

<table>
<thead>
<tr>
<th>Graduate Assistantship Funding by Employed Department</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School Stipends</td>
<td></td>
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<tr>
<td>Department Stipends</td>
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<tr>
<td>Grant Stipends</td>
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<tr>
<td>Other Stipends</td>
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<tr>
<td>GA Tuition Awarded</td>
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</tbody>
</table>


Table 5
General Fund Apportioned Revenues and Direct Expenditures

<table>
<thead>
<tr>
<th>Department: Psychology</th>
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</thead>
<tbody>
<tr>
<td><strong>Primary Revenue:</strong></td>
</tr>
<tr>
<td>FY 2015</td>
</tr>
<tr>
<td><strong>UG Tuition and Fees</strong></td>
</tr>
<tr>
<td>Gross Undergraduate Tuition &amp; Fees</td>
</tr>
<tr>
<td>Scholarships / Discounts</td>
</tr>
<tr>
<td><strong>Net Total UG Tuition &amp; Fees</strong></td>
</tr>
<tr>
<td>UG Course Completions SSI Earnings</td>
</tr>
<tr>
<td>UG Degree Completions SSI Earnings</td>
</tr>
<tr>
<td><strong>Total UG Revenue</strong></td>
</tr>
<tr>
<td><strong>GR Tuition and Fees</strong></td>
</tr>
<tr>
<td>Gross Graduate Tuition &amp; Fees</td>
</tr>
<tr>
<td>Scholarships / Discounts</td>
</tr>
<tr>
<td><strong>Net Total GR Tuition &amp; Fees</strong></td>
</tr>
<tr>
<td>GR Course Completions SSI Earnings</td>
</tr>
<tr>
<td>GR Degree Completions SSI Earnings</td>
</tr>
<tr>
<td>Doctoral Subsidy</td>
</tr>
<tr>
<td><strong>Total GR Revenue</strong></td>
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<tr>
<td><strong>IDC</strong></td>
</tr>
<tr>
<td><strong>Total Primary Revenues</strong></td>
</tr>
</tbody>
</table>

| **Primary Expenditures:** |
| FY 2015 | FY 2016 | FY 2017 |
| Compensation and Benefits |
| Graduate Stipends |
| Operating |
| Other |
| **Total Primary Expenditures** | $0 | $0 | $0 |

Please read the Program Review Table Documentation for details related to this table.
Table 6
Course Outcomes

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>FY 2015</th>
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<th>FY 2016</th>
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<th>FY 2017</th>
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<td>Total</td>
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<td>% Earned</td>
<td>Total</td>
<td>% Earned</td>
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<td>Enrollment</td>
<td>Credit</td>
<td>Enrollment</td>
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#REF!
## Table 7
Graduate Student Exit Interview Data

### Demographics for students graduating in FY 2015-2017

<table>
<thead>
<tr>
<th>Demographics</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
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<tbody>
<tr>
<td>Number of FT:PT students (FT:PT)</td>
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<tr>
<td>Number of US Citizen/Permanent Resident (1) to Non-US Citizen (2) (1:2)</td>
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</table>

### University Evaluation

* Select from these options

1 - program/faculty reputation
2 - job placement opportunities
3 - location/region
4 - UA reputation
5 - financial support
6 - curriculum
7 - other

<table>
<thead>
<tr>
<th>University Evaluation</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
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</thead>
<tbody>
<tr>
<td>Top 3 reasons provided for choosing PROGRAM*</td>
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</table>

| Number of students that had an acceptable advisor that was accessible (Acceptable:Total) |         |         |         |
| Number of students that felt the program was challenging (scored 3, 4, or 5) (Challenging:Total) |         |         |         |
| Number of students that felt the program prepared (scored 1, 2 or 3) them for employment or higher ed (Prepared:Total) |         |         |         |

### Career Plans

<table>
<thead>
<tr>
<th>Career Plans</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
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<tbody>
<tr>
<td>Number of students planning on careers in academics (A), Industry (I), Government (G), Other (O) (A:I:G:O)</td>
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<tr>
<td>Number of students that have/will have publications (Publishing:Total)</td>
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<tr>
<td>Faculty Name</td>
<td>Rank</td>
<td>No. Refereed Journal Publications</td>
<td>No. Refereed Conference Publications</td>
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Department: Psychology

## Prioritized Program Inventory

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<tr>
<th>Academic Plan</th>
<th>Description</th>
<th>Degree</th>
<th>Degree Description</th>
<th>CIP Code</th>
<th>CIP Subject Description</th>
<th>Category</th>
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<td>Dept</td>
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<td>Program Title</td>
<td>Degree Code</td>
<td>Degree Name</td>
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</table>
Academic Program Review, Fall 2017

Goal: Engage our faculty colleagues in a holistic, university-wide, process to examine and advise college-level and university-level leadership about:

1. the quality of our academic programs,
2. alignment of our programs with the mission of UA, and
3. allocation of current and future resources.

Department-level Quantitative Analysis: Please analyze the following data provided with a focus on Student Recruitment, Education, Graduation and Improving UA revenues.

1. Teaching Outcomes

   Table 1: UA Data,
   Table 2: ODHE Data

2. Demographic Analysis

   Table 3

3. Graduate Assistantships

   Table 4 (where applicable)

4. General Fund Centric Revenues/Expenses

   Table 5

5. Student Performance by Course Level

   Table 6

6. Graduate Student Exit Interview Data

   Table 7 (where applicable)

For each associate, undergraduate, master’s, and doctoral program in your unit, please provide data from your unit and an analysis for the following two items:

7. Learning Outcomes

   Please summarize your assessment activities and present an analysis of your activities.

8. Market Demand

   How many of your graduating students in the last three years have pursued a career in their field of study? Please provide actual numbers and not percentages. How many graduates from your undergraduate programs are pursuing graduate studies? Please list key employers of your students and universities where your students pursue graduate studies.

Please provide data from your unit for:

9. Research and Creative Activity Outcomes: Please provide the number of refereed publications, books, book chapters, art/dance/theatre exhibits or other scholarly or creative works in Table 8 for the last three years.
Department-level Qualitative Analysis: Please address the following two sections for each associate, undergraduate, master’s, and doctoral program in your unit.

1. Areas of Strength and Distinctiveness: What are the strengths of your program? Please address the number of degrees awarded in your program as it compares with other programs in the State of Ohio (Table 1).

2. Areas of Concern: Identify present areas of concern in your program and how you propose to address these challenges. Are there anticipated future areas of concern with your program?

Department-level Strategic Opportunities: From the perspective of your programs, where are our strategic growth areas? How do you see us capitalizing on these opportunities given the fiscal challenges we currently face? Please discuss frankly the limitations and competitive threats that are relevant.

Preparing Self-Study Reports
No more than a total of 10 pages per program. Use minimum 11 pt font.

When preparing the self-study reports for your programs, please consider the following topics and prompts as suggestions. We intend that the self-study reports will address the topics identified below. To help with your discussions, the data in the tables (1-8) provide a snapshot of what is happening at UA from different perspectives. Please consider trends that are indicated by the data in these tables as they relate to your programs.

1. Student Recruitment
   a. What are the key strengths (technical skills, knowledge and values) of students you would like to see enrolled in your programs?
   b. What are the barriers, if any, to recruiting students with such strengths to your programs? What can be done to reduce these barriers?
   c. Comment on any significant enrollment trends you notice in Table 1.
   d. Comment on the demographics data in Table 3.

2. Education and Graduation
   a. Describe an ideal graduate of your program.
   b. What are minimum strengths (skills, knowledge and values) future employers, educators and society can expect from all your graduates?
   c. What courses and experiences are the most important contributors to producing the ideal graduate? What experiences are necessary to ensure the minimum strengths? Is there a need to improve these courses and experiences?
   d. Comment on the performance of your program with respect to the data presented in Table 2 and Table 2.1.
   e. Are faculty/GA resources appropriately used in your program? Comment on data in the bottom part of Table 1.
   f. Comment on any significant trends in Table 4 (Graduate Assistantships).
g. Comment on any significant trends you notice in Table 7 (Graduate Student Exit Interview data).

h. Are there unmet technology needs for the program?

3. **Creative Activities, Research and Technology Advancement (where applicable)**
   a. Please highlight the major research, teaching or creative activities in your department/program and their relevance to create knowledge, cultural or civic enrichment, and technological advancement.
   b. What educational experiences are the important contributors to maintaining these thrusts over the long term? Is there a need to improve these experiences?
   c. How are these activities affecting the region? The country?
   d. Describe how students are engaged in these activities and the tangible benefits to students from this engagement.

4. **Assessment and Learning Outcomes**
   a. Are the course completion rates represented in Table 6 adequate your program?
   b. How well are your students meeting the program learning outcomes?
   c. What are areas of strength in student learning?
   d. What areas have you identified as needing improvement?
   e. How well are your students prepared for upper level classes?
   f. Is there any need for corrective action? If so, please describe your plans.

5. **Market Demand**
   a. What kinds of careers do your graduates pursue?
   b. How do you make sure that your curriculum is responsive to market needs?
   c. In what ways do your students assess the value of the degree your program offers?
   d. Using data in Table 1 and Table 2 as context, comment on the performance of your programs compared to other programs in State of Ohio.
   e. Please provide examples of significant career achievements of your alumni.

6. **Improving UA Revenues**
   a. The State Share of Instruction is an important revenue source for UA that is directly affected by retention. What can be done to improve retention in your program?
   b. OHED is moving toward an SSI formula that emphasizes degree completion. What are some ways in which we can improve our competitive profile shown in Table 2 and Table 2.1.
   c. What can be done to improve the number and the quality of self-funded master’s students in your graduate programs (if you have any)? You may use data in Table 5 as a reference.
   d. Comment on the undergraduate scholarships in Table 5. Does this level of scholarship represent the quality of your students? What suggestions do you have for future scholarships?
REQUESTED FORMAT FOR SELF-STUDY REPORTS AND EVALUATIONS

1. Each Department/School prepare a single PDF document addressing the Quantitative Analysis, Qualitative Analysis, and Strategic Opportunities as above, with separate sections for each program, e.g., BS Computer Engineering, BS Electrical Engineering, MS Electrical Engineering, Ph.D. Computer Engineering, Ph.D. Electrical Engineering.

2. Please use reasonable aggregations for programs as is relevant for your Department/School, e.g., BS program with and without Co-op can be treated as the same program even though they have different program codes.

3. Department Chairs may comment on the self-study report for the department (no more than two pages please)

4. Please observe the page limits.

5. Upon completion of the evaluation and prioritization, send one PDF document for Department/School for which you received data tables. Please include the Deans Office narrative assessment (if any) and prioritization a separate PDF document.

6. Deans offices, please return the reports through the Provost and the Office of Academic Affairs to the Academic Program Review Committee.
Appendix D: Meaning of the Categories C1-C2-C3 and the Priorities P1 and P2

On the first day, through the process of discussing the first few programs, the APR Faculty Team settled on a specific interpretation of the Categories and Priorities as outlined below. It is critical to recognize that this scale is non-linear and cannot be interpreted in simplistic terms – i.e., “C1 is better than C2”, “C2 is better than C3”. The recommendations and ratings of the APR team must be read/used/interpreted using this rubric:

1. The Category C2 – meant that either (a) the program was solid and doing well and did not need additional resources at this time, or (b) the information in the self-study reports and Dean reports were inadequate to evaluate and the program and the program could sink or swim on its own merits. As advised by the APR Executive/Advisory Committee and the Deans, no priorities were assigned to programs in this category.

2. The Category C1 – meant that the program was distinctive and important for UA. Here, Priority P1 meant that there is a need for additional resources in the program and that such investment could potentially yield tactical benefits to UA. Priority P2 meant that the program was doing well and could continue to thrive on its current resources.

3. The Category C3 – meant that the program performance was not as expected for one or more reasons. These programs need attention and further, more detailed, review. Here Priority P1 meant that it is important to consider investing in these programs because it can result in tactical or strategic benefits to UA and the region. Priority P2 meant that no investment is recommended. In many cases, the rating C3-P2 was also assigned to programs that were already suspended.

For convenience and potential reuse at other levels of APR, this information is included in Appendix F.

Because of the lack of accurate program-level data in many of the self-study reports and reports from the Deans, it is important to obtain specific and accurate program-level data by working with all the faculty, chairs and deans associated with programs in categories C1 or C3. A detailed capacity analysis must be carried out, when missing in the current report, before investment decisions are made.
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### Summaries of Discussion and Vote Distribution by APR Faculty Team

**APR Feb 17, 2018**

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<td>BCAS Chemistry BS</td>
<td>C2-70% C1P1-30%</td>
<td>Overall good solid program. Noted that research for UG part of program must emphasize publications with UG students, if any.</td>
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<tr>
<td>BCAS Chemistry MS</td>
<td>C1P1-5% C2-63% C3P1-32%</td>
<td>Market demand for MS in Chemistry is high. Only competitor for these students is YSU. NEO has a high market need for Masters prepared Chemists. This is a program that plans to transition it as a feeder system for the PhD program and allow self-paying students to enroll will be beneficial to the University.</td>
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<tr>
<td>BCAS Chemistry PhD</td>
<td>C1P1-95% C1P2-5%</td>
<td>The PhD in Chemistry is a vital program for the University. Hiring TT faculty in the Department of Chemistry will not only serve Chemistry, but CPSPE, CHP, and Biology. The revenue generated from external funding to support GAs to teach basic labs is crucial for the FT faculty to spend their time grant writing.</td>
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<tr>
<td>BCAS Biology BS</td>
<td>C1P1-0% C1P2-0% C2-100%</td>
<td>General Education component major part of program offerings (FY 17: 22% SCH; Service Courses 38% SCH; Major Courses 40% SCH). Planned re-structuring of program to attract pre-med and NEOMED students. If overall UA enrollment grows, might need investment for increased GE load.</td>
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<tr>
<td>BCAS Biology MS</td>
<td>C1P1-5% C1P2-63% C2-32%</td>
<td>This MS program is shrinking (down to 13 students presently according to the departmental report) due a shift in TAs from this program to the integrative biosciences Ph.D. program (less than half of its former size). A real question is whether it makes sense to continue this program or whether to reallocated these resources to their Ph.D. program. The cost of the program was also discussed.</td>
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<tr>
<td>BCAS Biology PhD</td>
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<tr>
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The integrative biosciences Ph.D. program with its emphasis on biomimicry is innovative, it has a relatively large number of students, and it funds a lot of its students through industrial assistantships (CIGAs). On the down side, it has averaged 5 graduates a year (seemingly a 10-year completion rate). Also, using the CIGA funding mechanism raises the issue of whether as many faculty are needed (because industrial placements appear to be providing a lot of the educational enrichment). This program is approaching a C1 classification, but not quite there. Members expressed concern about the cost of the program.

Recommendation from this body to consider the programs together for the future of course offerings.

Vote: Should the programs be considered as one or as separate? 1=50% 2=50%. Therefore, it was decided to vote on both programs separately.

There are two MS level degrees offered in the mathematics department: mathematics and applied mathematics. The BS/MS program was not ‘evaluated’ independently. For the ‘traditional’ MS, UA numbers were split, however data for comparisons to peers was combined. If combine the two MS routes for comparison, UA is comparable/above five of its peers and has less graduates than the other five peers. However, with the demand, all but 1 of the graduates were employed in their field or pursuing an advanced degree (one person had taken time of to prepare for the actuarial exam). Job prospect is expected to increase. In addition, department TAs are essential at leading the recitation sections for the service courses in the algebra and calculus sequences. This essential need and the number of graduates nudged the C3 category to a C2. This program draws a larger number of students and is perhaps more marketable than the pure math MS. While also a small program,
perhaps it should be given higher priority than the MS pure math track.

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pure math</td>
<td>C1P1-0% C1P2-0% C2-60% C3P1-35% C3P2-5%</td>
<td>This program is slightly revenue positive and small. The students help teach classes, but given the program’s small size many more resources do not need to be directed this way.</td>
</tr>
<tr>
<td>BCAS Physics BS</td>
<td>C1P1-0% C1P2-0% C2-0% C3P1-40% C3P2-60%</td>
<td>General Education classes needed for multiple other disciplines. Majority of revenue comes from this aspect. Actual major has very little demand or interest from students. Enrollment steady but very small opportunity for increase. Competes and loses students to Engineering and Math (usually the well prepared students). This is a weak program with low external visibility and future improvement prospects. The majority of revenue of the department is coming from the service teaching. Upper level (300/800) physics classes constitute a small fraction of the net revenue (~$200K per year).</td>
</tr>
<tr>
<td>BCAS Physics MS</td>
<td>C1P1-0% C1P2-0% C2-0% C3P1-10% C3P2-90%</td>
<td>This is a weak program with low external visibility and future improvement prospects. However, continuation of the MS physics program is required to maintain qualified students' pool for TA positions in the 100/200 Physics classes. It should be considered to increase the number of TA positions in physics to satisfy the departmental teaching needs. Half of students are Graduate Assistants (8). Increase in enrollment will require more GAs to be hired to meet teaching needs, without increasing paying students. Program supports the sizeable General Education and UG labs/service sections. Decrease in GA support would cause a decrease in number of sections for UG students</td>
</tr>
</tbody>
</table>
Faculty must maximize recruitment efforts by emphasizing possible new MS in Materials Physics program that is proposed. Will differentiate from other programs in Ohio.

<table>
<thead>
<tr>
<th>Department</th>
<th>C1P1</th>
<th>C1P2</th>
<th>C2</th>
<th>C3P1</th>
<th>C3P2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCAS Computer Science BS</td>
<td>29%</td>
<td>10%</td>
<td>24%</td>
<td>33%</td>
<td>5%</td>
</tr>
<tr>
<td>BCAS Computer Science MS</td>
<td>38%</td>
<td>5%</td>
<td>19%</td>
<td>33%</td>
<td>5%</td>
</tr>
<tr>
<td>BCAS Geosciences BS/BA</td>
<td>67%</td>
<td>31%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

A vibrant computer science department is critical for the future of UA. At present, the resources related to computing are dispersed in various colleges and units, without critical mass or distinction in any of these units. The strategic ideas offered in this report at the UG level are not focused. It would be better for the unit to focus squarely on strengthening the core curriculum – including the discrete math, architecture and systems topics that currently affect the MFAT performance of students. It was recommended that this program be further discussed because of the spread of votes. Discussion moved on to MS program.

At the graduate level, the national and regional competition is strong. Any offerings must be thoughtfully crafted with a clear idea of what student population it will appeal to, and which regional need it will help to address. UA must develop a comprehensive vision for computing education that aims to coalesce the dispersed parts and develop areas of distinction that can better serve the region and attract high-quality students to develop exciting careers here. It was noted that the votes on Computer Science, despite dispersion indicate need for investment.

Good program – hard-working faculty – they routinely assess learning. MAJOR issue is lack of recruitment efforts. Problematic for new TT hires and TA lines: “77% of revenue generated in GenEd courses using mostly NTT and adjunct faculty”. Plans for recruitment are weak. Should consider offering tracks rather than wanting to reactivate inactive programs. CONCERN – want to grow things when there is not a strong showing.
in current degrees. Too many course offerings, not sure this is cost-effective. In addition to the ~25 graduates a year, geosciences is responsible for a good number of general education credits, and their undergraduate program should remain strong.

<table>
<thead>
<tr>
<th>BCAS Geosciences MS</th>
<th>C1P1-5% C1P2-0% C2-24% C3P1-62% C3P2-10%</th>
<th>Group expressed concern that competitor programs in Geosciences offers master's stipends and scholarships. TAs essential for field experience and labs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCAS Geosciences GIS BA/BS</td>
<td>C1P1-0% C1P2-24% C2-10% C3P1-24% C3P2-43%</td>
<td>Faculty could teach more hours/ lack capacity to teach more diverse offerings. Good assessment of learning. Growth expected in labor market – 29% over next 10 years. Issue is few numbers of students – faculty too busy to actively recruit? (little detail provided) or adequately revamp curriculum. However neighboring universities are investing and growing. Wait for students to change major to get enrollment numbers – WHY!!!! Too much outside competition is very problematic – money not only issue here? C337000 - 5 total enrolled ’14-’16 / 5 total degrees ’15-’17</td>
</tr>
<tr>
<td>BCAS Geosciences GIS MS</td>
<td>C1P1-5% C1P2-0% C2-20% C3P1-10% C3P2-65%</td>
<td>Not sure thesis option is sustainable. Many competitors seem to be online. Full workload on faculty? Big drop in exit interview publications 4:21. Looks like they have not awarded thesis option since 2013. Do not acknowledge what competitors offer here. Not an actionable strategic plan - develop consortia. Not well integrated with geology</td>
</tr>
<tr>
<td>BCAS Statistics BS</td>
<td>C1P1-95 C1P2-5 C2-0 C3P1-0 C3P2-0</td>
<td>Massive GenEd producer, small dept in terms of faculty, 3 specialties at BA level and starting to build connections with business. Market demand for graduates, particularly for actuarial scientists.</td>
</tr>
<tr>
<td>BCAS Statistics MS</td>
<td>C1P1-5% C1P2-55% C2-41% C3P1-0% C3P2-0%</td>
<td>Good potential market niche and average number of students/graduates. With a flexible schedule they are adjusting to drop in GAs, good at finding jobs for their graduates. Loss of 3 tenure track faculty a concern.</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1, C1P2, C2, C3P1, C3P2</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BCAS Anthropology BA</td>
<td>C1P1-9% C1P2-41% C2-41% C3P1-5% C3P2-5%</td>
<td>Small program with decent SCH production, recently moving toward Anthro/Archeology. Good visibility in media. Does not have high productivity for number of graduates.</td>
</tr>
<tr>
<td>BCAS Communication Media Studies BA</td>
<td>C1P1-0% C1P2-18% C2-82% C3P1-0% C3P2-0%</td>
<td>Interesting opportunities for their majors with TV and radio. Decent placements, large number of majors per faculty members.</td>
</tr>
<tr>
<td>BCAS Communication Public Relations BA</td>
<td>C1P1-5% C1P2-76% C2-19% C3P1-0% C3P2-0%</td>
<td>Fairly large major, pretty good job finding rate, very efficient program with 4 faculty. Interacts with Buchetellite and has remained fairly steady in enrollment.</td>
</tr>
<tr>
<td>BCAS Communication Strat &amp; Org Comm BA</td>
<td>C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%</td>
<td>A well established program with a reasonable number of majors, just not quite as stellar as the other 2 programs with more faculty teaching.</td>
</tr>
<tr>
<td>BCAS Communication MA</td>
<td>C1P1-0% C1P2-0% C2-38% C3P1-52% C3P2-10%</td>
<td>A masters program that has worked toward online programming. It has about 15 students graduating a year, maintaining it's smaller size. Online portion may help. Concern of loss of TAs affecting programs.</td>
</tr>
<tr>
<td>BCAS Child &amp; Family Development BA</td>
<td>C1P1-0% C1P2-91% C2-9% C3P1-0% C3P2-0%</td>
<td>Department that has split off into 3 parts; Child &amp; Family is one part. Both reviewers rated highly, producing high number of SCH and addressing an important niche in Pre-K development.</td>
</tr>
<tr>
<td>BCAS Child &amp; Family Development MA</td>
<td>C1P1-0% C1P2-0% C2-0% C3P1-50% C3P2-50%</td>
<td>Small program that is getting smaller. Struggling to find a student population, something we didn't fully understand.</td>
</tr>
<tr>
<td>BCAS Dance BA</td>
<td>C1P1-9% C1P2-64% C2-23% C3P1-5% C3P2-0%</td>
<td>Small program with a wonderful facility and national ranking. Working on recruiting.</td>
</tr>
<tr>
<td>BCAS Arts Admin MA</td>
<td>C1P1-23% C1P2-27% C2-45% C3P1-5% C3P2-0%</td>
<td>Has the potential to be a high quality program that desperately needs a Tenure Track faculty member. Working to convert thesis to project. Needs a non-thesis option and needs additional investment of tenure-track faculty.</td>
</tr>
<tr>
<td>BCAS Theatre Arts BA</td>
<td>C1P1-0% C1P2-0% C2-0% C3P1-36% C3P2-64%</td>
<td>A program that was recently reinstated, we are not sure what it's prospects are. This will be a difficult program to</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1</td>
<td>C1P2</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>BCAS Theatre Arts MA</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>BCAS English BA</td>
<td>0%</td>
<td>23%</td>
</tr>
<tr>
<td>BCAS English MA</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>BCAS English MFA</td>
<td>14%</td>
<td>77%</td>
</tr>
<tr>
<td>BCAS Criminal Justice AS</td>
<td>35%</td>
<td>135</td>
</tr>
<tr>
<td>BCAS Criminal Justice Criminology &amp; Criminal Justice BS</td>
<td>68%</td>
<td>9%</td>
</tr>
<tr>
<td>BCAS Political Science BA</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1</td>
<td>C1P2</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>BCAS Political Science MA</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>BCAS Sociology BA</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>BCAS Sociology MA</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>BCAS Sociology PhD</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>BCAS Philosophy BA</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Program</td>
<td>Score</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BCAS Art BFA</td>
<td>C1P1-100% C1P2-0% C2-0% C3P1-0% C3P2-0%</td>
<td>Very strong program, doing well. Faculty are stretched but a good program all around.</td>
</tr>
<tr>
<td>BCAS Art ED BA</td>
<td>C1P1-0% C1P2-5% C2-95% C3P1-0% C3P2-0%</td>
<td>Degree from CAS with licensure from Col of Ed. Low number of graduates and low faculty. At capacity right now. Two community grants.</td>
</tr>
<tr>
<td>BCAS Art History BA</td>
<td>C1P1-0% C1P2-0% C2-5% C3P1-23% C3P2-73%</td>
<td>Program that has a strong GenEd component but number of majors is low. Art has other programs with higher priority for faculty hires.</td>
</tr>
<tr>
<td>BCAS Art Studio BA</td>
<td>C1P1-0% C1P2-0% C2-91% C3P1-5% C3P2-0%</td>
<td>Performing moderately, relationship with Biomimicry. Need for technical person to manage studios as it could be a safety concern.</td>
</tr>
<tr>
<td>BCAS Fashion Merchandising BA</td>
<td>C1P1-23% C1P2-5% C2-23% C3P1-45% C3P2-5%</td>
<td>Administratively has no home at this time. Faculty are doing well, maintaining enrollment in a program that is #2 employer in country. Graduates are good, program is suffering because of a lack of a home.</td>
</tr>
<tr>
<td>BCAS Fashion Merchandising MA</td>
<td>C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%</td>
<td>Inactive program with no students currently enrolled in it. No support for program.</td>
</tr>
<tr>
<td>BCAS Interior Design BA</td>
<td>C1P1-0% C1P2-5% C2-41% C3P1-23% C3P2-32%</td>
<td>Program has been moving between colleges, 12 graduates in last year and market is good for graduates. Faculty have requested moving to CAST.</td>
</tr>
<tr>
<td>BCAS Modern Languages French BA</td>
<td>C1P1-0% C1P2-33% C2-67% C3P1-0% C3P2-0%</td>
<td>Small program, 2 faculty, 2-3 degrees per year but doing intensive GenEd teaching. Important for university as long as language requirement is there.</td>
</tr>
<tr>
<td>BCAS Modern Languages Spanish BA</td>
<td>C1P1-71% C1P2-14% C2-19% C3P1-5% C3P2-0%</td>
<td>Program that is doing well, good market demand. Medicine has been a growing area as well as Criminal Justice.</td>
</tr>
<tr>
<td>BCAS Music BA/BM</td>
<td>C1P1-5% C1P2-5% C2-90% C3P1-0% C3P2-0%</td>
<td>Fairly large department with 16 tracks of offering. Revenue positive. Some well known faculty. Number of students vary by track. Important for Full Time Director with music background</td>
</tr>
</tbody>
</table>
with accreditation coming up in 2019. Have consistently performed well.

| BCAS Music MA | C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0% | Large number of tracks. Need for Music Director who is a musician. Solid program producing a number of degree graduates. Some well known faculty. |
| BCAS Public Administration MPA | C1P1-9% C1P2-5% C2-59% C3P1-27% C3P2-9% | A graduate only program. Faculty teaching in other programs. Reviewers suggested a couple of innovative ideas; focus on digital cities and sharing courses with CBA. Graduates have high impact in local area. Has high percentage of minority students. |
| BCAS Psychology BA | C1P1-11% C1P2-26% C2-63% C3P1-0% C3P2-0% | Have a good, solid program with a successful model of teaching. Half of revenue generated through GenEd. |
| BCAS Psychology MA | C1P1-9% C1P2-58% C2-42% C3P1-0% C3P2-0% | IO Psych is well known program, attracting self-pay students. Housed in strong department with good faculty. |
| BCAS Psychology PhD | C1P1-79% C1P2-16% C2-5% C3P1-0% C3P2-0% | IO Psychology program is very well known. Students are well placed. Investment is a priority. Have a successful model of engaging graduate students. Currently running above effective capacity. |
| PhD Counseling | C1P1-53% C1P2-21% C2-26% C3P1-0% C3P2-0% | Program in a strong department but this program seems to be low in research. Students are local, catering to minority students. One well funded grant. Only program APA accredited. |
| PhD Adult Development and Aging | C1P1-11% C1P2-5% C2-0% C3P1-32% C3P2-53% | Joint program with CSU, faculty support from UA seems to have gone down. Small number of graduates. Number of faculty was 5, now 3. Note disparate financial support between schools. |

CCH Allied Health

| Medical Assisting Technology AAS | C1P1-0% C1P2-10% C2-90% C3P1-0% C3P2-0% | Associates degree program that has a reasonable number of students. Having issues in terms of getting it's coursework to count towards Nursing. Hard to compare to other programs in state because it is not comparable. Ratio of revenue is positive. Recommend that issue of credit transfer be resolved. 50% of students intend to go on to higher degrees and... |
are not able to at UA due to issues. These students would like to stay at UA and transfer into Nursing and Nursing would like that as well.

<table>
<thead>
<tr>
<th>Program</th>
<th>C1P1</th>
<th>C1P2</th>
<th>C2</th>
<th>C3P1</th>
<th>C3P2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiologic Technology AAS</td>
<td>0%</td>
<td>10%</td>
<td>86%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Surgical Technology AAS</td>
<td>0%</td>
<td>5%</td>
<td>95%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Respiratory Therapy Technology BS</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CHP Classroom Guidance MS/MA</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>CHP Clinical Mental Health Counseling</td>
<td>0%</td>
<td>86%</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>CHP Counselor Education PhD</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>24%</td>
<td>76%</td>
</tr>
<tr>
<td>CHP Marriage Family Counsel/Therapy MS</td>
<td>0%</td>
<td>0%</td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>CHP School Counseling MS/MA</td>
<td>0%</td>
<td>0%</td>
<td>71%</td>
<td>19%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Averages 27 graduates per year. Up for site visit for accreditation this year. Some difficulties in placing students for clinicals.

18 majors per year. Concern over competition from Stark State. Program appears to be holding its own. Recommend that it would be advisable to increase marketing of all programs.

Program with 39 majors on average and 21 graduates. Limited to 20 students. Good revenue to expenditure ratio. Not much room to grow without more clinical placements.

Program has very small enrollment, small number of graduates. No program report submitted by dept. Not accredited in the state of Ohio.

Large Masters program with 16-18 graduates per year. Looking to specialize. More market competition. Good ratio in revenue/expenditure.

At the present time this is a fairly large doc program in terms of enrollment but not in terms of graduation, there is a concern going forward about self funding and whether they will be viable. Also concerns about redundancy with Counseling PhD in Psychology.

A relatively large program with not as many grads as would be expected. Did not get accreditation from one organization but got the other. Thinking of retooling program to meet their niche.

Program that is not a small program but it's 1-3 grads per year seems low. There is concern over shorter than usual accreditation.

Program that has about 150 students enrolled per year but 26 grads last year. Received 2-year accreditation but not full.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>C1P1</th>
<th>C1P2</th>
<th>C2</th>
<th>C3P1</th>
<th>C3P2</th>
<th>Population/Graduation Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHP Dietetics - Coordinated Prog BS</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>12-14 grads per year, limited by number of internships. We recommend that they consider a collaborative program with Sports Science &amp; Sports Nutrition in light of upcoming requirements for Masters. 92% pass rate on their national registration exam.</td>
</tr>
<tr>
<td>CHP Dietetics - Didactic Prog BS</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Relatively large program with approx. 130 admits and pre-admits combined with a low success rate on national registration exam (compared to the coordinated program version).</td>
</tr>
<tr>
<td>CHP Food Environmental Nutrition BS</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>45 students per year, about 15-25 grads. 97% placement rate at time of graduation. Working for an online certificate program. Only undergraduate program in the state.</td>
</tr>
<tr>
<td>CHP Nutrition Dietetics MS</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Program suspended since 2015.</td>
</tr>
<tr>
<td>CHP SLPA AuD</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>We’re impressed. Relatively large doctoral program with 10 grads per year. The best endowed program at UA. Generates revenue of 1 Mil per year in their clinic and also have students that are paid from the clinic or are self-paying. Also nationally recognized as a quality program.</td>
</tr>
<tr>
<td>CHP SLPA BA</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Fairly large major that is now down to about 170 student per year. 30-50 grads per year. Looks like a distinctive program with laboratories that are outstanding. Only concern is a slight decline in number of students. Still large for a clinical program.</td>
</tr>
<tr>
<td>CHP Child Life Specialist MA</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Program that has some students, has one faculty member that is not TT. There are real concerns with the program in terms of market niche. Different counseling programs are taking of this niche, both reviewers concerned about viability of program.</td>
</tr>
<tr>
<td>CHP Arts, Language Pathology MA</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Program that has 116 majors and 15 grads per year. Pretty good placement. Challenges for future are TA based model to pay for yourself model.</td>
</tr>
<tr>
<td>CHP Social Work BA</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Quite large undergrad program with 376 in 2016. Still a large major with lots of graduates, facing some challenges with Lakewood location. Have people getting jobs but many others go into other careers with this degree.</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>CHP Social Work MSW</td>
<td>0%</td>
<td>23%</td>
<td>77%</td>
<td>0%</td>
<td>0%</td>
<td>Has 127 students, 63 grads. Large MSW program that is now separate from CSU. First time pass rate was 61%, below the average in Ohio.</td>
</tr>
<tr>
<td>CHP Sports Studies BS</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>Large program, lots of graduates however appears to be shrinking though, 298 to 209. Use of Infocision Stadium.</td>
</tr>
<tr>
<td>CHP Exercise Science BS</td>
<td>0%</td>
<td>0%</td>
<td>76%</td>
<td>10%</td>
<td>14%</td>
<td>Moderately large major that has 4 specialty tracks, the largest is pre-physical therapy. As a major it is declining, they are struggling to find students that can succeed in Anatomy and Physiology, potential solution is to switch to less rigorous course, which will prevent them from meeting requirements to be accepted into Phys Therapy programs. No discussion of their placement rates of success of students.</td>
</tr>
<tr>
<td>CHP Athletic training BS</td>
<td>0%</td>
<td>0%</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>Program that has gone from 138 to 77 majors. Maintained steady state with 12 grads per year. Small side for this school but still reasonable. Concerns are the difficulty of students passing A &amp; P and the new requirement on the horizon of Masters for Athletic Trainers.</td>
</tr>
<tr>
<td>CHP Physical Education BS</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>95%</td>
<td>A very very small program that appears to be shrinking each year. Only 1 grad this year. Unclear why decline is happening, but might be fit in college. Looking to put health emphasis but that has not happened yet.</td>
</tr>
<tr>
<td>CHP Physical Education BS</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>A very small program with around 3-6 students enrolled, with no graduates each year. Steady at this level. Some confusion about Dean's ranking as it was rated under rubric of physical education. This group split them up to show true enrollment.</td>
</tr>
<tr>
<td>Exercise Physiology MA</td>
<td>0%</td>
<td>0%</td>
<td>86%</td>
<td>0%</td>
<td>0%</td>
<td>Has a lot of students enrolled, between 50-61. Average 30 grads per year. Concerns moving forward due to changes in TA model.</td>
</tr>
<tr>
<td>Physical Education MA</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>A very small program with around 3-6 students enrolled, with no graduates each year. Steady at this level. Some confusion about Dean's ranking as it was rated under rubric of physical education. This group split them up to show true enrollment.</td>
</tr>
<tr>
<td>Sports Science MA</td>
<td>0%</td>
<td>0%</td>
<td>95%</td>
<td>0%</td>
<td>0%</td>
<td>This is a larger Masters program with adequate enrollment or 60 and graduates per year-33 per year. Appears to be going well.</td>
</tr>
<tr>
<td>Program</td>
<td>Score</td>
<td>Notes</td>
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</tr>
<tr>
<td>Law JD</td>
<td>C1P1-5% C1P2-90% C2-5% C3P1-0% C3P2-0%</td>
<td>Overall strong program, discussion of favorable revenue to expense ratio. Impact in local community noted. Good program and beneficial to UA. Committee noted to watch bar pass rate and grades overall.</td>
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<tr>
<td>Law LLM</td>
<td>C1P1-5% C1P2-10% C2-86% C3P1-0% C3P2-0%</td>
<td>Program in a good school but a small program. Much of data were not broken out enough for assessment. Questions about comparative data is it LLM focus on IP or LLM overall? Discussion of pathways for technical backgrounds to go into program in patent law. Discussion of employment opportunities.</td>
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<tr>
<td>BCAS History BA</td>
<td>C1P1-0% C1P2-9% C2-91% C3P1-0% C3P2-0%</td>
<td>A program with well known faculty and generating large GenEd revenue. Degrees are low but comparable with state. Faculty losses in recent years but do not expect significant economic returns based on investments.</td>
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<tr>
<td>BCAS History MA/Ph.D.</td>
<td>C1P1-0% C1P2-0% C2-82% C3P1-9% C3P2-9%</td>
<td>A program with well known faculty with challenges at PhD level. SSI helped by enrollment at the MA level. Doctoral students do not get SSI. Grad classes currently have low enrollment. Dept has substantial endowment funds and does local history well. Endowment could help students in the future. Strategy for 3 + 2 program that is helpful for UA.</td>
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<tr>
<td>CHP Nursing BSN</td>
<td>C1P1-90% C1P2-5% C2-0% C3P1-5% C3P2-0%</td>
<td>Strong program that has a very high demand in market. Large interest among students, large number of pre-admits. Quality is critical for graduates. Much to be gained by investing in this program. 7 TT faculty for program needs to be addressed. Advising and recruitment of quality students is issue needs to be addressed.</td>
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<tr>
<td>CHP Nursing MSN</td>
<td>C1P1-81% C1P2-10% C2-10% C3P1-0% C3P2-0%</td>
<td>A program that is difficult to assess because of lack of program specific data but impression is that the program is strong and with investment would help both the BSN as well as the DNP programs. A program with high market demand and interest to students. Impression is that it is a program worthy of</td>
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<tr>
<td>Program</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Notes</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>CHP Nursing DNP</strong></td>
<td>62%</td>
<td>14%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>Program that's doing reasonably well under circumstances. Program needed for nurse anesthetists who currently get Masters but will be required soon to have a DNP degree. Lower number of students but degree is in demand. Majority of these students are self-paying.</td>
</tr>
<tr>
<td><strong>CHP Nursing Ph.D.</strong></td>
<td>0%</td>
<td>14%</td>
<td>81%</td>
<td>0%</td>
<td>5%</td>
<td>Large number of students in UG level. Small number of awarding of degrees. Concerns about ability to recruit faculty into program that can mentor at PhD level. Increase participation of non-doctoral nursing faculty into the PhD program as KSU does. Group feels that investment into UG programs will have beneficial effects on Grad program.</td>
</tr>
<tr>
<td><strong>CHP Nursing Master of Health Prac/Pub Health</strong></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>One of the reviewers mentioned that they was involved in a couple of committee meeting more than 10 years at initiation of this program, since then has had no involvement in the program. Group had concensus to proceed. MPH programs in general are regionally and nationally important programs. Not much direction in the program in recent years but interest in increasing UA role in this program. Do not see reason for additional investment at this time.</td>
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</tbody>
</table>

**CAST**

**CAST Business & Information Technology**

<table>
<thead>
<tr>
<th>Program</th>
<th>C1P1</th>
<th>C1P2</th>
<th>C2</th>
<th>C3P1</th>
<th>C3P2</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CIS Networking--CISCO track, AAB &amp; BS</strong></td>
<td>36%</td>
<td>55%</td>
<td>9%</td>
<td>1%</td>
<td>0%</td>
<td>Associates/Bachelors degree in networking. Lots of employment opportunities as well as market demand. Associates is declining while Bachelors is increasing. Voting on combined programs.</td>
</tr>
<tr>
<td><strong>CIS Networking--Microsoft track</strong></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>Department has elected to terminate the program. No demand in program, very few students in program.</td>
</tr>
<tr>
<td><strong>CIS Cybersecurity, BS</strong></td>
<td>59%</td>
<td>27%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>Has a demand and potential area of growth for UA. 45 students in first year of operation.</td>
</tr>
<tr>
<td><strong>CIS Digital Forensics, BS</strong></td>
<td>18%</td>
<td>45%</td>
<td>36%</td>
<td>0%</td>
<td>0%</td>
<td>A new, distinctive program with increasing enrollment. No degrees awarded to date, not much data to assess.</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1%</td>
<td>C1P2%</td>
<td>C2%</td>
<td>C3P1%</td>
<td>C3P2%</td>
<td>Comment</td>
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</tr>
<tr>
<td>CIS Programming, AAB &amp; BS</td>
<td>0%</td>
<td>10%</td>
<td>85%</td>
<td>0%</td>
<td>5%</td>
<td>Program that is combined AS, BS that is in great demand in area. Low number of graduates so far.</td>
</tr>
<tr>
<td>CIS Web Development, AAB &amp; BS</td>
<td>0%</td>
<td>11%</td>
<td>84%</td>
<td>0%</td>
<td>5%</td>
<td>A AAB &amp; BS program that has been around for about 3 yrs, too early for many graduates. Agreements with local 2-yr colleges.</td>
</tr>
<tr>
<td>CIS Specialized Apps, BS</td>
<td>0%</td>
<td>0%</td>
<td>2-5%</td>
<td>0%</td>
<td>95%</td>
<td>Very small program that is not enrolling as well as anticipated.</td>
</tr>
<tr>
<td>Bachelor of Organization Supervision</td>
<td>0%</td>
<td>24%</td>
<td>76%</td>
<td>0%</td>
<td>0%</td>
<td>A very large program with about 400 majors, 200 degrees awarded. Appears to be niche program for those already in workplace.</td>
</tr>
<tr>
<td>Business Mgmt Tech-General AAB</td>
<td>0%</td>
<td>0%</td>
<td>24%</td>
<td>10%</td>
<td>67%</td>
<td>In the past a medium-large program that is now shrinking, from 139 to 98 majors in last 3 yrs, 27 to 13 graduates in last 3 years.</td>
</tr>
<tr>
<td>Business Mgmt Tech, Accounting-AAB</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>95%</td>
<td>A program that has had a declining number of graduates over the last 3 years-9, 1 and 2 degrees granted over last 3 years.</td>
</tr>
<tr>
<td>Business Mgmt Tech, Small Bus Mgmt-AAB</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>95%</td>
<td>Shrinking program that has slightly over 20 majors over last 3 years, reducing 3, 5 and 1.</td>
</tr>
<tr>
<td>Hospitality Mgmt, Culinary Arts-AAB</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>45%</td>
<td>50%</td>
<td>Smaller program, about 55 majors in last year, average of 10 graduates in past 3 years. Some knowledge of grads in community.</td>
</tr>
<tr>
<td>Hospitality Mgmt, Hotel/Lodging-AAB</td>
<td>0%</td>
<td>0%</td>
<td>2-0%</td>
<td>22%</td>
<td>78%</td>
<td>Decreasing enrollment from 25 to 15 majors. Varying number of graduates. Niche appears to be moving from Associate to Bachelors degree.</td>
</tr>
<tr>
<td>Marketing Tech, Advertising/Sales-AAB</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1-0%</td>
<td>100%</td>
<td>An average of 10 students enrolled per yr over last 3 years, 4 grads per yr. Small program and enrollment appears to be dropping.</td>
</tr>
<tr>
<td>Marketing/Sales, Retail Fashion-AAB</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>A very small program that may have 3 students presently enrolled. 2 graduates over last 5 years.</td>
</tr>
<tr>
<td>Engineering &amp; Science Technology</td>
<td>C1P1</td>
<td>C1P2</td>
<td>C2</td>
<td>C3P1</td>
<td>C3P2</td>
<td>Notes</td>
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</tr>
<tr>
<td>Mech Engineering Tech AAS, BS</td>
<td>87%</td>
<td>9%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>Average of 125 students, 30 grads per yr in each AAS and BS program. Market demand in this area and students are finding placement.</td>
</tr>
<tr>
<td>Construction Engineering Tech AAS, BS</td>
<td>30%</td>
<td>26%</td>
<td>43%</td>
<td>0%</td>
<td>0%</td>
<td>A program that averages over 70 majors in both AAS and BS and approx. 25 grads for both. There has been some decline for unknown reasons that is a concern, but overall has been fairly stable.</td>
</tr>
<tr>
<td>Surveying &amp; Mapping AAS, BS</td>
<td>74%</td>
<td>9%</td>
<td>4%</td>
<td>9%</td>
<td>4%</td>
<td>Average of about 20 majors in each program per year. 8 degrees granted. Smaller program but only has 1 faculty member. Student just won national award and appears there is synergy with Civil Engineering.</td>
</tr>
<tr>
<td>Adv (AAS) and Automated (BS) Manu Eng Tech</td>
<td>57%</td>
<td>30%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>An average of about 30 students in combined programs, 9 grads per year. Good partnership with Luk Technologies and that is a plus. Only 1 faculty and 1 visiting faculty in dept.</td>
</tr>
<tr>
<td>Corrosion Engineering Tech AAS</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>A brand new program initiated in Fall 2017. No data but looks promising.</td>
</tr>
<tr>
<td>Construction Field Operations AAS</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>A brand new program initiated in Fall 2017. No data but looks promising. Projected job growth is 31% national, 24% in Ohio.</td>
</tr>
<tr>
<td>Geographic and Land Info Systems AAS</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>3 students enrolled and 1 graduate over last 3 years. One faculty member in program recommends termination of program.</td>
</tr>
<tr>
<td>Program</td>
<td>C1, C2, C3, C1-2, C1-2-3</td>
<td>Description</td>
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<tr>
<td>CBA Accountancy BSA</td>
<td>C1P1-78% C1P2-17% C2-4% C3P1-0% C3P2-0%</td>
<td>Has an average of about 500 majors per year, 16 grads per yr. Increased productivity by having enhanced programs. Moving forward trying to recruit high quality faculty in challenging market.</td>
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<tr>
<td>CBA Accountancy MSA</td>
<td>C1P1-0% C1P2-9% C2-91% C3P1-0% C3P2-0%</td>
<td>Program that is decreasing in enrollment, partially due to a new program being added. Number of majors down 75 to 35 over 3 yrs, degrees granted dropped from 25 down to 18.</td>
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<tr>
<td>CBA Accountancy Mtax</td>
<td>C1P1-4% C1P2-65% C2-30% C3P1-0% C3P2-0%</td>
<td>A niche program that emphasizes tax and has an accelerated and online version. Also has joint mtax and JD version. Granting degrees on different academic semesters important to capture SSI. Strong program with 40 enrolled and 25 grads per year. Only accredited program in state.</td>
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<tr>
<td>CBA Economics BA</td>
<td>C1P1-14% C1P2-5% C2-73% C3P1-9% C3P2-0%</td>
<td>Note that this dept recently moved from CAS to CBA. Degree program with 58 majors per year, 15 grads per yr, 1.4 Mil in revenues. It has come to a new home that is likely to provide more synergy moving forward, however it needs a MacroEconomist to serve their needs.</td>
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<tr>
<td>CBA Labor Economics BS</td>
<td>C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%</td>
<td>The department has suspended the program, no grads, no students and suspension seems justified.</td>
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<tr>
<td>CBA Labor Economics MA</td>
<td>C1P1-0% C1P2-13% C2-87% C3P1-0% C3P2-0%</td>
<td>Has an average of 12 students per yr, 6 grads per yr. Retooling program to deal with removal of TAs. Working on new emphasis in data analytics. In need of MacroEconomist in this level.</td>
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</tr>
<tr>
<td>CBA Finance-Financial Planning BBA</td>
<td>C1P1-0% C1P2-5% C2-95% C3P1-0% C3P2-0%</td>
<td>Has an average of 100 students, 20 grads. Changed its name recently. Good market niche, smaller to medium sized program in CBA.</td>
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<tr>
<td>CBA Finance-RISK Management &amp; Ins BBA</td>
<td>C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%</td>
<td>This a new program beginning Fall 2017. There are 42 students enrolled, 6 graduated Fall 2017.</td>
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<tr>
<td>CBA Finance-Financial management BBA</td>
<td>C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%</td>
<td>About 150 majors, niche work on analytics and accounting.</td>
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</tr>
<tr>
<td>CBA Finance MBA</td>
<td>C1P1-0% C1P2-0% C2-55% C3P1-9% C3P2-36%</td>
<td>This program is shrinking, appears to have average of 35 students and 16 grads. They are discussing revising the</td>
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</tbody>
</table>
### Bachelor Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Distribution</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA Management-Human Resource Mgt BBA</td>
<td>C1P1: 0% C1P2: 0%</td>
<td>A major that has averaged about 115 students per year with 30</td>
</tr>
<tr>
<td></td>
<td>C2: 100% C3P1: 0% C3P2: 0%</td>
<td>grads. Good relationship with HR community. Over 1.5 ratio of</td>
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<td>revenue to expenditure. Appears to be a solid program.</td>
</tr>
<tr>
<td>CBA Management-Info Systems BBA</td>
<td>C1P1: 0% C1P2: 0%</td>
<td>A program with average of 73 majors per yr, 17 grads that has</td>
</tr>
<tr>
<td></td>
<td>C2: 96% C3P1: 0% C3P2: 0%</td>
<td>increasing student interest. Hoping to have more access to</td>
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<tr>
<td></td>
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<td>information systems in CBA.</td>
</tr>
<tr>
<td>CBA Management-Supply chain &amp; Oper BBA</td>
<td>C1P1: 0% C1P2: 91%</td>
<td>Average 123 majors and 24 grads. Positive revenue flow. Fastest growing</td>
</tr>
<tr>
<td></td>
<td>C2: 4% C3P1: 0% C3P2: 0%</td>
<td>program in CBA.</td>
</tr>
<tr>
<td>CBA Management-Information Systems MS</td>
<td>C1P1: 0% C1P2: 0%</td>
<td>MA program that has gone from 70 to 40 students. Average 37</td>
</tr>
<tr>
<td></td>
<td>C2: 91% C3P1: 0% C3P2: 9%</td>
<td>grads per year but will go down due to not having GAs any</td>
</tr>
<tr>
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<td>longer.</td>
</tr>
<tr>
<td>CBA Management-Supply Chain Mgt MS</td>
<td>C1P1: 0% C1P2: 0%</td>
<td>Small program with average of 6 students over 3 yrs. Average 3</td>
</tr>
<tr>
<td></td>
<td>C2: 48% C3P1: 30% C3P2: 22%</td>
<td>grads per yr over 2 years. Now approved with STEM federal</td>
</tr>
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<td></td>
<td>designation which should help enrollment.</td>
</tr>
<tr>
<td>CBA Management-Technological Innov MS</td>
<td>C1P1: 0% C1P2: 0%</td>
<td>Small program averaging 12 students per year. Enrollment on</td>
</tr>
<tr>
<td></td>
<td>C2: 0% C3P1: 0% C3P2: 100%</td>
<td>downward slope. Not much hope held out for its success.</td>
</tr>
<tr>
<td>CBA Marketing Management BBA</td>
<td>C1P1: 0% C1P2: 96%</td>
<td>Large program w/avg of 90 majors and 50 graduates. Overall a</td>
</tr>
<tr>
<td></td>
<td>C2: 4% C3P1: 0% C3P2: 0%</td>
<td>positive program.</td>
</tr>
<tr>
<td>CBA Marketing Integrated Marketing Comm BBA</td>
<td>C1P1: 0% C1P2: 58%</td>
<td>This program is approx 1/3 the size of marketing mgmt, feel</td>
</tr>
<tr>
<td></td>
<td>C2: 42% C3P1: 0% C3P2: 0%</td>
<td>strongly about it, this deals with the technological side of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>marketing according to dept and dean report. There is room for growth.</td>
</tr>
<tr>
<td>CBA Marketing Sales Management BBA</td>
<td>C1P1: 0% C1P2: 52%</td>
<td>Program averages 100 students per yr with 20 grads. Has</td>
</tr>
<tr>
<td></td>
<td>C2: 48% C3P1: 0% C3P2: 0%</td>
<td>Fisher Institute which is a prestigious link. Very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>placement.</td>
</tr>
<tr>
<td>CBA Marketing International Business BBA</td>
<td>C1P1: 0% C1P2: 0%</td>
<td>Averages 88 students per year, 13 graduates. Students are</td>
</tr>
<tr>
<td></td>
<td>C2: 0% C3P1: 0% C3P2: 100</td>
<td>struggling to find placements. Dept recommends major be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>converted over to minor.</td>
</tr>
<tr>
<td>CBA Marketing Strategic Mrktng MBA</td>
<td>C1P1: 0% C1P2: 0%</td>
<td>An average of 32 students per yr, 11 grads per yr. This is small</td>
</tr>
<tr>
<td></td>
<td>C2: 91% C3P1: 0% C3P2: 9%</td>
<td>compared to other programs in marketing in the state for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>marketing. However, this is a more targeted program and that</td>
</tr>
</tbody>
</table>
could explain the smaller size. There was a concern by APR of sparse program description.

CBA Marketing Interntl Business MBA  
C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%  
A small masters with 8 majors and 2 grads per yr. Not much of a market niche and while department did not say anything about ending the program, it does not look promising for it.

<table>
<thead>
<tr>
<th>APR Saturday, February 24</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CAST</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Engineering Tech, AAS, BS</td>
<td>C1P1-0% C1P2-26% C2-74% C3P1-0% C3P2-0%</td>
<td>Upward trend in number of majors, average of about 40 enrolled per year per program and degrees granted 20 per yr for BS 25 for AAS. High placement rate, produce some service courses for other programs.</td>
</tr>
<tr>
<td>Disaster Science and Emergency Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Mgmt &amp; Homeland Sec, BS</td>
<td>C1P1-92% C1P2-8% C2-0% C3P1-0% C3P2-0%</td>
<td>Program that has interest both in and out of state. About 100 enrolled. Important program that should continue in growth.</td>
</tr>
<tr>
<td>Fire Protection Tech, AAS</td>
<td>C1P1-0% C1P2-0% C2-54% C3P1-38% C3P2-8%</td>
<td>A program that had interest in past but has seen a decline. Also offered at Stark State. Online course being explored as well as new mandates for degree in state coming.</td>
</tr>
<tr>
<td>Emerg Med Servs, Fire/Medic, EMT, AAS</td>
<td>C1P1-0% C1P2-8% C2-83% C3P1-4% C3P2-4%</td>
<td>Program that has most of cost covered by medical institutions, enrollment has decreased. Plan is to offer programs for firefighters in the future. Moving forward it should consider alignment with Fire Protection Tech.</td>
</tr>
<tr>
<td>Applied General and Technical Studies</td>
<td></td>
<td>Two programs that are GenEd intensive, teaching productivity is high. Don't have many faculty FTEs but serve GenEd role. Offers CAST students who have satisfied the GenEd requirements and other requirements for degree but have not satisfied requirements for other Assoc degree programs an opportunity for degree completion.</td>
</tr>
<tr>
<td>Assoc of Arts (AAB), Assoc of Science (AAS)</td>
<td>C1P1-0% C1P2-0% C2-95% C3P1-0% C3P2-5%</td>
<td></td>
</tr>
<tr>
<td>Associate of Tech Studies-ATS</td>
<td>C1P1-0% C1P2-0% C2-96% C3P1-0% C3P2-4%</td>
<td>Very similar to AAS and AAB degrees. Provides pathway for students to graduate who have completed requirements.</td>
</tr>
<tr>
<td>CBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean's Office MBA Interdisciplinary</td>
<td>C1P1-9% C1P2-52% C2-39% C3P1-0% C3P2-0%</td>
<td>Generalist program that is of value to the college. Provides pathways to graduation for students in other programs in college. Makes best use of capabilities across all of college. Increase in number of degrees and grads, potential for self paying students in future. Concerns about accuracy of data in Table 5.</td>
</tr>
<tr>
<td>Dean's Office BBA Generalist Program</td>
<td>C1P1-0% C1P2-4% C2-96% C3P1-0% C3P2-0%</td>
<td>About 300 majors per year, avg 51 grads. A generalist degree for those who prefer not to have specific degree in Business.</td>
</tr>
<tr>
<td>Dean's Office MBA Applied Math</td>
<td>C1P1-0% C1P2-0% C2-79% C3P1-14% C3P2-7%</td>
<td>This is a tiny program. It is possible that its marginal cost to the University also is negligible. This would be true if all or nearly all of the courses taken by these students must be taught anyway. Whether this is the case cannot be ascertained from the information available in the APR documents.</td>
</tr>
<tr>
<td>Polymer Science and Engineering</td>
<td>C1P1</td>
<td>C1P2</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>CPSPE Polymer Engineering BA/MS</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CPSPE Polymer Engineering/Polymer Material Eng</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>MS/BE (China) (AMP)</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>CPSPE Polymer Engineering/Chemical Eng</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CPSPE Polymer Science MS</td>
<td>0%</td>
<td>29%</td>
</tr>
<tr>
<td>CPSPE Polymer Science PhD</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>CPSPE Polymer Science PhD</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>CPSPE Polymer Science/Natural Science BS/MS</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Small program with no enrollment, no interest to revive indicated in reports.

Largely populated by students from China - self paying. They are well placed post grad. Plans to diversify the student enrollment.

Small program that provides pathway for math graduates to explore degrees Polymer Science and Polymer Eng.

Program with about 10 students enrolled and 4.5 grads per year. Does not appear to be in high demand. Concerns about number of MAs in College.

Distinctive program on campus. Have well known faculty and good enrollment numbers for PhD program. Revenue to expenditure is matter of concern but demonstrates improvement in past 3 years. Information supplied in self-study report and dean's report does not advocate well for the program.

Another distinctive program, unique in Ohio and country. Revenue to expenditure is a concern. Benefit of investment in polymer being a benefit to rest of campus was discussed.

Distinctive program on campus. Concern about revenue vs. expenditure ratio. Concern of benefit to campus but recognized that program brings reputation to campus, students in program contribute to UA overall. Additional investment should demonstrate tangible benefits to the university at large. Dean's report did not advocate well for the program.

Program for which we don’t see much interest. Report says needs champion but none seems available. "The Wooster 3 + 2 and natural science program has not been successful and does
<table>
<thead>
<tr>
<th>CPSPE Polymer Science/Polymer Engineering (Professional Master/Law/Business)</th>
<th>not appear to have a passionate champion so probably not worth the time and attention to make profitable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1P1- C1P2- C2- C3P1- C3P2-</td>
<td>Group moved to waive evaluation of program as it has not yet begun.</td>
</tr>
<tr>
<td>Education</td>
<td>C1P1-0%</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Education EFL Assessment, Eval &amp; Data Literacy MA</td>
<td>Completely online but recently in transition. 24 students and 6 grads per year. Being online makes program more accessible to teachers.</td>
</tr>
<tr>
<td>Education EFL Education, Admin &amp; Principalship MA</td>
<td>Significant decline in enrollment, dept has plans to move to online. 9 currently enrolled, 3 degrees awarded last year, 21 several years before. There is a demand for principal licensure.</td>
</tr>
<tr>
<td>Education EFL Higher Education Admin MA</td>
<td>This is a program that has almost 40 students per yr enrolled. Averaged 20 grads per yr. Changing to online program. Authentic classroom assessments were part of program in past, whether that will continue in online format is questioned.</td>
</tr>
<tr>
<td>Education EFL Instructional Technology MA</td>
<td>Program larger than last few, avg 50 enrolled last 3 yrs but has declined. Avg 28 grads per yr but declining. Trying to supplement in-person program with online and perhaps bilingual program.</td>
</tr>
<tr>
<td>Education EFL EdD</td>
<td>Program presently suspended. 7 students completing. There is a demand for principals and superintendents but no plan is presented in dept report or dean's report. Committee notes that there has not been permanent leadership in this college (and that this may be necessary to evaluate this program's prospects).</td>
</tr>
<tr>
<td>Education C &amp; I Early Childhood Teacher Prep BSE</td>
<td>Large program with apprx 370 majors per yr., 100 grads per yr. Oversupply of grads/jobs before but goal of new dual licensure is helping with placement. The fact that the other program (in Ohio) with dual licensure is growing is evidence that this program can grow as well.</td>
</tr>
<tr>
<td>Education C &amp; I Elementary Education with Lit Opt MA</td>
<td>Program has averaged 40 students per yr, 20 graduates. Enrollment is expected to increase because of new state requirements for 3rd grade reading guarantee.</td>
</tr>
<tr>
<td>Education C &amp; I Elementary Education - Sec Ed PhD</td>
<td>Both tracks are suspended and there is a proposal in works for Sec Ed but prospects for future are not positive. Enthusiasm for the program proposal would improve with supportive and strong leadership.</td>
</tr>
<tr>
<td>Education C &amp; I Adolescent &amp; Young Adult BSE</td>
<td>C1P1-43%  C1P2-19%  C2-38%  C3P1-0%  C3P2-0%</td>
</tr>
<tr>
<td>Education C &amp; I Middle Level Education BSE</td>
<td>C1P1-48%  C1P2-14%  C2-38%  C3P1-0%  C3P2-%</td>
</tr>
<tr>
<td>Education C &amp; I Special Education BSE</td>
<td>C1P1-52%  C1P2-48%  C2-0%  C3P1-0%  C3P2-0%</td>
</tr>
<tr>
<td>Education C &amp; I Special Education MA</td>
<td>C1P1-0%  C1P2-0%  C2-0%  C3P1-10%  C3P2-90%</td>
</tr>
<tr>
<td>Education C &amp; I Special Education MS (with Licen)</td>
<td>C1P1-5%  C1P2-5%  C2-14%  C3P1-59%  C3P2-18%</td>
</tr>
<tr>
<td>Education C &amp; I Adol &amp; Yng Adult MSE (with Licen)</td>
<td>C1P1-0%  C1P2-0%  C2-70%  C3P1-30%  C3P2-0%</td>
</tr>
<tr>
<td>Field</td>
<td>C1P1</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Engineering Civil BS</td>
<td>65%</td>
</tr>
<tr>
<td>Engineering Civil MS</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering Civil PhD</td>
<td>64%</td>
</tr>
<tr>
<td>Engineering Mechanical Eng BS</td>
<td>9%</td>
</tr>
<tr>
<td>Engineering Mechanical Eng MS</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering Mechanical Eng PhD</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering Aerospace Systems Eng</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering Chemical BS</td>
<td>17%</td>
</tr>
<tr>
<td>Engineering Chemical MS</td>
<td>0%</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Engineering Chemical PhD</td>
<td>1P1-87%</td>
</tr>
<tr>
<td>Engineering Chemical Biomolecular Eng Corr.</td>
<td>C1P1-71%</td>
</tr>
<tr>
<td>Engineering Electrical Eng BS</td>
<td>C1P1-9%</td>
</tr>
<tr>
<td>Engineering Electrical Eng MS</td>
<td>C1P1-0%</td>
</tr>
<tr>
<td>Engineering Electrical Eng PhD</td>
<td>C1P1-0%</td>
</tr>
<tr>
<td>Engineering Computer Eng BS</td>
<td>C1P1-87%</td>
</tr>
<tr>
<td>Engineering Computer Eng PhD</td>
<td>C1P1-0%</td>
</tr>
<tr>
<td>Engineering Biomedical Engineering BS</td>
<td>C1P1-4%</td>
</tr>
<tr>
<td>Engineering BME MS</td>
<td>C1P1-0%</td>
</tr>
<tr>
<td>Engineering BME PhD</td>
<td>C1P1-0%</td>
</tr>
<tr>
<td>Engineering Dean's Office BS</td>
<td>C1P1-0%</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Engineering Dean's Office MS</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering Engineering Applied Math PhD</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering Engineering Management MS</td>
<td>0%</td>
</tr>
<tr>
<td>Program</td>
<td>C1P1</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Liberal Arts and Sciences/Liberal Studies AA, AS, ATS</td>
<td>4%</td>
</tr>
<tr>
<td>Business Mgmnt Tech General AAB</td>
<td>17%</td>
</tr>
<tr>
<td>Paraprofessional Education AAS</td>
<td>9%</td>
</tr>
<tr>
<td>Exercise Science Athletic Trainer AAS</td>
<td>0%</td>
</tr>
<tr>
<td>Healthcare Medical Office Mgmnt/Admin AAB</td>
<td>0%</td>
</tr>
<tr>
<td>Business Mgmnt Tech Accounting AAB</td>
<td>0%</td>
</tr>
</tbody>
</table>
Appendix F: Summary and Statistics

A few typographic errors were discovered in the narrative summary of discussions attached in the preceding Appendix. These errors were corrected by cross-checking with handwritten notes and converted to a numerical scale as follows:

- $C_1-P_1 = 1$
- $C_1-P_2 = 2$
- $C_2 = 3$
- $C_3-P_1 = 4$
- $C_3-P_2 = 5$

The distribution of votes were converted to a composite APR score in the range 1 to 5 using the above scale for the ratings. Scores closer to 1.0 indicate a strong indication to rate the program as $C_1-P_1$ and scores closer to 5.0 indicate a strong indication to rate the program as $C_3-P_2$. It is also important to note that when there are discrepancies between the categories and priorities in the individual reports and the ratings in Appendix E of the report, the ratings in Appendix E must be considered. This is because reviewers amended their ratings during the APR discussion of the programs.

The remainder of this Appendix lists the numerical ratings of the various programs and some observations based on these data. Programs with composite score less than 1.55 and programs that have composite scores greater than 4.45 are highlighted.

The concerns related to the accuracy of some of the data (e.g. Table 2) and specificity of the data, i.e., unit-level vs. program-level, must be fully considered when interpreting the composite APR scores. Consistent with our recommendations, these scores should be considered as indicators and more accurate and specific data must be closely examined before academic decisions are made relative to these programs.
<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Level</th>
<th>Degree</th>
<th>Dean</th>
<th>R1</th>
<th>R2</th>
<th>APR</th>
<th>C1-P1</th>
<th>C1-P2</th>
<th>C2</th>
<th>C3-P1</th>
<th>C3-P2</th>
</tr>
</thead>
<tbody>
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<td>BCAS</td>
<td>Art</td>
<td>B</td>
<td>BFA</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td>100</td>
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<td>1</td>
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<td>1</td>
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<td>95</td>
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</tr>
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<td>BCAS</td>
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<td>D</td>
<td>PhD</td>
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<td>1</td>
<td>1</td>
<td>1.05</td>
<td>95</td>
<td>5</td>
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<td>0</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>1.26</td>
<td>79</td>
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<td>BS/BA</td>
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<td>1</td>
<td>2.05</td>
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<td>32</td>
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<td>BA</td>
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<td>2</td>
<td>2</td>
<td>2.09</td>
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<td>91</td>
<td>9</td>
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<td>BCAS</td>
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<td>1</td>
<td>2</td>
<td>2.14</td>
<td>5</td>
<td>76</td>
<td>19</td>
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<td>BCAS</td>
<td>Criminal Justice</td>
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Ratings across all UA Programs
Independence of APR Faculty Team
Associates Programs

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</tbody>
</table>

**Associates Programs APR Ratings**

<table>
<thead>
<tr>
<th>Range</th>
<th>Count</th>
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<tbody>
<tr>
<td>[1.98, 3.28]</td>
<td></td>
</tr>
<tr>
<td>(3.28, 4.58)</td>
<td></td>
</tr>
<tr>
<td>(4.58, 5.88)</td>
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</tbody>
</table>
Associates/Bachelors Programs

![Bar charts for Associates/Bachelors Programs]

- **Dean Ratings**
  - [1, 2.6] vs. (2.6, 4.2)
- **APR Ratings**
  - [1.21, 2.41] vs. (2.41, 3.61)
Bachelors Programs

**Bachelors Programs Dean Ratings**

- [1, 2.1]
- (2.1, 3.2)
- (3.2, 4.3)
- (4.3, 5.4)

**Bachelors Programs APR Ratings**

- [1, 1.87]
- (1.87, 2.74)
- (2.74, 3.61)
- (3.61, 4.48)
- (4.48, 5.35)
Graduate Programs

**Graduate Programs Dean Ratings**

- [1, 2.1]: 30
- (2.1, 3.2]: 25
- (3.2, 4.3]: 15
- (4.3, 5.4]: 20

**Graduate Programs APR Ratings**

- [1.05, 1.9]: 10
- (1.9, 2.75]: 30
- (2.75, 3.6]: 35
- (3.6, 4.45]: 10
- (4.45, 5.3]: 20
Masters Programs

Masters Programs Dean Ratings

Masters Programs APR Ratings
Doctoral Programs

Doctoral Programs Dean Ratings

Doctoral Programs APR Ratings
BCAS Programs
CAST Programs

CAST Dean Ratings

CAST APR Ratings

[1, 2.7] [2.7, 4.4] [4.4, 6.1]

[1.08, 2.68] [2.68, 4.28] [4.28, 5.88]
CBA Programs
CHP Programs
CPSPE Programs

CPSPE Dean Ratings

CPSPE APR Ratings

[1, 3.8]  (3.8, 6.6)

[2.24, 4.24]  (4.24, 6.24)
Engineering Programs

**Engineering Dean Ratings**

- [1, 2.8]
- [2.8, 4.6]
- [4.6, 6.4]

**Engineering APR Ratings**

- [1.17, 2.67]
- [2.67, 4.17]
- [4.17, 5.67]
Education Programs

**Education Dean Ratings**

- [1, 3.3]: 9
- (3.3, 5.6]: 8

**Education APR Ratings**

- [1.17, 2.97]: 5
- (2.97, 4.77]: 7
- (4.77, 6.57]: 8
Wayne College Programs
<table>
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<tr>
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<tbody>
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<td>AAUP</td>
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<tr>
<td>Law School</td>
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<td>$2,982,930.00</td>
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<td>Other</td>
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<td>$10,676,209.00</td>
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<td><strong>Total</strong></td>
<td><strong>729</strong></td>
<td><strong>$68,464,104.00</strong></td>
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