

Graduate Program Review: Guidelines & Process

Revised January 2024

*The point of contact for all Graduate Program Reviews is the Associate Provost for Graduate Education. Before starting a review process for any department/program, please contact the Associate Provost for Graduate Education for an introduction meeting, to understand the process and the timeline.

I. Introduction

As a Research-1 (R1) institution, graduate-level education is one of the key areas for continued growth at Case Western Reserve University (CWRU). Graduate programs, especially our Ph.D. and M.S. programs, are primary reputation drivers for the entire campus community. The periodic review of graduate programs is necessary to ensure that graduate programs maintain quality and reputation.

As a member of the Council of Graduate Schools under the Ohio Department of Higher Education (ODHE), it is the institutional responsibility of all members to employ graduate program review procedures. The graduate program review process detailed below is not intended to mimic an accreditation review. Nor is the primary emphasis aimed at assessing student learning outcomes. Instead, the process of graduate program review is primarily intended to serve the following ends:

- i) Help the Provost, through the Vice Provost and Associate Provosts for Graduate Education, as well as the Dean and Associate Dean of Graduate Studies, better understand individual programs.
- ii) Provide information to faculty and administrators at the local level so that necessary changes can be made to maintain program quality.
- iii) Allow programs to demonstrate good stewardship of currently available resources (e.g., TA's, GAs, and/or other base-funded graduate-centric resources).
- iv) Allow departments to make the case for additional resources, new/revised programs, curricula, etc., which the CWRU School of Graduate Studies, in collaboration with the academic deans and Provost's Office, will help prioritize.

As detailed below, program review reports will contain a dashboard metrics section, in which items that can be reduced to numerical data are presented, and a collection of supporting narrative sections. To ensure the careful consideration of all information presented in the program review reports, reports ought to be succinct yet long enough to satisfy the above ends.

II. Dashboard Metrics

For purposes of graduate program review, "dashboard metrics" are guidepost indicators of program vitality and quality, which can (and should) be reduced to a numerical value. In isolation, however, they may provide an incomplete or difficult-to-understand picture of the program. As necessary, these metrics should be elaborated upon in the narrative sections to establish the appropriate context. Program directors are encouraged to use appendices to supplement this report.

Reports should include all dashboard metrics that are relevant to the program. In most cases, data should represent the past five academic years (or since the last formal program review). The following list provides examples of common dashboard metrics. This list may evolve over time and should not be considered exhaustive. Statistics for departments with multiple degree programs should be separated to best understand the health of each program individually. It is understood that there are differences across disciplines, and that not all metrics will be relevant to all programs. In such a case, it is understood if specific "irrelevant" categories are omitted from individual reports. Below is a guide, not an absolute.



- Number of Completed Applications (Per year or per term, as appropriate)
- Selectivity (a.k.a. acceptance ratio): Applicants-to-Accepts ratio.
- Yield: Accepts-to-Matriculantes ratio
- Average incoming GPA
- Graduate program headcount
- Number of degrees awarded.
- Completion rates (percentage of master's students who graduate within 5 years and percentage of doctoral students who graduate within 7 years)
- Average time-to-degree for students who graduate.
- Number of full-time and part-time instructional staff members
- Scholarly productivity of faculty – include separate metrics for journal articles, conference presentations, invited lectures, books, etc., according to discipline, both as a department and for individual faculty
- Scholarly productivity of graduate students, particularly Ph.D. students – include separate metrics for journal articles, conference presentations, invited lectures, books, etc., according to discipline. This can be with or without faculty collaboration. Note: If student scholarship is largely reflected in the faculty scholarship metric(s), there does not need to be a separate metric or set of metrics for students alone.
- Research funding and expenditures (grants, contracts, etc.), both as a department and for individual faculty
- Research net revenue to the university: e.g., direct AY salary + benefits charges, tuition paid, overhead, etc. (a subset of total expenditures)
- Others, as appropriate for the program

III. Narrative Sections

Program review reports must include all the following narrative sections.

1) **Program Overview** – (many of these criteria could be copy-pasted or condensed from the department website)

- Introduce the department/program and perhaps a brief history.
- Describe the mission of the department.
- Describe the forward-looking plan for the department/program(s) offered.
- Describe the action plan in response to the review process.
- Summarize the department's research areas that support the graduate programs.
- Describe the program(s) structure, culminating experiences, credit hours requirements, research/scholarship expectations, unique opportunities, etc. (This should be a condensed version of a department handbook, which can be included in full as **Appendix A: Graduate Student Handbook**.)
- Describe your structure of the report to include the process taken to gather information, the time duration for the review, and the report sections, with a table of contents.

2) **Council of Graduate Schools (CGS) Quality of Standards for Review**

A) **Program Faculty:**

A level of faculty productivity and commitment shall be required commensurate with expectations of graduate program faculty as indicated by the following:

- The number and qualifications of graduate faculty members are considered adequate for offering graduate degrees in the specified areas, and faculty supervise an appropriate number of students.
 - **DIRECTIONS/GUIDANCE:**
 - *Please first summarize the number of MS and PhD students in each program within your department. Then, state the number of full-time primary faculty members (tenured, non-tenured, and non-tenure track) and part-time faculty contributing to graduate education. Provide a brief description of each faculty in this count in a list or table format stating their: 1) Name, 2) Appointment Type, 3) Rank, 4) Degree and*



Institution where earned, 5) brief description of specialty area for graduate/research scholarship, 6) the number of graduate academic advisees for each faculty, and 7) the number of research advisees for each faculty.

- *Please also include the faculty resume or CV for each in **Appendix B: Faculty Resumes**.*
- *If relevant, list focus topic areas for graduate education within the department/program with corresponding faculty providing instruction in that area.*
- The preparation and experience of the faculty are appropriate for offering the graduate degree in an intellectually challenging academic environment, as demonstrated by active scholarship and creative activity judged by accepted national standards for the discipline.
 - **DIRECTIONS/GUIDANCE:**
 - *Describe faculty members achievements in professional recognition (department, school, university, nationally, internationally).*
 - *List Leadership positions in fields related to the graduate programs.*
 - *List awards received in areas related to the graduate programs.*
 - *Summarize faculty service to local through national organizations that rely on their expertise in the fields related to the graduate programs being reviewed.*
- The faculty garners significant external funding, as defined by disciplinary norms, which enhances the graduate program.
 - **DIRECTIONS/GUIDANCE:**
 - *Provide a summary of the percentage of academic salary coverage per faculty member.*
 - *Summarize sources of research funding*
 - *Approximate research support requested in submitted proposals per year and research expenditures per faculty per year.*
 - *Describe support for students: # of TA, RA, or self-supported. Expectations of TA/research time based on appointment type.*
 - *Provide a full funding report for each faculty member, comparable to the Current and Pending Report provided with funding applications to NIH, DoD, or NSF as **Appendix D: Research Support***
- Directors of dissertations and a majority of committee members generate new knowledge and scholarly and creative activity as determined by disciplinary norms.
 - **DIRECTIONS/GUIDANCE:**
 - *Summarize publications written by program faculty*
 - *Provide a table summarizing the total publications, total citations, and h-index for each program faculty member (example source = SciVal)*
 - *How many publications per year as a program and per faculty member and what is the total for the program faculty?*
 - *What percentage of publications have international collaborations?*
 - *Citation reports (examples GoogleScholar for each faculty member provided*



B) Program Graduates Since Most Recent Report

A level of student satisfaction, student accomplishments, and graduate accomplishments exists, as evidenced by the following:

- Students express satisfaction with advisement, teaching, and program support services.
 - **DIRECTIONS/GUIDANCE:**
 - *Provide a table with overall student satisfaction scores for each graduate class since the last review. Provide average scores for each course over that period, per year, and for the entire program.*
 - *Summarize the table results with trends and methods to understand best practices and improve courses with historically low approval ratings.*
- The structure and conduct of the program lead to an appropriate degree completion rate and time-to-degree.
 - **DIRECTIONS/GUIDANCE:**
 - *Provide a table for each degree program with the number of students completing their degree and the average time to graduation for that year.*
 - *Summarize clear goals and expectations for time to degree per program.*
 - *Summarize trends found in your review, reasons for concerns, methods to remedy, and implementation plan.*
 - *Provide tables with Entry Year, Total Students Matriculated per year, # of students still active, # of students who graduated, and # of students that left the program for each degree program since the last review.*
 - *Provide an assessment of the trend and a plan moving forward.*
- The predominant employment of graduates within three to five years after graduation is in fields consistent with the mission of the program.
 - **DIRECTIONS/GUIDANCE:**
 - *Provide a summary of the destination of recent graduates. Reflect on employment positions, graduate or professional degrees pursued after leaving your programs, and if their destination is aligned with the program's goals.*
 - *Highlight representative students in the narrative.*
 - *Provide information on as many graduates as possible in **Appendix D: Student Outcomes***
 - *Table should include statistics on each student, including matriculation year, time to graduation, and evidence of productivity during degree (publications, presentations, fellowships, awards, etc.)*
- Graduates demonstrate preparation for career-long learning and success as indicated by periodic surveys of career changes, job satisfaction, and relevance of doctoral training to various career opportunities.
 - **DIRECTIONS/GUIDANCE:**
 - *Survey alumni with questions aimed at informing the above. Provide a summary of and a few examples of responses in the narrative, and provide all responses, with response rates in **Appendix D**.*



- Accomplishment and potential of program graduates to generate new knowledge or new initiatives in teaching, public service, and/or other practice.
 - **DIRECTIONS/GUIDANCE:**
 - *Provide a table of students graduating per year over the last few years, complete with student name, program, and the number of published manuscripts.*
 - *Provide a synopsis of the results with plans for maintaining or improving the standard.*

C) Program Vitality

A vital graduate program is dynamic and could possess the following indicators:

- The environment of the program promotes a high level of intellectual interaction among students, graduate faculty, and the larger academic community;
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review.*
- The curriculum has been updated during the period under review with disciplinary developments.
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review.*
- Essential resources are provided (e.g., library materials, computer support, laboratory facilities and equipment, student financial support, etc.); and
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review.*
- Requirements for completion of the degree are deemed appropriate to the degree.
 - **DIRECTIONS/GUIDANCE:**
 - *Please provide a complete Graduate Student Handbook or program description from the Case General Bulletin as **Appendix E: Graduate Program Handbook/Requirements**.*
 - *Please respond narratively with sections from the full program description, where appropriate.*

D) Program Demand

A graduate program should be able to demonstrate that there is demand on the part of prospective students and that it is fulfilling a clear need through the following:

- Student demand/enrollment during the period under review: application ratio, student GPA and GRE scores, or other indicators as appropriate;
 - **DIRECTIONS/GUIDANCE:**
 - *Please provide a complete summary and overview of applicant numbers, quality, diversity, and recruitment efforts. Describe how this has changed over time since the last review.*
 - *Tabulate data for each program/degree offering, per year since the last review. Examples could look similar to below:*



The ratio of applicants to matriculants is given in

	2017				Number of Students	Prior Grad Degree	GRE Verbal	GRE Quant	GRE Analytical Writing	TOEFL Score	Number of TOEFL Takers
	MS	PhD									
2014	27%	8%	Applied	MS	95	3	154	164	3.6	95.5	61
2015	17%	17%		Online MS	12	2	148	155	3.8	NA	0
2016	20%	10%		PhD	152	53	156	164	3.9	100	44
2017	14%	9%	Matriculated	MS	14	3	153	162	3.7	103	9
2018	18%	13%		Online MS	1	0	141	155	3.0	NA	0
				PhD	14	4	157	166	3.7	108	1

- The extent to which the program meets community, regional, and state needs and occupational societal demands.
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review.*

E) Program Interactions

Graduate programs do not exist in isolation but rather in relation to, and in comparison to similar programs in the discipline at other institutions and to cognate areas in the same institution. Information regarding appropriate interactions could include:

- Centrality of the program to advanced study in the specific discipline(s) regionally or nationally.
 - **DIRECTIONS/GUIDANCE:**
 - *Please describe the leadership role of the program and program faculty in societies related to the degree program offerings.*
- The ability of the faculty and students to make a particular contribution in this field.
 - **DIRECTIONS/GUIDANCE:**
 - *Please describe contributions to the fields with metrics such as publications, citations, Fellowships, Train Awards, Research Awards, etc.*
- Interactions, including interdisciplinary, among graduate, undergraduate, and professional programs, as appropriate.
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review.*
- Interactions with and collaborating with similar programs at other universities and organizations.
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review.*
 - *Provide a list of collaborating institutions within Ohio, Regionally, Nationally, and Internationally.*
- Programmatic access to special leveraging assets such as unique on-campus or off-campus facilities, non-university experts or collaborative institutions in the discipline, industrial or other support, endowments, and special funding opportunities.
 - **DIRECTIONS/GUIDANCE:**



- *Please respond narratively with an assessment and any planned changes after reflection and review.*

F) Program Access

There should be evidence that the program has established or seeks to establish an appropriate level of diversity among its faculty and its graduate student body, as evidenced by:

- Trends and expectations in student demographics.
 - **DIRECTIONS/GUIDANCE:**
 - *Please provide gender and ethnic diversity for program faculty. Sort by Gender, Racial Ethnicity, and Academic Rank. Describe goals for each classification and efforts in place or being implemented to reach or maintain goals.*
 - *Please provide gender and ethnic diversity for program students, separated by degree program. Sort by Gender, Racial Ethnicity, and Academic Rank. Describe goals for each classification and efforts in place or being implemented to reach or maintain goals.*
- Proven efforts to sustain and enhance the diversity of faculty and students.
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review. This response should be informed by the presented data in the above section.*

G) Assessment Mechanism Used in Program Review

Since quality indicators are increasingly becoming an integral part of ongoing program review, an enhanced recognition of the uses of outcomes assessment in the review process provides a useful tool for program improvement, as demonstrated by:

- A summary of the appropriate outcome measures used to assess program quality; and,
- Procedures must be in place to ensure the use of assessment data for continuous quality improvement of the program.
 - **DIRECTIONS/GUIDANCE:**
 - *Please respond narratively with an assessment and any planned changes after reflection and review.*
 - *Summarize Program Strengths*
 - *Describe aspects of the program that are particularly strong, vibrant or unique.*
 - *Discuss any other noteworthy items that make the program particularly strong or distinctive.*
 - *Describe the Department's Vision and Opportunities for Growth*
 - *What are the aspirations of the faculty for the program? Do the faculty want the program to be a locally, regionally, nationally or internationally competitive program. Why is this appropriate?*
 - *With whom do you desire to compete? Who do you consider to be your peer and aspirant programs at other universities? Why? Inasmuch as possible, benchmark the program against peer and aspirant programs.*
 - *Describe the 5-year vision for the program. This should be thoughtfully*



prepared in collaboration with all stake holders and be consistent with information provided in other sections of the report. The vision must be future-focused, realistic, actionable and lead to demonstrable and/or measurable results that will be discussed during the next program review cycle.

- *Describe specific initiatives for growing and strengthening your program that lead to fulfilling the program vision. Tie this to resource, policy and/or other needs, as appropriate.*
- *Also describe ideas for curriculum/program revision in light of program review discoveries and conversations.*

IV. General Timeline for Reviews

Each Fall semester, the program review cycle will begin anew. The general timeline of events for each academic year is as follows:

- Program directors contacted (after dean and chair consultation) to initiate the program review process – First week of Fall semester.
- Program review kick-off meeting – 2nd or 3rd week of Fall semester
- Fall semester consists primarily of self-assessment, as outlined in the above sections.
 - Monthly check-ins through the Fall semester to check progress – dates TBD.
 - External Reviewers Identified and sent Self-assessment end of Fall semester
 - Identify and confirm availability of External and Internal Reviewers
- External Reviews February/March
- Final reports submitted to Graduate Studies, with all necessary departmental and academic unit approvals – second week of April
- Final reports reviewed by Graduate Studies, results discussed with program director and academic unit dean (or designee) – End of April/early May
- Final reports submitted to Provost and shared with academic unit dean – third week of May
- Action plans developed – Summer following submission of program final reports
- Summary reports written and submitted to the State – late Summer/early Fall
- Follow-up meetings – early Summer, one year later

V. Case Western Reserve University Graduate Programs

The School of Graduate Studies awards graduate degrees approved by the Ohio Board of Regents, including all PhDs, Master of Arts, and Master of Science degrees. A complete list of programs offered through the School of Graduate Studies includes the review schedule, which can be found here.

College of Arts and Sciences:

Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Anthropology	<u>MA, PhD</u>	<u>MA/MSN, PhD/MD, MA/MD, PhD/MPH, MA/MPH</u>	2022-2023	2029-2031
Art Education	<u>MA</u> [Not accepting applications]		2022-2023	2029-2031



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Art History	<u>MA, PhD</u>		2022-2023	2029-2031
Art History and Museum Studies	<u>MA</u>	<u>MA/JD</u>	2022-2023	2029-2031
Astronomy	<u>PhD</u>	-	2020-2021	2025-2027
Biology	<u>MS, PhD</u>		2018-2019	2026-2028
Chemistry	<u>MS, PhD</u>	<u>BS/MS</u>	2012-2013	2023-2025
Classical Studies	<u>MA</u>		2012-2013	2023-2025
Cognitive Linguistics	<u>MA</u>		2018-2019	2026-2028
Communication Science *MA in Speech Language Pathology applies via the <u>CSDCAS app</u>	<u>MA, PhD</u>		2015-2016	2025-2027
Contemporary Dance	<u>MFA, MA</u>		2019-2020	2027-2029
Early Intervention Developmental Specialist	<u>Certificate</u>		2015-2016	2025-2027
English	<u>MA, PhD</u>		2015-2016	2024-2026



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
French / Modern Languages	<u>MA</u>		2019-2020	2027-2029
Geological Sciences	<u>MS, PhD</u>		2013-2014	2023-2025
Historical Performance Practice	<u>DMA, MA</u>		2015-2016	2024-2026
History	<u>MA, PhD</u>	<u>MA/JD</u>	2013-2014	2023-2025
Interschool Quantitative Biosciences Program	<u>Certificate [current students only]</u>		N/A	TBD
Mathematics	<u>MS, PhD</u>	<u>BS/MS</u>	2021-2022	2028-2030
Mathematics, Applied	<u>MS, PhD</u>	<u>BS/MS</u>	2021-2022	2028-2030
Military Ethics	<u>MA</u>		2021-2022	2028-2030
Music Education	<u>MA, PhD</u>		2015-2016	2024-2026
Music Historical	<u>MA</u>		2015-2016	2024-2026
Musicology	<u>PhD</u>		2015-2016	2024-2026
Physics	<u>MS, PhD</u>	<u>BS/MS</u>	2015-2016	2025-2027
Political Science	<u>MA, PhD</u>	<u>MA/JD</u>	2018-2019	2026-2028
Psychology (Clinical)	<u>PhD</u>		2015-2016	2025-2027



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Psychology (Developmental)	<u>MA</u>		2015-2016	2025-2027
Public Humanities and Civic Engagement	<u>Certificate</u>		N/A	TBD
Religious Studies	<u>MA</u>		2023-2024	2029-2031
Sociology	<u>MA, PhD</u>		2017-2018	2026-2028
Statistics	<u>MS</u>	<u>BS/MS</u>	2021-2022	2028-2030
Theater / Acting	<u>MA [Not accepting applications], MFA (MFA by invitation only)</u>		2023-2024	2022-2024
World Literature	<u>MA [Not accepting applications]</u>		2019-2020	2027-2029

Case School of Engineering:

Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Aerospace Engineering	<u>MS, PhD</u>	<u>BS/MS</u>		December 2024
Applied Data Science	<u>Certificate</u>			December 2024
Biomedical Engineering <u>(MS Available Online)</u>	<u>MS, PhD</u>	<u>BS/MS, MS/MD, PhD/MD</u>		December 2024



Chemical Engineering	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Civil Engineering	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Computer Engineering	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Computer Science <u>(MS Available Online)</u>	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Electrical Engineering	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Interschool Quantitative Biosciences Program	<u>Certificate [current students only]</u>		December 2024
Macromolecular Science and Engineering	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Materials Science and Engineering	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Mechanical Engineering <u>(MS Available Online)</u>	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024
Systems and Control Engineering <u>(MS Available Online)</u>	<u>MS, PhD</u>	<u>BS/MS</u>	December 2024



Master of Engineering <i>(This is a practice-oriented degree (M.E.), not a research-oriented degree (M.S.)</i> (ME Available Online)	ME	BS/ME		December 2024
Master of Engineering and Management	MEM			December 2024

School of Dental Medicine

Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Advanced Education in General Dentistry,	Professional Certification; Online Program		2016	2024
Craniofacial, Surgical, and Special Care Orthodontics,	Professional Certification		2022	2028
Dental Medicine,	DMD		2016	2024
Dental Public Health,	Professional Certification		2022	2028
Endodontics,	MSD		2016	2024
Oral and Maxillofacial Surgery	MSD		2022	2027



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Oral Medicine	<u>MSD</u>		N/A	N/A
Orthodontics	<u>MSD</u>		2016	2024
Pediatric Dentistry	<u>MSD</u>		2016	2024
Periodontics	<u>MSD</u>		2016	2024

School of Medicine (Biomedical Sciences)

Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Aerospace Physiology (<u>Certificate Available Online</u>)	<u>Certificate</u>		New Program (2023)	
Anesthesiologist Assistant Program <i>As of June 1, 2021, the MSA is now housed under the <u>School of Medicine</u>, not Graduate Studies.</i>	<u>MSA</u>			
Applied Anatomy	<u>MS</u>	<u>MS/MD</u>	Upcoming Review	2024



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Biochemistry (PhD - apply through BSTP)	MS , PhD	MS/JD , MS/MD , MS/MBA , PhD/MD	July 10-11, 2019	
Bioethics	PhD		Upcoming Review	2024
Bioethics and Medical Humanities	MA	MA/MSN , MA/JD , MA/M D , MA/MSW , MA/MPH , MA/MS	Upcoming Review	2024
Biomedical and Health Informatics	MS , PhD		September 20, 2022	
Biomedical Sciences Training Program (BSTP)		*PhD umbrella program	Not applicable There was an external review of graduate programs as a whole in 2019.	
Biostatistics	MS	BS/MS , MS/MD	September 20, 2022	
Cell Biology (Apply through BSTP)	PhD	PhD/MD	June 2, 2021	
Clinical Research Fellows (CRF) (Apply as Non-Degree)	-			
Clinical Research Scholars Program (CRSP)	MS	MS/DMD , MS/MD	September 20, 2022	



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Clinical Translational Science	<u>PhD</u>		September 20, 2022	
Epidemiology and Biostatistics	<u>MS, PhD</u>		September 20, 2022	
Experimental Biotechnology	<u>Certificate</u>		New Program (2023)	
Genetics (Apply through <u>BSTP</u>)	<u>PhD</u>	<u>MD/PhD</u>	December 1, 2021	
Genetic Counseling Training Program	<u>MS</u>	<u>MS/MA</u>	December 1, 2021	
Health Informatics	<u>Certificate</u>			
Interschool Quantitative Biosciences Program	<u>Certificate</u> [current students only]		Never Reviewed New Program	
Maternal and Child Nutrition	<u>Certificate</u>			
Medical Physiology (<u>MS Available Online</u>)	<u>MS</u>	<u>MS/MBA</u>	June 27, 2018	
<u>Medical Scientist Training</u>		*PhD/MD program for biomedical fields		



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
<p><u>Program (MSTP)</u></p> <p>** Apply via the <u>AMCAS app</u></p>				
<p>Molecular Biology and Microbiology_</p> <p>(Apply through <u>BSTP</u>)</p>	<u>PhD</u>		June 2, 2021	
<p>Molecular Medicine</p>	<u>PhD</u>		April 30, 2015	
<p>Molecular Virology</p> <p>(Apply through <u>BSTP</u>)</p>	<u>PhD</u>		June 2, 2021	
<p>Neurosciences</p> <p>(Apply through <u>BSTP</u>)</p>	<u>PhD</u>		Upcoming Review	2024
<p>Nutrition</p> <p>(PhD - apply through <u>BSTP</u>)</p>	<u>MS, PhD</u>	<u>BS/MS, MPH, MD/MS</u>	October 9, 2019	
<p>Nutrition for Healthcare Professionals</p>	<u>Certificate</u>			
<p>Pathology (PhD - apply through <u>BSTP</u>)</p>	<u>MS, PhD</u>	<u>MS/MD, MD/PhD</u>	December 12, 2019	



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Pharmacology (Apply through BSTP)	MS, PhD	PhD/MD	December 2, 2016	
Physiology	MS		June 27, 2018	
Physiology and Biophysics (Apply through BSTP)	PhD	PhD/MD	June 27, 2018	
Postbaccalaureate Readiness Instruction for bioMedical Education (PRIME)	Certificate			
Public Health, Master of (MPH) ***Apply via the SOPHAS app (MPH only)	MPH, Certificate	DMD, JD, MA, MBA, MD, MSW, MSN, MSM, PhD, MS **Certificate and dual programs apply via Graduate Studies, not the SOPHAS app	September 20, 2022	
Public Health Nutrition	MS		October 9, 2019	
Regenerative Medicine and Entrepreneurship	MS			
Systems Biology and Bioinformatics	MS, PhD	MD/PhD, MS/MD	Never reviewed New Program (2009)	



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
(PhD - apply through BSTP)				
Translational Pharmaceutical Science	MS		Never Reviewed New Program (2022)	

Weatherhead School of Management

Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Accountancy	MAcc; PhD in Management		MAcc 2015 est; PhD 2023 review limited to curriculum & stipends for all WSOM PhD programs.	MAcc 2024; PhD not scheduled
Advanced Quantitative Methodologies (AQM)	Certificate		none	none
Business Administration	DBA, MBA, MBA (Executive), MBA (Online), MBA (Part Time)	Biochemistry (MS); Finance (MFin); Law (JD); Medical Physiology (MS); Medicine (MD); Public Health (MPH); Social Work (MSW); Supply Chain Management (MSCM); Health Care Management (MHcM)/Public Health (MPH);	DBA unknown MBA (FT) 2009 est MBA(Exec) unknown MBA(Online) 2021 new MBA(PT) 2011 est Combo Degrees unknown - typically reviewed when/if one of the degrees undergoes significant changes	DBA 2024 MBA (FT) 2024 MBA(Exec) 2024 MBA(Online) 2025 MBA(PT) 2024 Combo Degrees unknown - depends on outcome of contributing program reviews
Business Analytics and Intelligence,	MBusAI		PhD 2023 review limited to curriculum & stipends for all WSOM PhD programs.	2025



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Design and Innovation	<u>PhD in Management</u>		2023 PhD review limited to curriculum & stipends for all WSOM PhD programs.	Not scheduled
Designing Sustainable Systems <i>(Applicants for this degree program must successfully have completed 2 years of the DM program in order to apply.)</i>	<u>PhD in Management</u>		PhD 2023 review limited to curriculum & stipends for all WSOM PhD programs.	Not scheduled
Engineering and Management,	<u>MEM</u>		Unknown	2025 (review in progress now)
Finance	<u>MFIN, MFIN (China)</u>		MFIN unknown MFIN (China) none since created.	MFIN 2025 MFIN (China)Discontinued. Last cohort finishes Spring 2024
FinTech,	<u>MSFT</u>		None: New program in 2021	2025
Healthcare Management,	<u>MHcM</u>		None: New Program in about 2014	Enrollment paused in 2022 due to low enrollment.
Organizational Behavior	<u>PhD</u>		2023	2025
Positive Organization Development and Change,	<u>MSPOD</u>		2022 significant change to curriculum	2025 (review in progress now, not limited to curriculum)
Supply Chain Management,	<u>MSCM</u>		2021	2023. Just completed.



CASE WESTERN RESERVE UNIVERSITY
School of Graduate Studies

Frances Payne Bolton School of Nursing

Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Anthropology	MA/MSN	<u>Anthropology, MA/Nursing, MSN</u>	2021	2026
Advanced Quantitative Methodologies	<u>Certificate</u>		2021	2026
Bioethics and Medical Humanities	MA/MSN	<u>Bioethics and Medical Humanities, MA/Nursing, MSN</u>	2021	2026
Leadership Excel Achievement Program	<u>Certificate</u>		2021	2026
Public Health	MSN/MPH	<u>Nursing, MSN/Public Health, MPH</u>	2021	2026
Nursing Practice	<u>DNP</u>	<u>Nursing, MSN/Nursing Practice, DPN</u>	2021	2026
Nursing	<u>Graduate Certificate, MN, MSN, PhD</u>	<u>PhD/DNP, PhD/MSN</u>	2020	2025

Mandel School of Applied Social Sciences

Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
Nonprofit Management,	<u>Graduate Certificate</u>			
Nonprofit Organizations,	<u>MNO</u>	<u>Law (JD); MNO/MSW</u>	2019	2025
Social Welfare	<u>PhD</u>		External (2019)	Internal (2024)



Programs	Degrees	Combined Degree Programs	Last Program Review	Next Scheduled Review
			Internal Evaluations (2009, 2017, 2020, 2022)	
Social Work	<u>MSW, MSW (Intensive Weekend), MSW (Online)</u>	<u>Bioethics and Medical Humanities (MA); Business Administration (MBA); MNO/MSW; Public Health (MPH); Law (JD)</u>	2018	2024-2024
Trauma-Informed Practice	<u>Certificate</u>			
Gerontology	Certificate			
School Social Work	Certificate			
Global Health	Certificate			