State University of New York

Memorandum to Presidents

Date: March 5, 1985

From: Office of the Vice Chancellor for Research, Graduate Studies, and Professional Programs

Subject: Revised Procedures for Submission of Graduate Academic Program Proposals

To: Presidents, State University of New York

Attached are revised procedures, which have been reviewed by the Graduate Deans and other key personnel. These procedures complement those for the submission of undergraduate program proposals that were recently transmitted to the campuses by Vice Chancellor Penney (Memorandum to Presidents, Vol. 84, No. 10, November 19, 1984).

Alden N. Haffner
Vice Chancellor for Research, Graduate Studies, and Professional Programs

Attachment

This memorandum addressed to:

Presidents, State-operated Campuses
Presidents, Community Colleges
Deans, Statutory Colleges

Copies for information sent to:

President Coll
Vice Provost Spencer
STATE UNIVERSITY OF NEW YORK

Procedures for Submission of Graduate Academic Program Proposals

December 1, 1984

Office for Research, Graduate Studies, and Professional Programs
STATE UNIVERSITY OF NEW YORK
GRADUATE ACADEMIC PROGRAM PROPOSAL
COVER PAGE AND SUMMARY SHEET

Campus _____________________________________________ Date __________________

Proposed Program Title ______________________________________________________

Proposed Degree/Certificate ___________________ HEGIS Classification and Number __________________

Department(s) or academic unit(s) to offer program ____________________________________________

Proposed first enrollment date _____________________________________________________________

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>YEAR II</th>
<th>YEAR III</th>
<th>YEAR IV</th>
<th>YEAR V</th>
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</table>

Projected number of students (headcount)                      Full-time
Part-time

Projected number of new faculty                               Full-time
Part-time

Projected number of new support staff                         Full-time
Part-time

Number of existing faculty who will participate in program in Year I:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Adjunct</th>
<th>Regular (Tenured)</th>
<th>Regular (Untenured)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
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<td></td>
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<tr>
<td>Associate Prof</td>
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<td></td>
</tr>
<tr>
<td>Assistant Prof</td>
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<tr>
<td>Instructor</td>
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</tbody>
</table>

If program will lead to certification or licensure, please indicate field or specialty:

__________________________________________________________________________

If special accreditation will be sought, please a) list accrediting bodies and b) indicate when you plan to seek accreditation.

__________________________________________________________________________

Please indicate location(s) and projected enrollment for any off-campus offering of this program.

__________________________________________________________________________

Will students be able to complete all requirements for the program at the off-campus site(s)?

__________________________________________________________________________

Identify existing programs in related and supporting disciplines:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
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</tbody>
</table>

Program Title

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>PT</td>
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</tbody>
</table>

Please attach a brief (250 words maximum) summary of proposal, describing academic content, structure, credits, etc.

C2473-285
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</tbody>
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It is the policy of the State University of New York to offer graduate programs to serve the needs of both individual students and society. The guidelines given here are designed to insure that the University can respond to the changing needs and dimensions of post-graduate education with programs of high academic quality. These guidelines incorporate the Procedures for Submission of Academic Program proposals (Memorandum to Presidents Vol. 84, No. 10, November 19, 1984), and they consolidate the provisions of the Guidelines for Evaluations of Graduate Programs issued to all Presidents on November 30, 1972, the Memorandum to Presidents, Vol. 73 No.48, October 1, 1973, "Procedures for Submission of Academic Proposals," (Policy Handbook, #116) and Memorandum to Presidents, Vol. 74 No. 34, October 21, 1974, "Regional Program Review" (Policy Handbook, #117).

These procedures must be followed if the proposed program is new or if the change in an existing program includes major changes in its title, focus, design, requirements or mode of delivery. The procedures are the same for both masters and doctoral level degrees. Procedures for combined degrees (e.g. bachelor's/master's programs) are given in Appendix A and for programs which require a Master Plan Amendment in Appendix B.

I. Procedure for Submission of a Letter of Intent

The Letter of Intent should be addressed by the Campus President to the Vice Chancellor for Academic Programs, Policy and Planning. Copies should be shared concurrently with the Vice Chancellor for Research, Graduate Studies, and Professional Programs, and the Presidents of all SUNY graduate degree granting campuses.

The letter of Intent should contain the best projections possible at this preliminary stage, according to the following outline:
A. Program Identity

1. Proposed title:

2. Proposed award: certificate or degree (authorized degree title and abbreviation from Rules of the Board of Regents, Sec. 3.50)

3. Proposed beginning date:

B. Planning factors

1. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

2. Identify similar programs at other institutions, public and private, primarily in the service area and region and, where appropriate, the potential impact on them.

3. Describe briefly proposed arrangements for required external clinical instruction, agency placement, practice teaching, internships, etc., if any, and how these arrangements would impact on other institutions using the same facilities, if any.

C. Need

1. Identify the potential need for this program for the clientele it will serve in terms of the economy and/or educational needs of the area in which it is to be located, New York State at large and, if appropriate, the nation.

2. Estimate student demand expected for this program and how it will be measured.

3. If the program is designed to prepare its graduates for immediate employment, indicate potential employers of such graduates who have requested establishment of the program and their specific employment needs. Assess employment possibilities in general for graduates of the program.
D. Fiscal Factors

1. Estimate headcount enrollments concentrating in the proposed program for the first five years of operation:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td></td>
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<tr>
<td>Part-Time</td>
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</tbody>
</table>

Since this expected enrollment may affect the future campus enrollment composition and totals, estimate the impact this program may have on campus total enrollments and the relative percentage distribution by broad discipline categories.

2. In considering funding requirements for this program, indicate the total cost requirements for this program proposal in its first five years of operation.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
</tr>
<tr>
<td>Capital</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
</tr>
</tbody>
</table>

What is the expected source of funding to cover the operating costs of this program?

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Reallocation</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
</tr>
<tr>
<td>Incremental Funding</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
<td>$_____</td>
</tr>
</tbody>
</table>

II. Formal Response to the Letter of Intent by the Central Administration

A. The formal response to a Letter of Intent will authorize proceeding with proposal development or not, as deemed appropriate and will provide information on the following matters from the Central Administration's perspective:
1. Incidence of like programs and pending letters of intent, University-wide; in addition, the monthly report of program developments will continue to be issued by the Office of Academic Programs, Policy and Planning;

2. Enrollment trends, University-wide, in the program area;

3. Names of other campuses which have discontinued a program of this kind, if any;

4. HEGIS number;

5. Master Plan amendment considerations, if any;

6. When the program would lead to professional licensure or certification, known attitudes of licensing agencies towards development of more such programs;

7. General advice as to whether Central Administration is encouraging development of such programs or not;

8. Advice concerning whether an exceptional proposal format is to be followed.

B. If the response authorizes proposal development, the President will be asked to notify the Vice Chancellor for Research, Graduate Studies and Professional Programs as soon as possible as to whether or not the campus intends to proceed with proposal development. If the answer is affirmative, the formal proposal should be submitted within two (2) years from the date of response to the Letter of Intent.

III. Preparation and Submission of a formal Proposal for a Graduate Program

Five copies of the program proposal should be submitted to the Vice Chancellor for Academic Programs, Policy and Planning for referral to the Vice Chancellor for Research, Graduate Studies, and Professional Programs.
IV. Content of the Program Proposal

A. Cover page. For the format and information to be given on the cover page, see sample cover page attached to these procedures.

B. Document describing the proposed program. This is by far the most important part of the program proposal. Care should be given to insure proper and detailed information, in as far as possible, to each topic.

1. Program

   a. A full description of the program, including program purpose, structure and content and prospective catalog course descriptions. Give, in detail, requirements for program admission through degree completion.

   b. A list, by semester, of all graduate courses to be taught in the first three years.

   c. Procedures for academic advising, and for supervision and evaluation of students progress through degree completion.

   d. The process of advising students of academic and non-academic employment prospects and assisting them in a job search and placement.

   e. A description of significant resources and support programs, inside and outside the University, to be used by the members of the program.

2. Faculty

   a. Append vitae of present faculty members, if any, who will implement the program, and an outline of qualifications deemed necessary for additional faculty to be recruited, if any. Indicate each faculty member's rank and full-time or part-time status and for which courses each faculty member
will be responsible. Also indicate who will be the program
director or coordinator.

Faculty vitae should include:
1. Rank and status.
2. Educational and employment background.
3. Professional affiliations and activities.
4. Important awards and recognition.
5. Publications.
6. Brief description of research projects.
7. Percent of time distribution for research, teaching,
   advising, administrative work and university service.

b. Indicate changes in the graduate faculty for the next three years.
Name the new appointments, retirements, resignations,
terminations, promotions, and tenure decisions. Indicate any increase or decrease in the number of appointments. What are anticipated faculty changes for the next three years? What new positions or replacement positions has the administration authorized? Also, what reductions, if any, are foreseen?

c. Submit information on faculty grant support. Provide complete data on current and pending support. Specify:
1. Title and purpose of grant, e.g., research, training, or facilities/equipment.
2. Names of principal investigator(s).
3. Total amount of award.
4. Dates of grant period.
5. Name of funding agency or source.
3. **Students**
   
a. Describe the criteria and procedures for admission to the proposed program.

b. Describe the type of student body to be served. Of particular interest are the following: geographic and academic origins of students; proportions of women and minority group members; foreign students and students for whom English is a second language. If special provisions or requirements are made for the latter, and for special admissions in any categories, describe them.

c. Describe the types and amounts of financial support anticipated. Indicate the proportion of the student body in each category (e.g., Teaching Assistant, fellow, etc.) including those receiving no support.

4. **Facilities**
   
a. Provide a brief description of both currently available and anticipated increased needs for:

1. General and departmental library holdings and acquisitions.

2. Research and laboratory facilities and equipment.

3. Computer facilities and services.

4. Technical and secretarial services for students and faculty.

5. Office, classroom, and study space.

b. Describe special support facilities and unique resources.
5. Five-year projections-Resources and Costs:

Array data with four additional year columns as per model "Year 1."

Year 1
19-19

1. Program Resources Required-Include both existing, where applicable, and additional (new)

a. **Instructional Program Staffing**

   (1) Faculty
      
      (a) Existing  
      FTE Lines $______  
      
      (b) Additional  
      FTE Lines ______  

   (2) Academic Administration (additional only)  
      FTE Lines ______

   (3) Support Staff
      
      (a) Existing  
      FTE Lines ______
      
      (b) Additional  
      FTE Lines ______

   (4) Total (sum of (1) (a) & (b), (2), & (3) (a) & (b)  
      FTE Lines $______

*This should be consistent with information on cover page

b. **Other than Personal Service** - Additional resources

   (1) Supplies and Expense $______
   
   (2) Equipment ______
   
   (3) Contractual Expenditures ______

   (4) Total $______
### c. Library

1. Additional Staff
   FTE Lines
   $______

2. Other Than Personal Service
   
3. Additional Acquisitions
   Volumes

4. Start-up Acquisitions
   (a) Volumes ______
   (b) Initial Cost* $______

5. Total $______

*Not to be confused with Additional Acquisitions

### d. Student Services

1. Additional Staff
   FTE Lines
   $______

2. Other Than Personal Service
   
3. Total $______

### e. Research

1. State Funds $______
2. Federal Funds* $______
3. External Funds* $______

*Memo Only

### f. Extension and Public Service

1. State Funds
   FTE Lines
   $______

2. Federal Funds* $______
3. External Funds* $______

*Memo Only
g. **Student Aid**

<table>
<thead>
<tr>
<th></th>
<th>TA/RA</th>
<th>Fellowships</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) State Funds</td>
<td>$_____</td>
<td>$_________</td>
<td>$_____</td>
</tr>
<tr>
<td>(2) Federal Funds</td>
<td>$_____</td>
<td>$_________</td>
<td>$_____</td>
</tr>
<tr>
<td>(3) External Funds</td>
<td>$_____</td>
<td>$_________</td>
<td>$_____</td>
</tr>
<tr>
<td>(4) Total</td>
<td></td>
<td></td>
<td>$_____</td>
</tr>
</tbody>
</table>

*Memo Only

h. **Additional Program Costs (not previously shown)**

<p>| | | | |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td>(1) Administration</td>
<td></td>
<td></td>
<td>$_____</td>
</tr>
<tr>
<td>(2) Plant Maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Capital Facilities*</td>
<td></td>
<td></td>
<td>$_____</td>
</tr>
<tr>
<td>(4) Rehabilitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Equipment**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) New Square Footage</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(7) Total</td>
<td></td>
<td></td>
<td>$_____</td>
</tr>
</tbody>
</table>

**Memo Only**

Not to be confused with New Program Equipment

i. If costs are incurred in functions other than those noted above, please describe. $_____

j. **Total Program Resources Required (Sum of a(4), b(4), c(5), d(3), e(1), f(1), g(1), h(7), and i.)**

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Faculty and staff</td>
<td></td>
<td></td>
<td>$_____</td>
</tr>
</tbody>
</table>

2. **Source of Program Funding (operating budget)**

a. **Reallocation Within Institution**

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<tbody>
<tr>
<td>Faculty and staff</td>
<td></td>
<td></td>
<td>$_____</td>
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</table>

b. **Incremental Funding**

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</thead>
<tbody>
<tr>
<td>Faculty and staff</td>
<td></td>
<td></td>
<td>$_____</td>
</tr>
</tbody>
</table>
c. Total** (Sum of 2a and 2b) $_____

*Indicate expected sources of incremental funding.
**If 2c is not equal to 1j, please explain the discrepancy.

3. Enrollment and Related Data
   a. Program Majors
      (1) Total Headcount* _______
      (2) Total Annual Average FTE _______

*This information should be consistent with the data on the cover page.

Since this expected enrollment may affect the future campus enrollment composition and totals, estimate the impact this program may have on campus total enrollments and the relative percentage distribution by broad discipline categories.

b. Student Credit Hours
   (1) generated by majors taught by total faculty reported on page 8 _______
   (2) generated by non-majors taught by total faculty reported on page 8 _______
   (3) to be taught by existing faculty _______
   (4) to be taught by graduate teaching assistants _______
   (5) Total Student Credit Hours _______

c. Anticipated Student/Faculty Ratio Specific to the Program _______

6. How will program quality be maintained and monitored?
   a. Describe provisions for regular program review.

   b. If this is a professional program for which special accreditation is to be sought, provide the name(s) of the accrediting agency(ies) and a timetable for completing the accrediting process. If special accreditation will not be sought, explain why.

7. Append local resolutions and support documents.
Appendix A

Combined Degree Programs

Since the combined bachelor's/master's programs require separate registration, specific proposals must be submitted for combined degree program proposed. Even if the proposed combined degree program is composed of one or more previously registered program, the following materials must be submitted:

1. Program title and suggested HEGIS code number for the combined degree program.

2. Titles, program code numbers and program proposals of the programs which are to be combined.

3. General requirements for program completion (total credit hours in major, in a second field, in liberal arts, etc.).

4. Specific program requirements:
   a. Describe admission requirements, including timing, academic requirements and administrative approvals.
   b. List all required courses showing number of credits and whether undergraduate or graduate.
   c. Indicate the number of undergraduate and graduate elective credits required.
   d. Indicate the number of semesters of full-time study required for program completion at the undergraduate and graduate levels.
   e. State all other program requirements such as thesis, comprehensive examination, field experience, project, and residence.
Appendix B

Supporting Information to be Submitted

For Programs Requiring Master Plan Amendment

The following information must be included in the program proposal for those requiring a Master Plan Amendment. The outline given here is based on Memorandum to Chief Executive Officers No. 25 (October 16, 1978) issued by the State Education Department.

Program Data

State the complete title of the proposed program, the degree(s) to be awarded, and the suggested HEGIS minor-mission code number. List other currently offered programs in the same HEGIS major-mission category.

Purposes, Goals, and Objectives

In succinct terms describe the purpose, goals, and objectives of the proposed program. Describe the relationship between the new program and ongoing programs, with assurances that it will not strain existing resources, either financial or academic. Note whether the proposed program will replace any existing program(s). Describe the relationship and compatibility of the proposed program with the mission of the institution as set forth in the institution's master plan.

1. Curriculum

Describe the essential elements of the curricula: the total number of credits; the total number of courses; the distribution of courses by academic year; thesis/dissertation requirements; field/internship requirements; provisions for granting credit for non-academic experiences; the utilization of existing courses and the addition of new courses.

2. Students

Describe the requirements for admission to the program(s) and the
requirements for graduation. Indicate the anticipated origin of the students in the program(s) by (a) the county in which the institution is located, (b) the remainder of the Regents Region in which the program will be offered, (c) the remainder of the State, and (d) out-of-state.

3. Enrollment

Present, by table, the projected full-time and part-time enrollment for the first five years of the program and discuss the assumptions upon which the enrollment projection is based. Indicate the ultimate enrollment goal for the proposed program(s) and for the institution as a whole. Note whether the proposed enrollment of the for the new program(s) will increase the projected enrollment of the institution or, if not, what impact it will have on other programs. Note the relationship of the number of students projected for the new program(s) to the number enrolled in similar programs at the institution or at similar institutions.

4. Faculty

Indicate by number and by academic rank the faculty available to teach the program and the faculty which will have to be hired to teach the program. List the number of full-time, part-time, adjunct faculty required for the first five years of the program.

5. Library

Indicate the initial collection and the annual additions to the collection which will be used specifically to support the proposed program(s) for a five year period. Note the total library collection for the institution as a whole. If the proposed program(s) will utilize external library resources, note how such resources specifically will be used; explain the nature of any agreements between the proposing institution and external libraries.

6. Facilities and Equipment

List the facilities and equipment currently available which will be used to
support the program(s) and the facilities and equipment which will have to be acquired each year for the next five years. Indicate cost of facilities and equipment acquisitions and specific sources of funding. Note any use of leased facilities and equipment and the provisions of any lease agreements.

7. Financial Implications
   a. Prepare a five-year estimate of expenditures, including such items as faculty salaries, administrative costs, facilities and equipment costs, library costs, and any other expenditures connected with the program.
   b. Prepare a five-year estimate of revenues to support the proposed program(s) including tuition income, governmental appropriations (Federal, State, and local, foundation support, and any other sources of income). In the event a proposed program(s) is wholly or partially funded by outside sources, note how the costs of the program will be covered should such funds cease to be available. Note specifically any financial agreements with other institutions if the proposed program(s) is to be offered jointly with another institution.

8. Planning Implications
   a. Justify completely, with measurable data, why the proposed program(s) is needed in terms of the population it will serve and in terms of the area in which it is to be located and in the State as a whole. Explain why the need is not now being met by other institutions and describe precisely to what extent such need will be met if the program(s) is established. Describe and document fully and completely how need was measured.
   b. Specify the number of students (either currently enrolled at the proposing institution, at other institutions, or other external sources) who have requested the establishment of the proposed program(s). Describe completely how such students were identified and the precise number of students from all sources.
   c. Indicate potential employers of graduates of the proposed program(s)
who have requested establishment of the program(s) and the exact nature of their specific employment needs.

d. If a program is designed to meet institutional purposes and goals and not external considerations, explain precisely how the program will contribute to the viability of the institution.

Administration (for branch campuses only)

Describe the administrative organization of the proposed branch campus, noting specifically the roles of the branch campus administrators and their relationships, including lines of responsibility, to the main campus administration.
Appendix C

Site Visit by External Evaluation Panel

The site visit provides a first-hand opportunity to verify the accuracy of self-study documentation; to interview faculty and obtain a sense of their knowledge of the field; to discuss with administrative officials and the program's place in the overall mission of the institution and to ascertain the level of institutional support and commitment to the program; to visit facilities; and, generally, to make observations about financial, physical, and personnel resources. A site visit is required for all new programs and may be required for major changes in existing programs.

I. Composition and Selection of External Evaluation Panel

The evaluation panel must consist of highly qualified individuals, usually two or three, in the particular field of the proposed program. They should be drawn from peer institutions outside of New York State. The composition of the panel is determined by the Graduate Dean of the campus from a list of candidates that have been reviewed by the program faculty or department chair and by the Vice Chancellor for Graduate Studies, Research and Professional Programs.

II. Arrangements and Itinerary for the Site Visit

The details of the visit are determined by the campus. These should include hotel and meal arrangements as well as a schedule and itinerary for the visit itself. The itinerary should include tours of campus facilities and meetings with faculty, and appropriate administrators including: Divisional Dean, Graduate Dean, Academic Vice President or Provost.

III. General Policy and Procedures

The site visit report is one of the most important documents the University has for evaluating a program. It is, therefore, very important that the site visit report be complete, accurate, specific and objective. The Chair for the site visit assumes the responsibility for preparation of a site visit report.
which represents the team's consensus. The report should be returned to the Graduate School within three weeks of the site visit. The evaluation report is prepared on the basis of the written program proposal prepared by the campus and on information gathered by the evaluation panel during the site visit.

IV. Site Visit Report

A. Program

1. Discuss the objectives and requirements of the graduate program. Report on the mechanisms for program administration and monitoring.

2. What is the program's special focus? How does it contribute to the field?

3. Assess the depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources inside and outside the University.

4. What is the relationship of this program to undergraduate, and other graduate programs at the institution? Consider interdisciplinary programs, service function, joint research projects, support programs, etc.

B. Faculty

1. Assess the faculty in terms of training, experience, scholarly contributions, and stature in the field.

2. Discuss areas of current faculty research involvement, recent publications, and professional activity. How important to the field is the work being done? What evidence is there of continuing faculty development?

3. Report on faculty activity in generating funds for research, training, facilities and equipment, etc.
4. Assess the faculty in terms of size and qualification for area(s) of specialization offered and the students body served. What are the faculty's areas of strength and weakness? What impact have recent staffing changes had on the program?

5. Evaluate faculty workload. Also report on availability for student advisement, teaching effectiveness, and concern for student welfare.

6. Discuss the credentials and involvement of adjunct and support faculty.

C. Resources

1. Check and report of the adequacy of library, computer, laboratory and other research facilities and equipment; offices; classrooms; and support services for the program. Also discuss the program's utilization of resources outside the University, e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions.

2. Discuss the institution's commitment to the program as demonstrated by the number of faculty lines relative to workload and student numbers, the support for faculty by non-academic personnel, the amount of financial support for students, and funds for faculty research and professional activities, conferences, visiting lecturers, etc.

3. In the site visitor's opinion, how does the administration regard this program in relation to the institution's priorities for support and in terms of the University's overall mission?

D. Summary

1. What are the program's major strengths and weaknesses?

2. Include any further observations which may be important in the evaluation of this program.