



*“Advancing Our Agenda for Excellence”*

**Southern Connecticut State University  
Graduate Council**

# **ACADEMIC STANDARDS COMMITTEE**



**PROCEDURES FOR GRADUATE PROGRAM EVALUATION**

The Official Handbook of the Academic Standards Committee

2008-2009

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## **Introduction**

The Academic Standards Committee (ASC) is charged with the responsibility to “recommend the minimum academic standards that should be enforced in the School of Graduate Studies; recommend procedures for enforcing and implementing the minimum academic standards; review existing courses, concentrations, certifications, dual degrees, and programs on a rotating schedule and present recommendations to the Council.” (Revised Rules of Order, 2005).

The Academic Standards Committee reviews all approved graduate programs on a 5 Year Review Schedule (based on dates for presentations to the Graduate Council) with specific dates for submission of program reports, dates for meeting with the ASC, and dates for the presentations to the Graduate Council summarized in the Academic Standards Committee Schedule. Each program must submit a report. The report must address the Graduate Program Standards as part of the self-assessment exercise. The Committee reviews the reports according to the Procedures for Graduate Program Evaluation and completes a summary report and recommendation to the Council. The evaluation process is summarized in the Academic Program Review Flowchart. A sample of the evaluation form used by the Committee can be found under the heading “Graduate Program Evaluation Form”. The Minimum Elements of a Graduate School Syllabus have been summarized and should be followed for each syllabus incorporated in the program report.. The ASC developed a template which is an interactive MS word document that incorporates the graduate program review guidelines. The list of the members of the Academic Standards Committee can be located under the Graduate Council Committee membership.

To assist department and program faculty in preparing their program report, for review by the ASC, the Academic Standards Committee Handbook (ASCH) has been developed. The Committee is very interested in your comments about the usefulness of the Handbook and welcomes your suggestions for improvement.

The program report is the focus of the Committee’s evaluation and is considered a stand-alone document. Therefore, it is not expected that substantial new information about the program will be presented to the Committee either orally or in writing at the time of the representative’s appearance. Only information relevant to the standards should be included in the report.

The members of the Committee, who serve in a voluntary capacity, approach their charge in a collegial and professional manner and with a seriousness of purpose. The process of program review is facilitated by the preparation of your program report in strict accordance with the requirements contained in the Handbook.

## PROCEDURES FOR GRADUATE PROGRAM EVALUATIONS

In so far as the Graduate Council must approve all new graduate programs before they can be offered on an ongoing basis at SCSU, there is a need for a regular and systematic graduate program evaluation process to promote the quality and maintain the integrity of existing graduate programs.

The "Standards for Graduate Programs," adopted by the Graduate Council, will serve as the standard against which program evaluations will be conducted. A major role of the Academic Standards Committee is to advise programs in meeting those standards.

The Academic Standards Committee will review existing programs according to the duties described in the "Rules of Order." Given the diverse nature of the certification programs offered at this institution, the objective of the Academic Standards Committee will be to review only the graduate level components of programs. Data pertaining to students evaluated in undergraduate level courses may be incorporated into the program report but should be clearly differentiated from data pertaining to students evaluated in graduate level courses.

### Procedures

1. Each existing graduate program will be evaluated by the Graduate Council once every five years on a rotating schedule presented in writing by the Chair of the Academic Standards Committee. Each year, the Graduate Dean will publish and disseminate the Graduate Program Review Schedule to the school deans, department chairpersons, graduate program coordinators/directors, and the Provost/Vice-President for Academic Affairs.
2. The department which conducts the graduate program to be evaluated will prepare a written report of the program based upon the "Standards for Graduate Programs" and submit it to the Academic Standards Committee at the meeting of the Graduate Council prior to its scheduled oral presentation before the **ACADEMIC STANDARDS COMMITTEE AND SUBSEQUENTLY THE** Graduate Council.
3. The Academic Standards Committee will evaluate the program based upon the written report submitted by the respective department using the Evaluation Form included in these procedures. The department submitting the report will have an opportunity to meet with the Academic Standards Committee, generally one week after it has forwarded its report to the Committee, and before the Committee has concluded its evaluation. Within five days after having completed its evaluation, the Academic Standards Committee will submit a narrative response and summary to the department, indicating which standards have been judged as "met" or "not met" along with any additional recommendations the Academic Standards Committee deems important to convey involving program integrity and quality.

4. The department which submitted the written program report shall address the concerns of the Academic Standards Committee at least one week prior to its scheduled oral presentation before the Graduate Council. If, in the opinion of the Committee, those concerns have not been addressed satisfactorily, the Committee may, at its discretion, modify its original evaluation and recommendation to the Council.
5. At the meeting of the Graduate Council, when the oral presentation is made, or at the next regularly scheduled meeting of the Graduate Council, the Academic Standards Committee will make a recommendation to the Graduate Council to:
  - (1) Grant continuing approval of the program;
  - or
  - (2) Grant conditional approval of the program.
6. If a department does not submit the appropriate written report according to the timeline described in number 2 above, the Academic Standards Committee will so advise the Graduate Council, which will then grant conditional approval of the program. The Chairperson of the Academic Standards Committee will provide written notification to the Provost/Vice President for Academic Affairs, Dean of the School of Graduate Studies, dean of the appropriate academic school, chairperson of the department, and coordinator(s)/director(s) of the program(s) to request a meeting to outline a schedule for and aid in the successful completion of the review process.
7. By a majority vote, the Graduate Council will accept, reject, or table the recommendation of the Academic Standards Committee. The factors leading to continuing approval, or the conditions leading to conditional approval, and the action of the Graduate Council shall be communicated by the Academic Standards Committee to the respective department chairperson, program coordinator(s)/director(s), appropriate academic dean and Provost/Academic Vice President. The minutes of the Graduate Council meeting shall serve as a written record of the vote of the Graduate Council.
8. Any graduate program granted conditional approval by a majority vote of the Graduate Council will have up to eleven months from the published date in the **Graduate Program Review Schedule** to address the conditions cited and provide the Academic Standards Committee with a written interim report. At any point during this period, the Academic Standards Committee shall serve in a consultative capacity if requested by the affected program or department, the Provost/Academic Vice President, the Dean of the School of Graduate Studies, or the appropriate Academic School Dean.
9. The interim report addressing the cited conditions will be evaluated by the Academic Standards Committee. The department submitting the report will have an opportunity to meet with the Academic Standards Committee one week subsequent to the submission of the report before the evaluation is completed. No

later than one calendar year after previous action by the Graduate Council, the Academic Standards Committee will recommend that:

(a) The Graduate Council grant continuing approval of the program;

or

(b) The Graduate Council deny continuing approval of the program. In this eventuality, a representative of the affected department will be present at the meeting of the Graduate Council to present an alternative prospective on the Academic Standards Committee's recommendation.

(At this point in the process, these are the only recommendations within the authority of the ASC.)

10. If continuing approval of the graduate program is granted by a majority vote of the Graduate Council, the graduate program will be deemed to be in full compliance with the SCSU "Standards for Graduate Programs" and will continue to be published in the subsequent graduate catalog. The program whose interim report receives continuing approval from the Graduate Council will next be evaluated by the Academic Standards Committee five years from the date that it submitted its initial report.
11. If continuing approval of the graduate program is denied by a majority vote of the Graduate Council, the Graduate Council will forward to the Dean of the School of Graduate Studies, the Dean of the Academic School, and to the Provost/Academic Vice President, the action of the Graduate Council to deny continuing approval of that program with the following recommendations:
  - a. That the program be removed from the subsequent graduate catalog;
  - b. That the program be discontinued and not be permitted to accept any new students. Students currently enrolled in the program, however, should be allowed sufficient opportunity to complete their degrees.
12. The Dean of Graduate Studies and the Provost/Academic Vice President will be requested to report their actions regarding the affected department to the full Graduate Council within four academic weeks or at the next Graduate Council meeting.
13. For those programs that have been discontinued, the Academic Standards Committee shall serve in a consultative capacity if requested by the Provost/Academic Vice President, the Dean of the School of Graduate Studies, the appropriate Academic School Dean, or the affected department or program. The affected program, with the approval of the school dean, may be resubmitted as a revised program following the established procedures of the Graduate Council.

14. If a program which has been discontinued is reinstated, it shall be evaluated by the Graduate Council according to the following schedule:

- a. One year after reinstatement;
- b. On the 5 year published rotating schedule thereafter.

### Academic Standards Committee Activity Calendar

Activity	Comments/Schedule
Written notification to school dean, department chair and graduate coordinator of program review schedule	Responsibility of chairperson of ASC to notify affected department/program administrators by August 1.
Submission of program report by department to chairperson of the ACS as per Graduate Council Program Review Schedule (p. 9) The program brings 20 hard copies to the Graduate Council meeting room.	Report due one month prior to scheduled review. Report(s) are distributed to ASC members at Graduate Council Meeting
ASC reviews program report	Members have one week to complete their review(s) following the distribution of the report
Program representatives offered opportunity to meet with ASC	Meeting with ASC is scheduled for two weeks after submission of the report by department/program. ASC members vote on recommendation for “continuing” or “conditional” acceptance.
ASC submits narrative response, summary and any additional recommendations to the school dean, department/program chair and graduate coordinator within two weeks of the program review.	Responsibility of chairperson of ASC
Department addresses the concerns of the ASC, in writing, to the ASC	One week prior to the scheduled oral presentation to the Graduate Council
ASC makes recommendation to the Graduate Council	Recommendations include: continuing approval or conditional approval of the program. Failure to submit a written report automatically yields a recommendation of conditional approval and notification of appropriate University, school and department administrators.
Graduate Council votes on ASC recommendations	Graduate Council accepts, rejects or tables recommendations of ASC. Actions of the Council are communicated to appropriate University, school and department administrators.
Programs granted “conditional acceptance” must submit interim report to ASC	Affected program must submit a written, interim report to ASC within eleven months from the published date in the Graduate Program Review Schedule. ASC will serve in consultative capacity if requested by department or school or University administrators.
Program representatives meet with ASC	ASC reviews interim report. Program representatives meet with ASC one week subsequent to the submission of the report to the ASC.
ASC reviews interim program	Based on an evaluation of the interim report the ASC

<b>Activity</b>	<b>Comments/Schedule</b>
report	recommends to the Graduate Council “continuing approval” or “denying of continuing approval” of the program. ASC recommendations must be made within one calendar year subsequent to the previous action by the Graduate Council.
ASC recommends “continuing approval”	If approved by majority vote of the Graduate Council, the program is deemed in full compliance with “Standards for Graduate Programs.”
ASC recommends “denying of continuing approval”	If approved by majority vote of the Graduate Council, the Council notifies Dean of School of Graduate Studies, Dean of Academic School and Provost/Academic Vice President of a recommendation to remove the program from the subsequent catalog and discontinue the acceptance of new students.
Dean of Graduate Studies and Provost/Academic Vice-President act on recommendations	Dean of Graduate Studies and Provost/Academic Vice-President are requested to report their decisions to the full Graduate Council within four weeks or at the next Graduate Council meeting
Discontinued programs	ASC will serve in consultative capacity if requested by Dean of Graduate Studies and Provost/Academic Vice-President. The affected program, with the approval of the school dean, may resubmit a revised program as per procedures of the Graduate Council
Reinstatement of discontinued program	The Graduate Council will review one year after reinstatement and on the 5 year published rotation schedule thereafter

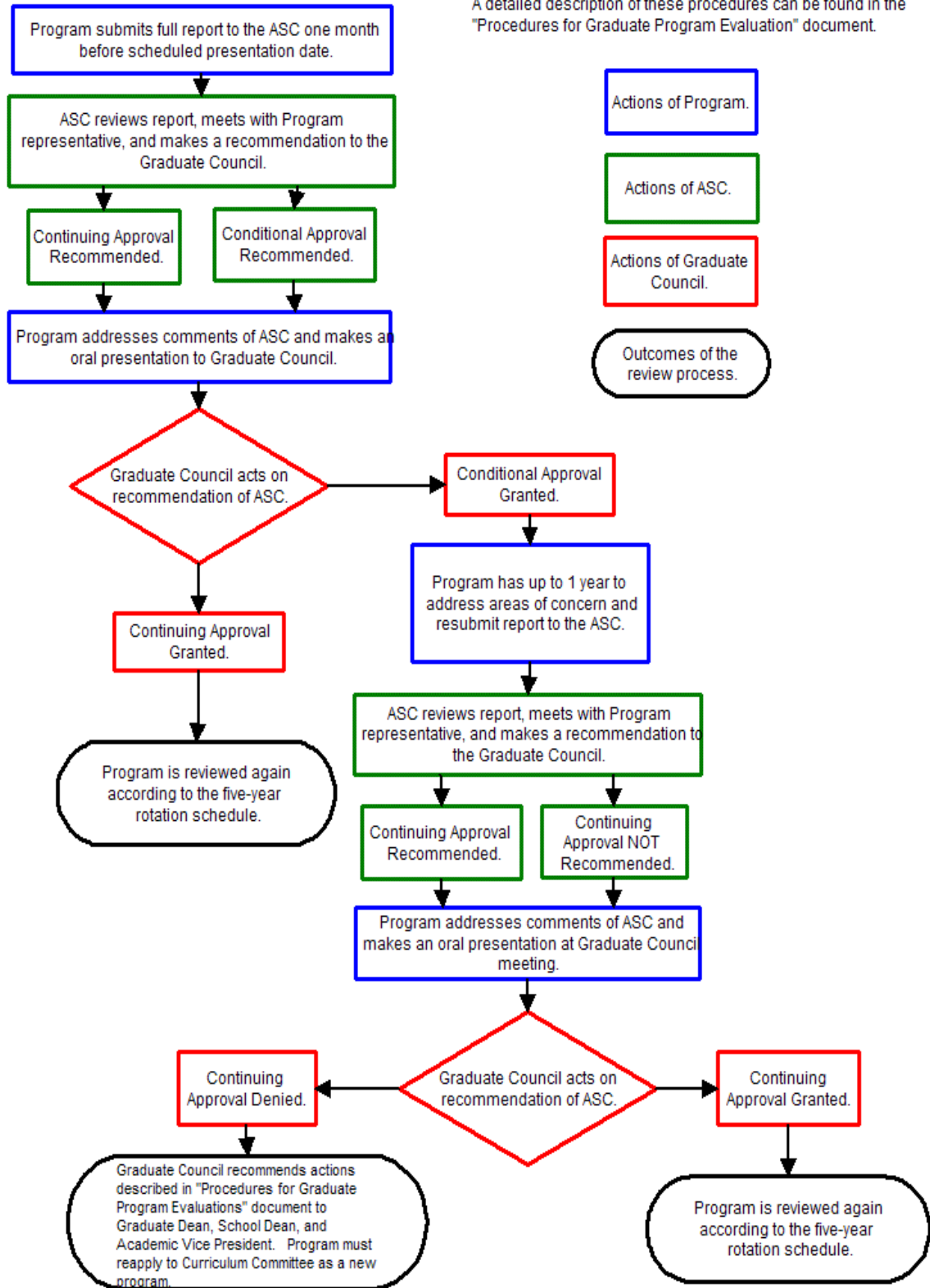
### 5 Year Graduate Council Review Schedule

Review Date by the Graduate Council	Program	Submission to ASC*
<b>2008-2009</b>		
October	Urban Studies	September 2008
November 2008	Communication Disorders	October 2008
December 2008	Biology	November 2008
February 2009	Nursing	January 2009
March 2009	Psychology	February 2009
April 2009	Nurse Anesthesia	March 2009
May 2009	Political Science	April 2009
<b>2009-2010</b>		
November 2009	Art Education	October 2009
December 2009	English	November 2009
February 2010	Business Administration	January 2010
March 2010	Counseling and School Psychology	February 2010
April 2010	Computer Science	March 2010
<b>2010-2011</b>		
October 2010	Research, Statistics & Measurement	September 2010
November 2010	Urban Studies	October 2010
December 2010	Elementary Education	November 2010
February 2011	Foreign Language/ Educational Foundations	January 2011
March 2011	Public Health/Bi-Lingual	February 2011
April 2011	History and Social Science	March 2011
May 2011	Information and Library Science/IT	April 2011
<b>2011-2012</b>		
October 2011	School Health	September 2011
November 2011	Marriage and Family Therapy	October 2011
December 2011	Mathematics	November 2011
February 2012	Women's Studies	January 2012
March 2012	Exercise Science	February 2012
April 2012	Social Work	March 2012
May 2012	Special Education/ Reading	April 2012

**\* Program report due to ASC on the first of the month.**

# Summary of the Procedures of the Academic Standards Committee

A detailed description of these procedures can be found in the "Procedures for Graduate Program Evaluation" document.



3/15/2000

## Template for Academic Standards Committee Review

The titles in this document that appear in boldface print represent the categories being evaluated as “met” or “not met” by the Academic Standards Committee on the “Graduate Program Evaluation Form.” The supporting information, shown in blue italics,( on electronic copies) is the description of information that is required to address the standards as published in the “Guidelines for Preparing the Graduate Program Review.”

Program Reviews must be organized and presented using the exact numbered headings below. Items with an asterisk (\*) are considered “Viability Criteria” indicating that the Program must meet the level of the standard (e.g., a three-year average of student admissions of at least 10 per year). Program’s that fail to meet any of the viability criteria will not receive more than a recommendation of “conditional approval.”

Note: Standard #8 requires a template (p. 23) and Standard #9 requires a checklist (p.25). A detailed explanation of the contents of the checklist is presented on p. 24.

The Academic Standards Review Committee Self-Study Checklist (pp. 17-22) has been developed to assist faculty in preparing a program review that addresses each of the required standards and provides all of the expected documentation. The completed Checklist must be included in the beginning of the program report.

### Identification

Graduate Program Title:

Concentrations:

School:

Department:

Graduate Program Coordinator/Director:

### 1. Clearly stated program mission and goals

*Statement of the program mission, philosophy and general program goals should be provided in this section. Goals are broad, general statements that are not measurable.*

*Goals should be stated in terms of what the program intends to do, for example, “The goal of the graduate program is to prepare professionals to be knowledgeable, clinically skillful, and capable of applying that knowledge and those skills to diverse clinical settings and situations in a cooperative, compassionate, and ethical manner.”*

## 2. Clearly stated expected student outcomes and methods for measurement

*List the outcomes that are expected for graduates of your program. These should be stated in measurable terms, and there should be a statement of how they are measured. Indicate how these outcomes were derived (e.g., consensus of the faculty, requirements of external accreditation agencies.). Outcomes should be stated in terms of what the program's graduates will be able to do, for example, "Upon successful completion of the program, each graduate will demonstrate understanding of the legal and ethical standards of the profession." The program will show examples/products/evidence of students' work.*

## 3. Specific entry and exit requirements

*State the criteria a student must meet in order to be admitted to the program, and give evidence that it is part of the application process, e.g., through program brochures, application materials.*

*Clearly explain the exit criteria – minimum credits, courses necessary, exams, thesis or special project, and any other requirements of the student in order to complete the program. It is helpful to indicate the percentages of students typically doing comprehensive exams, special projects, and theses. Criteria for the comprehensive, thesis, and/or special project should be included. Demonstrate the level of achievement of outcomes by program graduates.*

## 4. Appropriate number of qualified students

*The types of documentation typically provided by programs have included the average GPA of students accepted into the program, the number of students accepted versus the number who applied, and any special criteria used to select students.*

## 5. A clear presentation of statistical data concerning admissions, graduations, courses offered and cancelled, and other relevant statistics

**5a. \*Admissions: Three-year average is at least 10 per year**

**5b. \*Graduation/Certification: Three-year average is at least 3 per year**

*Setting admissions and graduation data in a small table is really helpful. Data from the Office of Institutional Research can be described in the narrative, and the reports themselves can be included in the Appendix.*

## 6. Student advisement and tracking procedures

*Describe how students are assigned to advisors, the number of faculty who advise graduates, and the approximate student:advisor ratio.*

*Show that advisement office hours 1) are sufficient to meet general university requirements, and 2) are at times that the majority of students in the program would find convenient.*

*Describe how students' planned programs translate into a semester-by-semester sequence. What method is used to assist the student to know what courses to take in what sequence? Include an example of a planned program (no personal information). Explain how students' progression through the program is tracked.*

*Describe policies or procedures related to retention and dismissal of students.*

**6a. \*Advising:** There are published processes and office hours consistent with program offerings

**6b. \*Scheduling:** Three to five year course rotation plan is published and followed. Sufficient courses are scheduled each semester to permit a matriculated student to follow his or her planned program of full time or part time, and some provision is made for summer coursework

**7. A clear statement of students' rights and responsibilities**

*Minimally, this would demonstrate how students are acquainted with the university statements in the graduate catalog; increasingly, programs are establishing a student handbook containing all important policies and procedures, and these statements are included here. The development of student handbooks specific to the department/program is strongly suggested.*

**8. Appropriate number of qualified faculty**

*List both full-time and adjunct faculty associated with the program, indicating the amount of time each commits to the graduate program being reviewed and graduate courses typically taught by each member. The list should also include degrees and colleges/universities attended, rank, year of appointment, and tenure status of each faculty member affiliated with the program. Indicate that each faculty member teaching in the program is in fact a member of the graduate faculty. See Template A.*

**8a. \*Faculty Participation:** At least three qualified, tenure track faculty are teaching in the program on a regular rotation; no faculty member teaches a majority of the courses (excluding thesis and IDS) in a typical students' program

**8b. \*Direction:** At least one tenure track faculty member who holds the appropriate terminal degree in the discipline is responsible for the program. There is an appointed coordinator with sufficient reassigned time to carry out these responsibilities

**9. A consistently high level of instruction and assignments**

*Provide at least three samples of syllabi from different courses that show that each conforms to the "Minimum Elements in a Graduate Syllabus" document; or describe how the program insures that this requirement is fulfilled. Syllabi should include course objectives and student outcomes in measurable terms. See Minimum Elements in a Graduate Syllabus Checklist.*

*Referencing the summarized ratings of courses based on the university end-of-semester Course Evaluation Form will indicate students' appraisal for this standard. Summarized ratings are available by request from the Office of Institutional Research. Results of the Graduate Program Survey also pertain to this standard. Describe how assignments in the program directly relate to expected student learning outcomes. Examples of assignments and tests, assessment rubrics, and student results can be included to illustrate this standard.*

#### **10. Evidence of faculty and student research, scholarship, and/or creative activity**

*Present a summary of recent research, scholarship, and/or creative efforts by faculty members resulting in paper presentations, publications, exhibitions, etc. Describe how students in the program are involved in research, scholarly, and creative projects, and whether students complete Master's theses. If so, give examples of the types of projects completed, particularly indicating those that were published. A summary/overview of faculty scholarship can be taken from their vitae.*

#### **11. A climate of intellectual/professional curiosity and achievement**

*Documentation for this standard can include descriptions of the professional development activities of faculty members, and the extent to which students are involved in faculty research, presentations, etc. Examples include: students attending regional/state/national conferences and presenting a professional paper along with a faculty member, joint publication efforts between faculty and students, the number of graduate assistantships, and how GA's are used to assist faculty with teaching or research.*

#### **12. Adequate library resources for graduate study**

*This standard should include discussion of print as well as electronic library resources that are relevant to your program. Reference the results of the graduate program surveys or other measures regarding student satisfaction with library holdings for your area of study.*

*Describe the adequacy of library holdings from the point of view of the faculty for both student reading/research assignments and more demanding faculty research.*

*Provide the number request for texts/journals to be purchased within the last several years, and the number actually filled by the library.*

#### **13. Adequate non-print resources, such as audio-visual, computers, labs, practica**

*This refers to either technology (audio-visual, computer, laboratory) or unique program components (practica/internship, satellite clinics, etc) that enhance the quality of the program. Describe these, and indicate how they enhance (or how the lack of them detracts from) the program.*

#### **14. Periodic review and evaluation procedures**

*To what extent does the program engage in review and evaluation of its quality during the time between these reviews? Examples include reviews by outside accrediting agencies such as NEASC and professional review boards. Many programs have advisory committees that meet once or twice a year to discuss program goals, philosophy, admissions, etc. To what extent do students have input into the departmental policies and direction? Give examples of student participation. Include comments from student surveys.*

#### **15. Regular and systematic alumni follow-up**

*Present a description of the process used to obtain information from alumni, the frequency of the follow-up, and how the information collected is used to improve the program. Methods used can include mail surveys, focus groups, or phone interviews. Include a copy of the survey or questions posed. Programs can obtain names and addresses of alumni from the Alumni Office. Some programs also maintain their own databases. Surveys can include items such as: evaluation of courses taken (each rated separately with respect to both quality of the course, and importance/relevance to the work the graduate is now doing; how well graduates achieved the student outcomes identified by the program; number of graduates passing professional exams; number employed in the field and their overall level of satisfaction in the field; former students being asked to serve on an Advisory Committee to the program. Samples of alumni newsletters are often incorporated. Viability criterion for follow-up of graduates: Systematic data concerning graduates is regularly obtained, reviewed, and used to improve the program.*

**15a. \*Systematic data concerning graduates is regularly obtained, reviewed, and used to improve the program.**

**15b. Presentation of the results of the graduate program survey by students**

**15c. Presentation of the graduate program survey by faculty**

**15d. Evidence of analysis of the data in 15a-c**

**15e. Relationship between graduate and undergraduate programs**

*If your department also has undergraduate programs, please address the relationship and interdependence between the undergraduate and graduate programs. Document that the graduate program expectations (curriculum, courses, assignments) exceed those expected from the undergraduate program.*

#### **16. Analysis of program strengths and weaknesses**

*List the program's strengths and weaknesses that were identified by the review.*

## 17. Action plan for the future

*Discuss how the program will address the results of this review. Present a time-phased list of actions to be taken over the next several years to improve the program. Describe how the program addressed the major points in the action plan from the previous review cycle.*

**\* Viability criteria: Demographic and statistical documentation of the ability of the program to sustain itself effectively**

**Academic Standards Review Committee Program Report Checklist**  
**[The Checklist Must be Completed and Included in the Self-Study Document]**

Standard No.	Standard	Required Documentation
<b>1</b>	Clearly stated program mission and goals.	<input type="checkbox"/> Provide <i>Program</i> mission statement <input type="checkbox"/> Provide <i>Program</i> philosophy (optional) <input type="checkbox"/> Provide <i>Program goals</i> (stated in terms of what the program intends to do) Note: Program mission, philosophy and goals must be aligned.
<b>2</b>	Clearly stated expected student outcomes and methods for measurement.	<input type="checkbox"/> List outcomes expected for graduates in measurable terms (stated in terms of what the program's graduates will be able to do) <input type="checkbox"/> Include a statement of how the outcomes are measured <input type="checkbox"/> State the source of the outcomes (e.g., consensus of the faculty, requirement of external accreditation agencies, etc.)
<b>3</b>	Specific entry and exit requirements.	<input type="checkbox"/> State admission criteria <input type="checkbox"/> Provide evidence that criteria are part of the actual admission process (e.g., through application materials) <input type="checkbox"/> State the exit criteria (include minimum credits, courses, exams, culminating experiences, or other requirements program requirements) <input type="checkbox"/> Indicate the number of students completing culminating experiences, including assessment criteria and data on outcomes
<b>4</b> <b>Students</b>	Appropriate number of qualified students	<input type="checkbox"/> Average GPA of students admitted to the program <input type="checkbox"/> Number of students accepted versus the number who applied (count only those whose admission files are completed) <input type="checkbox"/> Indicate any special criteria used admit students <input type="checkbox"/> Indicate the number of students, by semester, accepted for whom a waiver of any admission criteria was required, and the percentage of total applicants that this represents <input type="checkbox"/> List any special awards/distinctions earned by students
<b>5</b> <b>5a</b>	Statistical data <b>Viability criterion for admissions:</b>	<input type="checkbox"/> Present statistical data concerning admissions <input type="checkbox"/> Presents statistical data concerning graduations <input type="checkbox"/> Present statistical data concerning courses offered, and cancelled <input type="checkbox"/> Present other relevant data.

Standard No.	Standard	Required Documentation
5b.	<p><i>Three- year average is at least 10 per year</i></p> <p><b>Viability criterion for follow-up of graduation:</b></p> <p><i>Three- year average is at least 3 per year</i></p>	
6  6a.          6b.	<p>Student advisement and tracking procedures.</p> <p><b>*Viability criterion for advising:</b></p> <p><i>There are published processes and office hours consistent with program offerings and department requirements.</i></p> <p><b>*Viability criterion for scheduling:</b></p> <p><i>Three to five years course rotation plan is published and followed. Sufficient courses are scheduled each semester to permit a matriculated student to follow his/her planned program full-or part-time, and some provision for summer coursework.</i></p>	<p>_____ Describe how students are assigned to advisors</p> <p>_____ Indicate the number of faculty advisors</p> <p>_____ Indicate the student:advisor ratio</p> <p>_____ Show how office hours are sufficient to meet University requirements*</p> <p>_____ Show how office hours are scheduled at times that the majority of students in the program would find convenient*</p> <p>_____ Describe how students' planned programs translate into semester-by-semester sequence</p> <p>_____ Describe the method(s) used to inform students about what courses to take in what sequence</p> <p>_____ Include samples of planned programs for each program (do not include any student information)</p> <p>_____ Explain how students' progression through the program is tracked</p> <p>_____ Describe the policies or procedures related to retention and dismissal of students</p> <p>_____ Provide a three to five year course rotation plan and indicate how students are informed about the plan*</p> <p>_____ Provide evidence that the Program offers a sufficient course semester course schedule to permit a matriculated student to follow his/her planned program full- or part-time, with some provision made for summer coursework*</p>
7	A clear statement of students' rights and responsibilities.	<p>_____ Present statement of students' rights and responsibilities, if it exists</p> <p>_____ Describe how students are acquainted with the University statements in the graduate catalog (minimal requirement)</p> <p>_____ Provide evidence of a graduate student handbook that describes all-important policies and procedures (optional), although highly</p>

Standard No.	Standard	Required Documentation
		recommended
<p align="center"><b>8</b></p> <p><b>Faculty</b></p>	<p>Appropriate number of qualified faculty</p> <p><b>Note: Template Required</b></p>	<p>Use the template provided to indicate:</p> <p>_____ Names of both full-time and adjunct faculty teaching in the Program (a minimum of three qualified, tenure track faculty must teach in the program on a regular rotation)</p> <p>_____ Percent of time devoted to the program</p> <p>_____ Courses typically taught by each listed faculty</p> <p>_____ Degrees</p> <p>_____ Universities completed</p> <p>_____ Rank</p> <p>_____ Tenure status (Yes or No)</p> <p>_____ Year appointed</p> <p>_____ Graduate faculty status (Yes or No)</p> <p>_____ Provide curriculum vitae for each faculty listed</p> <p>_____ List names of support staff (e.g., clerical, UAs, etc.)</p>
<p><b>8a.</b></p>	<p>Faculty Participation:</p> <p><b>Viability criterion for faculty participation:</b></p> <p><i>*At least three qualified, tenure track faculty* are teaching in the program on a regular rotation; no faculty member teaches a majority of courses (excluding thesis, special project and IDS) in a typical student's program.</i></p> <p><i>*In special cases for programs with only 3 full-time tenure track lines, the Council may consider this standard temporarily met under the following conditions:</i></p> <p><i>1. one faculty line is currently filled, AND</i></p>	<p>_____ Identify the full-time faculty teaching in the program on a regular rotation * (Should be consistent with item #5)</p> <p>_____ Provide evidence that no faculty member teaches a majority of the courses (excluding thesis and IDS) in a typical student's program</p> <p>_____ Identify the tenure track faculty member who holds the appropriate degree in the discipline and who is responsible for the program*</p> <p>_____ Provide evidence that the amount of reassigned time for the program coordinator is sufficient to carry out program responsibilities</p>

Standard No.	Standard	Required Documentation
8b.	<p><i>there is an active search; or</i></p> <p>2. <i>one faculty line is filled with a fixed term special appointment; or</i></p> <p>3. <i>one full-time tenure track faculty member from another department or program receives dual appointment and is assigned to teach no less than 50% in the program.</i></p> <p><b>Viability criterion for program direction:</b></p> <p><i>*At least one tenure track faculty member who holds the appropriate terminal degree in the discipline is responsible for the program. There is a coordinator with sufficient reassigned time to carry out these responsibilities.</i></p>	
9	<p>A consistently high level of instructions and assignments.</p> <p><b>* Attach Minimum Elements in a Graduate Syllabus Checklist to each syllabi</b></p>	<p>_____ Provide at least three samples of course syllabi from different courses that show compliance to the “Minimum Elements in a Graduate Syllabus”* (Course syllabi must include course objectives and student outcomes in measurable terms)</p> <p>_____ Provide summarized ratings of courses based on the University end-of-semester Course Evaluation Form (obtained by request to the Office of Institutional Research)</p> <p>_____ Describe how assignments in the program directly relate to expected student learning outcomes (include samples of assignments and</p>

Standard No.	Standard	Required Documentation
		tests, assessment rubrics, etc.)
10	Evidence of research, scholarship, and/or creative activity by students and faculty.	<p>_____ Provide a summary of recent (last 3 years) research, scholarship, and/or creative efforts by faculty resulting in paper presentations, publications, exhibitions, etc.</p> <p>_____ Describe how students are involved in research, scholarly, and creative projects</p> <p>_____ Provide examples of students' theses or special projects</p> <p>_____ Provide examples of types of student projects completed, particularly indicating those that were published</p>
11	A climate of intellectual/professional curiosity and achievement.	<p>_____ Describe professional development activities of faculty and the extent of student involvement in these activities (e.g., joint presentations, publications, exhibits, conference attendance, etc.)</p> <p>_____ Indicate the number of graduate assistantships offered in the department and how GAs are used to assist faculty with teaching, research or other scholarly activity (include both department sponsored GAs and Graduate School Graduate Assistantships (GSGA) and Graduate Research Fellowships (GRF))</p>
12	<p>Adequate library resources for graduate study.*</p> <p>* Contact your department's/program's library liaison for a written report of library holdings.</p>	<p>_____ Reference graduate student surveys or other measures of students' assessment of adequacy of library resources</p> <p>_____ Describe the library holdings from the point of view of the faculty for both student reading/research assignments and more demanding faculty research</p> <p>_____ Describe adequacy of library resources for basic and advanced student and faculty research</p> <p>_____ Provide the number of requests for texts/journals to be purchased versus orders actually filled</p>
13	Adequate non-library (non-print) resources for graduate study.	<p>_____ Describe technology and/or unique components of the program</p> <p>_____ Describe how these enhance or detract from the program</p>
14	Periodic review and evaluation procedures.	<p>_____ Describe the frequency and processes used for program review between Graduate Council Reviews</p> <p>_____ Describe the use of a department/program advisory committee, if applicable</p>

Standard No.	Standard	Required Documentation
		_____ Describe the extent of student participation in program governance. Provide examples and comments from student surveys
<b>15</b>  <b>15a.</b>	Regular and systematic alumni follow-up.  <b>Viability criterion for follow-up of graduates:</b>  <i>*Systematic data concerning graduates is regularly obtained, reviewed, and used to improve the program</i>	_____ Describe frequency, processes and rationale used to obtain information from alumni about the program*(contact Alumni Office to obtain names of alumni) _____ Describe how this information is used to improve the Program _____ Include a copy of the survey questions posed
<b>15b.</b>	Graduate program survey by students	_____ Present the results of the graduate program survey by students
<b>15c.</b>	Graduate program survey by faculty	_____ Present the results of the graduate program survey by faculty
<b>15d.</b>	Data analysis	_____ Present analysis of the data in 13a-c
<b>15e.</b>	Relationship between graduate and undergraduate programs	_____ Discuss the relationship and interdependence between undergraduate and graduate programs _____ Document that the graduate program expectations (curriculum, courses, assignments) exceed those expected from the undergraduate program
<b>16</b>	Analysis of program strengths and weaknesses.	_____ List the program strengths and weaknesses identified in the review
<b>17</b>	Action plan for the future.  <b>Note: Template Required</b>	_____ Describe how the program will address the results of the review _____ Present a time-phased list of actions to be taken over the next several years to improve the program _____ Discuss the strategies to be use to address each of the time-phased list of actions _____ Describe how the program addressed the major points of the action plan from the previous review cycle

**\* Viability criteria: Demographic and statistical documentation of the ability of the program to sustain itself effectively**



## Checklist for Graduate Course Syllabi

Required Element	Description
Course number and title	Must match graduate course catalog or course approval form
Instructor	Name of instructor Location of course Day and time of course Office location Office hours Telephone, e mail address and Fax numbers Office hours must be convenient for students
Prerequisite requirements	Courses; experiences; skills; permission; level; other
Course description	Must match graduate catalog or course approval form
Course objectives/learner outcomes/competencies	Stated in terms of knowledge and skill to be attained. If the program has an outside accrediting body, these competencies may be used to define minimum standards.
Methods of assessment	Must be matched to learner outcomes/competencies
Modes of instruction	Includes listening to lectures, participating in discussions, discussing cases, doing research, reading assignments, completing laboratory work, field work, receiving critiques of individual and/or group projects.
Course content outline	Typically by class session including appropriate correlation to text, chapters, journal articles, case studies.
Course requirements	Includes text, attendance policy, class participation, readings, papers, projects, reports, lab work, technological competencies, and any other performance expectations. Must related directly to achievement of objectives/learner outcomes described in item 5.
Evaluation and grading	Includes frequency and types of examinations and other elements that will form the basis of their grade. Include weight given to each element. Link evaluation to course competencies.
Current bibliography	Must be up-to-date
Accommodation statement  <b>Sample Statement</b>	<i>“Southern Connecticut State University seeks to provide appropriate academic adjustments for all individuals with disabilities. Southern is committed to fully supporting all applicable federal, state, and local laws, regulations, and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are listed on the first page of this syllabus. In addition, there are a variety of resources available to you through the University’s Disability Resources Office located in Engleman Hall, ENC 105A: (203) 392-6828; (203) 392-6131 TDD.”</i> <a href="http://www.southernct.edu/departments.dro">http://www.southernct.edu/departments.dro</a>
Academic honesty policy  <b>Sample Statement</b>	(p. 35 of the School of Graduate Studies 2007-2008 Catalog and the Department’s brochure entitled “Academic Standards and Program Regulations”): “The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies.”

**Criterion # 9: Minimum Elements of a Graduate School Syllabus**  
**[Must be attached as the face sheet for each sample course syllabus]**

Course \_\_\_\_\_

No.	Element	Description	Notes
1	Course number and title	_____	Must match graduate course catalog or course approval form
2	Instructor	_____ Who _____ Where _____ When _____ How _____ Instructor's email	Office hours must be convenient for students
3	Prerequisite requirements	_____ Prerequisites	Courses; experiences; skills; permission; level; other
4	Course description	_____ Course description	Matches graduate catalog or course approval form
5	Course objectives/learner outcomes	_____	Stated in terms of knowledge and skill to be attained
	Methods of assessment	_____	Matched to learner outcomes
6	Modes of instruction	_____	Includes listening to lectures, participating in discussions, discussing cases, doing research, reading assignments, completing laboratory work, field work, receiving critiques of individual and/or group projects.
7	Course outline	_____	Typically by class session including appropriate correlation to text, chapters, journal articles, case studies.
8	Course requirements	_____	Includes text, attendance, class participation, readings, papers, projects, reports, lab work, technological competencies, and any other performance expectations. Must related directly to achievement of objectives/learner outcomes described in item 5.
9	Evaluation	_____	Includes frequency and types of examinations and other elements that will form the basis of their grade. Include weighted given to each element.
10	Current bibliography	_____	Must be up-to-date
11	Accommodation Statement	_____	<i>“Southern Connecticut State University seeks to provide appropriate academic adjustments for all individuals with disabilities. Southern is committed to fully supporting all applicable federal, state, and local laws, regulations, and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are listed on the first page of this syllabus. In addition, there are a variety of resources available to you through the University’s Disability Resources Office located in Engleman Hall, ENC 105A: (203) 392-6828; (203) 392-6131 TDD.”</i> <a href="http://www.southernct.edu/departments.dro">http://www.southernct.edu/departments.dro</a>
12	Academic honesty	_____	A statement that addresses the instructor/department policy



Recommendations/ Findings	Program's Responses

**Academic Standards Review Committee Program Evaluation Matrix**

Criterion No.	Met	Unmet	Standards	Required Documentation
1			Clearly stated program goals.	Program mission, goals, philosophy and general goals. State goals in terms of what the program intends to do.
<p>Commentary:</p> <p style="text-align: center;"><b>Met    Unmet</b></p>				
2			Clearly stated expected student outcomes and methods for measurement.	Student outcomes are stated in terms of what program graduates will be able to do. Student outcomes are stated in measurable terms and include strategies for measurement. The source of student outcomes are identified.
<p>Commentary:</p> <p style="text-align: center;"><b>Met    Unmet</b></p>				
3			Specific entry and exit requirements.	<p>Admission criteria are described and evidence that criteria are part of the admission process is presented.</p> <p>Exit criteria, including minimum credits, courses, exams, culminating experiences, etc. are described. Percentages of students completing culminating experiences, including criteria are presented.</p>
4			Appropriate number of qualified students.	<p>The following data is provided:</p> <ul style="list-style-type: none"> <li>• Average GPA</li> <li>• Students accepted/semester</li> <li>• Acceptances versus applicants</li> <li>• Cases of waiver of admission requirements, including percentage of</li> </ul>
<b>Students</b>				

Criterion No.	Met	Unmet	Standards	Required Documentation
				total applicants represented Special awards/distinctions earned by students are provided
Commentary:				
5			Statistical data	Data concerning admissions, graduations, courses offered and cancelled, and other relevant data are presented.
			<b>Viability Criteria</b>	
5a.			<i>*Three-year average of at least 10 admissions per year</i>	
5b.			<i>*Three-year average of at least 3 graduates or certifications per year</i>	
Commentary:				
		<b>Met</b>	<b>Unmet</b>	
6			Student advisement and tracking procedures	Describe how students are assigned to advisors, number of faculty advisors, and student-faculty advising ratio.
Commentary:				
		<b>Met</b>	<b>Unmet</b>	
			<b>Viability Criteria</b>	
6a.			<i>*There are published processes and office hours consistent with program offerings and department requirements.</i>	Show how office hours are sufficient and convenient for the majority of students.

Criterion No.	Met	Unmet	Standards	Required Documentation
6b.			<i>*Three to five years course rotation plan is published and followed. Sufficient courses are scheduled each semester to permit a matriculated student to follow his/her planned program full-or part-time, and some provision for summer coursework.</i>	Samples of planned programs, methods used to advise students and a description of tracking of student progress through the program are provided, as are policies and procedures for retention and dismissal. In addition, a 3-5 year course rotation and method of informing students are provided.
<p>Commentary:</p> <p style="text-align: center;"><b>Met    Unmet</b></p>				
7			A clear statement of students' rights and responsibilities.	Minimally, provides evidence of how students are acquainted with the University statement in the graduate catalog. Statement of students' rights and responsibilities, if it exists, is provided. A student handbook, if it exists, is provided.
<p>Commentary:</p> <p style="text-align: center;"><b>Met    Unmet</b></p>				
8			<p>Appropriate number of qualified faculty.</p> <p>Note: Template required</p>	<p>Template is used to provide:</p> <ul style="list-style-type: none"> <li>• Names of full-time and adjunct faculty teaching in the program</li> <li>• Percent of time devoted to the program</li> <li>• Degrees</li> <li>• Colleges/universities attended</li> <li>• Rank</li> <li>• Year of appointment</li> <li>• Tenure status (Y/N)</li> <li>• Graduate faculty status (Y/N)</li> </ul> <p>Curriculum vitae for each faculty member listed above is provided</p>

Criterion No.	Met	Unmet	Standards	Required Documentation
				Names of supportive staff are provided.
<p>Commentary:</p> <p style="text-align: center;"><b>Met    Unmet</b></p>				
			<b>Viability Criteria</b>	
8a.			<p><i>*At least three qualified, tenure track faculty are teaching in the program on a regular rotation; no faculty member teaches a majority of the courses (excluding thesis, special project and IDS) in a typical student's program.</i></p>	Full-time faculty teaching in the program, as presented in number 8, are identified.
			<p><i>Note: In special cases for programs with only 3 full-time tenure track lines, the Council may consider this standard temporarily met under the following conditions:</i></p> <ol style="list-style-type: none"> <li><i>1. one faculty line is currently filled, AND there is an active search; or</i></li> <li><i>2. one faculty line is filled with a fixed term special appointment; or</i></li> <li><i>3. one full-time tenure track faculty member from another department or program receives dual appointment and is assigned to teach no less than 50% in the program</i></li> </ol>	

Criterion No.	Met	Unmet	Standards	Required Documentation
<p>Commentary:</p> <p style="text-align: center;"><b>Met    Unmet</b></p>				
8b.			<p><i>At least one tenure track faculty member who holds the appropriate terminal degree in the discipline is responsible for the program. There is an appointed coordinator with sufficient release time to carry out these responsibilities.</i></p>	<p>Name, rank, tenure status and evidence of sufficient release time of program coordinator are provided.</p>
<p>Commentary:</p> <p style="text-align: center;"><b>Met    Unmet</b></p>				
9			<p>A consistently high level of instructions and assignments</p> <p>Minimum Elements in a Graduate Syllabus Checklist is attached as the face sheet to sample syllabi</p>	<p>At least three sample syllabi, are provide, that include:</p> <ul style="list-style-type: none"> <li>• Minimum Elements in a Graduate Syllabus</li> <li>• A describe how the program insures that syllabi conform to Minimum Elements</li> <li>• Student objectives and outcomes in measurable terms</li> </ul> <p>Summarized ratings of graduate courses are provided</p> <p>A description of how assignments in the program relate to expected student learning outcomes is provided.</p>

Criterion No.	Met	Unmet	Standards	Required Documentation
Commentary:				
<b>Met    Unmet</b>				
10			Evidence of research, scholarship, and/or creative activity by students and faculty.	Provides a summary of recent research, scholarship, and/or creative activities of faculty.  Describe how students are involved in research, scholarship, and/or creative activities (e.g., Master's theses). Gives examples of projects completed/published.
Commentary:				
<b>Met    Unmet</b>				
11			A climate of intellectual/professional curiosity and achievement.	Describes professional development activities of faculty and extent of student involvement, including number of departmental graduate assistantships, GSGA awards and how GA's are used to assist faculty with teaching and research. Also indicates number of GRF awards received by students.
Commentary:				
<b>Met    Unmet</b>				
12			Adequate library resources for graduate study.	References graduate student surveys or other measures of student assessment of adequacy of library resources.  Describes adequacy of library resources for

<b>Criterion No.</b>	<b>Met</b>	<b>Unmet</b>	<b>Standards</b>	<b>Required Documentation</b>
				<p>basic and advanced student and faculty research.</p> <p>Provides the number of requests for texts/journals to be purchased versus orders filled in the form of an official library report.</p>
<p>Commentary:</p>				
<p><b>Met    Unmet</b></p>				
13			Adequate non-library (non-print) resources for graduate study.	<p>Lists and describes either technology (audio-visual, computer, laboratory) or unique program components (practica/internship, satellite clinics, etc.) that enhance the quality of the program. Describes how these enhance or distract from the program.</p>
<p>Commentary:</p>				
<p><b>Met    Unmet</b></p>				
14			Periodic review and evaluation procedures.	<p>Describes the frequency and processes for program review between graduate council reviews.</p> <p>Describes use of advisory committee, if applicable.</p> <p>Describes the extent of student input into departmental policies and directions. Give examples of student participation. Includes comments from student surveys.</p>
<p>Commentary:</p>				

Criterion No.	Met	Unmet	Standards	Required Documentation
<b>Met</b>		<b>Unmet</b>		
15			Regular and systematic alumni follow-up.	Describes the frequency and process used to obtain information from alumni and how this information is used to improve the program. Includes samples of alumni newsletters, if applicable.
Commentary:				
<b>Met</b>		<b>Unmet</b>		
15a.			<b>Viability Criteria</b>	
			<i>*Systematic data concerning graduates is regularly obtained, reviewed and used to improve the program</i>	Describes the frequency, processes and rationale used to obtain information from alumni about the program and how this information is used for program improvement. Includes a copy of the survey instrument.
Commentary:				
<b>Met</b>		<b>Unmet</b>		
15b.			Graduate program survey by students	Presents the results of the graduate program survey completed by students
15c.			Graduate program survey by faculty	Presents the results of the graduate program survey completed by faculty
15d.			Data analysis	Presents analysis of data in 15a-c
Commentary:				
<b>Met</b>		<b>Unmet</b>		
15e			Relationship between graduate and undergraduate programs	Discusses the relationship and interdependence between the graduate and undergraduate programs and documents that the graduate program expectations for students exceed those of the undergraduate program

Criterion No.	Met	Unmet	Standards	Required Documentation
Commentary:				
<b>Met</b>		<b>Unmet</b>		
16			Analysis of program strengths and weaknesses.	List the programs strengths and weaknesses as identified in the review.
Commentary:				
<b>Met</b>		<b>Unmet</b>		
17			Action plan for future	<p>Describes how the program will address the results of the review.</p> <p>Presents a time-phased list of actions taken over the next few several years to improve the program.</p> <p>Describes how the program addressed the major points in the action plan from the previous review cycle.</p>
Commentary:				

**Viability criteria: Demographic and statistical documentation of the ability of the program to sustain itself effectively.**

## Appearance Before the Academic Standards Committee



Representatives of programs scheduled for review are afforded the opportunity to meet with the members of the Academic Standards Committee (ASC) to respond to questions about their program report. Representatives should expect to spend approximately one and one-half hours with the members of the Committee.

The Chairperson of the ASC is charged with conducting the meeting and is responsible for moving the agenda. At the discretion of the Chairperson or Committee members, it may be necessary to limit questions and responses so that a thorough program review can be completed within the scheduled time.

Representatives should be prepared to respond to all questions raised by the members of the Committee about the program report and program under review. It is highly recommended that the graduate coordinator, chairperson and/or coordinator of the program report be present during the review. No more than three program representatives should be in attendance.

The program report is the focus of the Committee's evaluation and is considered a stand-alone document. Therefore, it is not expected that substantial new information about the program will be presented to the Committee either orally or in writing at the time of the representative's appearance.

Following this meeting, the members will go into executive session to deliberate before making a recommendation of either "continued approval" or "conditional approval" of the program.

## **Appearance Before the Graduate Council**



One week after appearance before the Academic Standards Committee, program representatives will have the opportunity to present a summary of each of the major sections of their report to the full Graduate Council.

During the early part of the meeting, the Chairperson of the ASC will report the recommendation of the ASC to the Graduate Council. The representatives will present their program summary towards the end of the meeting. Approximately 25 minutes are allotted for the presentation. Although, most program summaries are presented using PowerPoint, there is no requirement as to the presentation format. Representatives should be prepared to respond to questions from Council members.

Following the presentation, the Chair of the Graduate Council will call for a vote of the ASC's recommendations. All recommendations of the Graduate Council are forwarded to the Provost for review and approval.