

## GRADUATE COUNCIL

### SECTION 3: INSTITUTIONAL EFFECTIVENESS

All administrative, academic and educational support service units are required to comply with the following SACS guidelines.

#### 3.2 PLANNING AND EVALUATION: ADMINISTRATIVE AND EDUCATIONAL SUPPORT SERVICES WHO IS RESPONSIBLE?

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| A. | Each administrative and support unit <b>must</b> demonstrate planning and evaluation in its administrative and educational support services. | Unit Administrator |
| B. | Each administrative and support unit <b>must</b> establish a clearly defined purpose.  | Unit Administrator |
| C. | Each administrative and support unit <b>must</b> establish measurable goals that are clearly related to their defined purpose.               | Unit Administrator |
| D. | All administrative and support units <b>must</b> implement procedures to evaluate the extent to which these goals are being achieved.        | Unit Administrator |
| E. | All administrative and support units <b>must</b> demonstrate the use of their evaluation results to improve their activities.                | Unit Administrator |
|    | Each unit <b>should</b> consider internal and external factors.  | Unit Administrator |

#### 4.3.2 GRADUATE ADMISSION

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| A. | An institution <b>must</b> establish qualitative and quantitative requirements which result in the admissions of students whose educational preparation indicates the potential for a high level of performance.  | Depts.                              |
| B. | Admission criteria typically includes an appropriate Baccalaureate degree. In cases where the baccalaureate degree is not required, the institution <b>must</b> demonstrate that the student has adequate educational preparation to complete the graduate program. | Depts.                              |
| C. | Admission procedures <b>must</b> include the requirement that an applicant submit, as part of the formal application process, official undergraduate transcripts of credit earned from all institutions of  | Graduate council?<br>& applications |

higher education previously attended; and other appropriate documents, such as official reports on nationally recognized aptitude test, and evaluations by professionals in the field as to the readiness of an applicant for graduate work. When possible, an interview with the applicant should also be arranged.

- D. Admission criteria for all graduate programs **must** be published. Catalog
- E. Coursework transferred or accepted for credit toward a graduate degree **must** represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institutions own graduate degree programs. Catalog & Graduate Council
- F. Graduate credit **must** not be awarded for portfolio based experiential learning which occurs prior to the matriculation into a graduate program and which has not been under the supervision of the institution. This limitation on the award of credit for experiential learning does not preclude practices such as internships and field experiences that are an integral part of a graduate program and are conducted under the supervision of the institution. In those exceptional individual cases, however, an institution may award graduate credit for portfolio based experiential learning, which occurs prior to the students matriculation into a graduate program. Justification for an exception **must** include adequate documentation that the institution:
1. Awards credit only for documented learning which ties the prior experience to the theories and data of the relevant academic field.
  2. Awards credit only to a matriculated student, identifies such credit on the students transcript as credit for prior experiential learning, and is prepared, upon request from another institution, to document how such learning was evaluated.
  3. Takes steps to ensure that credit for prior experiential learning does not duplicate credit already awarded for courses in the students academic program.
  4. Adopts describes in appropriate institutional publications, implements and regularly reviews policies and procedures for awarding credit for experiential learning and
  5. Clearly describes and establishes that validity of, the evaluation process and criteria for awarding credit for prior experiential learning.
- G. Separate admission criteria **must** be formulated for each level of graduate work offered. depts.& catalog M.ed&Ed.s
- H. Policies **must** clearly define probation or conditional admission Registrar&catalog

if any, including the requirements for conditional admission and how long a student may remain on that status.

- I. Admission criteria for each graduate program **must** be established with the representation by the faculty responsible for instruction in that program. dept.&catalog
- J. An institution **must** publish both the general criteria for admission and any special admission criteria for individual programs. Catalog
- K. It **must** regularly evaluate its admission policies. Graduate Council?

#### 4.3.5 GRADUATE INSTRUCTION

- A. There **must** be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation. Information gained from the followup of current or former students is one method of testing the effectiveness of graduate instruction. Depts&Graduate Council

#### 4.3.6 ACADEMIC ADVISING OF GRADUATE STUDENTS

- A. Each institution **must** conduct a systematic effective program of graduate academic advising. A qualified advisor should be assigned early in the students program and should recognize the individuality of students and their particular needs and goals. Advisors should be proficient in using data to help determine students major fields of interest, should have access to each advisee's records, and should have appropriate training or background and experience to carry out their responsibilities effectively. Depts.
- B. An institution **must** ensure that the number of advisee's assigned to faculty or professional staff is reasonable. Depts.
- C. An effective orientation program **must** be made available to all full-time and part-time graduate students. Depts.
- D. Orientation and advisement programs **must** be evaluated regularly and used to enhance effective assistance to students. Depts.

