

**GENERAL POLICIES FOR THE ADMINISTRATION OF THE
GRADUATE SCHOOL AT PRAIRIE VIEW A&M UNIVERSITY
(Academic Policy Memorandum AA013, September 1, 1992, Updated)**

It is a clear purpose and mission of Prairie View A&M University to provide and to maintain, for the public benefit, high quality education programs leading to graduate degrees. All such programs shall adhere to standards and criteria for accreditation by the Southern Association of Colleges and Schools and, to the extent feasible, standards and requirements of other recognized accrediting bodies concerned with graduate education. The general policies set out below have been reviewed and recommended by the Graduate Council to encourage and facilitate a renewal of commitment to these standards and to the organizational effort required to sustain them. A copy of the (1992-93 edition) Southern Association criteria for accreditation applicable to graduate programs is available in the offices of the department head and dean.

THE GRADUATE SCHOOL

The GRADUATE SCHOOL at Prairie View A&M University shall consist of a body of scholars designated as the GRADUATE FACULTY under the leadership of the GRADUATE DEAN and the group of students duly admitted to pursue studies beyond the bachelor's degree. Units of the Graduate School shall exist in each COLLEGE in which a PROGRAM OF GRADUATE STUDIES has been approved. Authority to establish policies governing graduate education at Prairie View A&M University is delegated by the Board of Regents to the President of the University who shall seek, by way of the general policies defined below, the advice and participation of the Graduate Faculty in the formulation and administration of detailed policies and regulations governing graduate education.

THE GRADUATE FACULTY

The GRADUATE FACULTY of Prairie View A&M University shall consist of persons whose professional and scholarly accomplishments and effectiveness in teaching qualify them for active participation in GRADUATE INSTRUCTION at Prairie View A&M University. The Graduate Faculty shall consist of FULL MEMBERS, SPECIAL MEMBERS AND ASSOCIATE MEMBERS whose primary duties shall include teaching graduate courses, serving on graduate student committees and supervising theses in addition to the usual professional activities associated with the higher education professoriate.

FULL MEMBERS of the Graduate Faculty shall include those persons holding full-time professorial appointments at the rank of Professor, Associate Professor or Assistant Professor who have been NOMINATED by their COLLEGE COMMITTEES ON GRADUATE STUDIES, RECOMMENDED by majority vote of the GRADUATE COUNCIL

through the Dean of the Graduate School and the Vice President for Academic Affairs and APPOINTED BY THE PRESIDENT. FULL MEMBERS of the Graduate Faculty must hold TERMINAL DEGREES OR RECOGNIZED EQUIVALENT PREPARATION in their field of assignment, have ESTABLISHED RECORDS of scholarship and leadership in their fields, and have TWO OR MORE YEARS OF SUCCESSFUL TEACHING EXPERIENCE at the graduate level.

SPECIAL MEMBERS of the graduate Faculty include persons holding visiting, temporary or part-time appointments who are otherwise qualified for full membership and are recommended and approved, as above, to teach graduate courses, serve on graduate committees and supervise theses.

ASSOCIATE MEMBERS of the Graduate Faculty include persons holding visiting, temporary or part-time appointments at any of the professorial ranks who have less than two years of graduate level teaching experience or service on graduate committees and/or have achieved little or no substantive professional recognition for scholarly or creative activities beyond the terminal degree. Recommendations and approvals for associate membership shall be as described above for full members and special members.

INITIAL APPOINTMENTS TO MEMBERSHIP IN THE GRADUATE FACULTY SHALL BE FOR A PERIOD OF NOT MORE THAN THREE YEARS. SUBSEQUENT APPOINTMENTS TO ASSOCIATE MEMBERSHIP SHALL NOT EXCEED TWO YEARS. APPOINTMENTS TO FULL MEMBERSHIP IN THE GRADUATE FACULTY SHALL BE FOR NOT LESS THAN TWO NOR MORE THAN FIVE YEARS.

THE GRADUATE COUNCIL

The Graduate Council shall consist of the following regular voting members:

- 1.) The elected chairperson of each College's graduate studies committee: (7)
 - 2.) Each College shall have one additional elected member for each 20%, or major fraction thereof, of the total University graduate student head count enrolled in that College; (5)
 - 3.) Two graduate students elected by the graduate council from a list consisting of not more than one nominee from each College; (2)
 - 4.) The Dean of the Graduate School, who shall chair the Council. (1)
- Total regular voting members (15)

Ex-officio members without vote shall include the College deans, the director of libraries and the registrar.

The responsibilities of the GRADUATE COUNCIL include (1) recommending to the President, through the Graduate school dean and the Vice President for Academic Affairs, ALL MATTERS OF ACADEMIC POLICY AFFECTING GRADUATE EDUCATION; (2) establishing and verifying qualifications for full members, special members and associate members of the graduate faculty; (3) recommending appointments and reappointments to the graduate faculty; (4) periodic evaluations of all graduate programs and requirements; and (5) reviewing new graduate program and course proposals and/or revisions of existing graduate programs and courses and recommending action regarding the same.

The graduate council shall elect its SECRETARY and FORMULATE ITS BY-LAWS which shall be submitted to the PRESIDENT through the Dean of the Graduate School and the Vice President for Academic Affairs for approval. The Graduate Council shall meet on a regular basis and is authorized to establish and appoint standing and ad hoc committees of the Graduate Faculty and its own membership as necessary to conduct its business. The COUNCIL SHALL CALL AT LEAST ONE MEETING OF THE FULL GRADUATE FACULTY IN EACH ACADEMIC YEAR, DURING WHICH A GENERAL REPORT TO THE FACULTY SHALL BE PRESENTED.

THE DEAN OF THE GRADUATE SCHOOL

The DEAN OF THE GRADUATE SCHOOL reports to the Vice President for Academic Affairs. The DEAN IS RESPONSIBLE FOR THE GENERAL ADMINISTRATION OF POLICIES GOVERNING GRADUATE EDUCATION including, but not limited to, admission of students to the Graduate School, admissions to candidacy for a degree and approvals for graduation. The Graduate Dean serves as Chairman of the Graduate Council and coordinates and monitors the functions and responsibilities of the Graduate Council, the College Deans and the College Graduate Studies Committees in the internal administration of graduate school policies and approved programs for graduate degrees in the respective colleges. The Graduate Dean also serves as coordinator for off-campus courses, both undergraduate and graduate, and performs other duties as may be assigned by the President or Vice President for Academic Affairs. The Graduate Dean forwards all recommendations of the Council to the President through the Vice President for Academic Affairs along with his/her own recommendations on these matters.

THE COLLEGE GRADUATE STUDIES COMMITTEE

Each College shall establish a GRADUATE STUDIES COMMITTEE consisting of all FULL MEMBERS of the Graduate Faculty in that College OR A REPRESENTATIVE GROUP CONSISTING OF FULL MEMBERS ELECTED BY THE GRADUATE FACULTY OF THE COLLEGE. THE CHAIRMAN OF THE GRADUATE STUDIES COMMITTEE shall serve as COLLEGE

COORDINATOR FOR GRADUATE EDUCATION, as a MEMBER OF THE GRADUATE COUNCIL and as LIAISON FOR THE COLLEGE to the Office of the Graduate Dean.

The COLLEGE COORDINATOR FOR GRADUATE EDUCATION SHALL SERVE AS PRIMARY GRADUATE ADVISOR FOR THE COLLEGE AND SHALL REPORT BOTH TO THE DEAN OF THE COLLEGE AND TO THE GRADUATE SCHOOL DEAN ON ALL MATTERS CONCERNED WITH INTERNAL ADMINISTRATION OF GRADUATE SCHOOL POLICIES.

THE COLLEGE DEAN

The DEAN OF EACH COLLEGE housing a unit of the Graduate school is responsible, along with the graduate faculty, for the quality and integrity of the graduate programs and faculty in that college. Administrative matters and evaluative concerns relating to graduate programs or graduate school policies are reported to the Vice President for Academic Affairs THROUGH the Dean of the Graduate School.

ACADEMIC POLICIES GOVERNING GRADUATE EDUCATION

Academic policies governing graduate education shall be recommended to the President through the Dean of the Graduate School and the Vice President for Academic Affairs for consideration of approval before being included in the Graduate School Bulletin or other official University documents. Records of approvals shall be retained in the minutes of the Graduate Council and in the administrative files of each office involved in administration of graduate education.

These General Policies governing the Graduate School replace and supersede all previous policies covering the same or similar subject matter and are designed to initiate immediate action to facilitate reorganization and implementation.

ADDENDUM

The following material is excerpted from the Criteria For Accreditation, Commission on Colleges and Schools (1992-93 Edition), page 27.

4.2 Graduate Program

A graduate program comprises a course of study beyond the baccalaureate level usually leading to an advanced degree. An institution initiating, continuing or expanding a graduate program must have curricula and resources substantially beyond those provided for an undergraduate program. Research, scholarly activity and/or advanced professional training are essential ingredients of graduate studies and must be properly supported by adequate resources. The institution must provide

for its graduate programs a competent and productive faculty, the library, computer and laboratory facilities adequate to support them, and also an adequate administrative organization.

In general, institutions must maintain strong educational programs at the master's and or bachelor's level before attempting doctoral programs or must justify their departure from the requirements. Free-standing graduate and professional schools are exempted from this requirement. However, they must demonstrate not only the strength of their individual programs, but also that students admitted have attained the needed undergraduate requirements.

An undergraduate institution planning to initiate its first graduate program, a graduate institution planning to initiate a program at a level higher than that already approved, or a graduate institution planning to initiate a program at the same level but substantially different from degree programs already approved, must inform the Executive Director of the Commission on Colleges in advance of the admission of students. (See the Commission on Colleges document, Substantive Change Procedures.) The institution also must be able to document that appropriate agencies.

4.2.1 Graduate Admission

An institution should base its graduate admission policies on two considerations: (1) that the focus of graduate programs is generally on the development of teachers, scholars and researchers; and (2) that in certain professionally oriented programs, where research is not a major component, the focus is on exceptionally high performance. Admission criteria for all graduate programs must be published and include the requirements that applicants submit, along with their formal applications, such documents as undergraduate transcripts, official reports on nationally recognized aptitude tests and evaluations by recognized professionals in their field of interest. When possible, interviews with the applicants should also be arranged.

Separate admission criteria should be formulated for each level of graduate work offered. Policies should clearly define probation or conditional admission, if any, including the requirements for conditional admission and how long a student may remain in such status.

Admission criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program. Provisions should be made for publicizing both the general criteria for admission and any special admission criteria for individual programs.

4.2.2 Graduate Completion Requirements

General completion requirements for the graduate degree(s) offered by an institution are determined by the faculty or by an appropriate body representing the faculty. Policies governing these completion requirements must include the following: the specified period of time in which the degree sought must be completed; requirements governing residency; thesis and dissertation requirements (where applicable); the minimum number of credit hours required for the degree; the minimum acceptable grade-point average; the level of academic progress at which the student should apply for candidacy; and the types of qualifying and exit examination(s) which the candidate must pass. These requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students. If individual academic units develop special completion requirements for their graduate programs, these units must publicize a statement concerning these requirements in the official catalog or bulletin.

4.2.3 Graduate Curriculum

An institution offering graduate work should be aware of the distinction between graduate and undergraduate programs. It must be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction. The graduate curriculum must afford the depth of education, the specialized skills and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Combined instruction of graduate and undergraduate students, if permitted at all, must be carefully controlled, so as to assure appropriate attention to both groups.

In addition to observing the distinction between a course of study leading to the master's degree and that leading to the doctorate, a program leading to a master's degree normally is the equivalent of at least one year of full-time graduate study. It must provide an understanding of research and the manner by which research is conducted. (A non-research-oriented professional master's degree requires an understanding of the accepted professional practices in the field.) It must also provide an understanding of the subject matter, bibliography, theory and methodology of the field; association with resident faculty sufficient to permit their individual evaluation of the candidate's capabilities; and demonstrated means of certifying the knowledge and skills which the candidate has acquired.

A program leading to a doctoral degree is normally the equivalent of at least three years of full-time graduate study. In addition to the skills required of a master's candidate, it must require: a period of residency after admission to the doctoral program; substantial mastery of the subject matter,

theory, bibliography, research and methodology of a significant part of the field, including any special language(s) or other skills necessary to its pursuit; independent research competence as evidenced by a doctoral dissertation. The dissertation should augment or reinterpret the knowledge of the field. (For appropriate professional doctoral programs, demonstrated competence through a creative project that applies known principles and research procedures to a problem and the opportunity for professional experience is permitted.) A doctoral degree must also require appropriate and regular means for determining status and the fulfillment of degree requirements.

Provision must be made for frequent systematic evaluation of graduate curricular offerings and program requirements and for the constructive integration of research with instruction. Information gained from the follow-up of students is one method of testing the effectiveness of the graduate curriculum.

4.2.4 Graduate Instruction

The effectiveness of a graduate program depends largely on the scholarly stimulation obtained when a group of students interact with faculty in complementary specialties. For this reason, graduate faculty members should be productive, creative scholars, readily accessible to their students. The institution should provide an environment which will encourage communication among students and between students and faculty.

There must be provision for assigning and monitoring their academic progress. Provision must be made for systematic and frequent evaluation of graduate instruction and for the revision of the instructional process based on the results of this evaluation. Information gained from the following current or former students is one method of testing the effectiveness of graduate instruction.

FACULTY WORKLOAD REQUIREMENTS AND REPORTING PROCEDURES
(Administrative Policy and Reporting Manual B. 4.7 October 19, 1983)

Each full-time person employed for instructional purposes by an institution of The Texas A&M University System is expected to teach classes and to assume a reasonable workload of related activities that constitute a full-time instructional load. Persons employed on a part-time basis from instructional funds are expected to assume a workload proportional to the percentage of employment on these funds.

The nature of a full-time teaching load will vary from institution to institution (and between departments in the same institution) because of differences in the nature of the instructional programs, the stages of development of the institutions, the natures of the student bodies, and other factors. In all institutions, faculty members are expected to engage in those commonly accepted duties which will enhance the teaching/learning process and the quality of the institution's programs. Recognized duties include classroom teaching, scholarly study, basic and applied research, professional development, student advising and counseling, course and curriculum development, continuing education, public service, assistance in the administration of the academic program, and similar academic activities. These duties are inherent in the life and work of a faculty member and are taken into account in considerations for promotion, tenure, and salary.

It is the responsibility of the President of each institution to insure that administrative practices exist for making maximum use of the institution's resources in the conduct of instructional duties. Each President, in conjunction with his vice presidents, deans, and department heads of the institution should evaluate academic workloads to determine that each person employed for instructional purposes is carrying a full-time equivalent load and that the academic duties within and among departments are assigned equitably.

Although each institution may establish standards for teaching loads to meet the instructional obligations of the institution and its students, and to operate efficiently within the range of resources available to the institution, and to comply with the guidelines and standard reports issued by the Texas Higher Education Coordinating Board, the following minimum teaching workload standards will apply:

1. A minimum teaching load for undergraduate courses shall be nine semester credit hours of normal classroom teaching; a minimum teaching load for graduate teaching shall be six semester credit hours of normal classroom teaching.

2. Adjustments of these amounts of normal classroom teaching may be made to account for large class sizes; duplicate sections taught; laboratory, seminar, lecture, clinical, or field-type courses; availability of support

services; situations where both graduate and undergraduate work are involved; courses which involve individualized instruction; and overload from the previous long semester.

3. When assignment of other academic duties is necessary to the conduct of the institution's teaching program, the minimum teaching load may be reduced proportionately. Other academic duties which may be assigned include student advising and counseling; participation in the development, operation, and evaluation of the academic activities; assistance in the administration of the instructional program; and basic and applied research.

The President of each institution of the System will prepare, in consultation with the faculty of the institution, a faculty workload policy for that institution. The policy shall establish the faculty workload standards, provide guidelines for adjustments of workload reflecting different kinds of instruction, and provide a schedule for awarding equivalent teaching load credit for the assignment of other academic duties.

As soon as possible after the start of each long semester, each institution will submit to the Chancellor and the Coordinating Board a teaching workload report, by department, of the academic duties and services performed by each member of the faculty paid in whole or in part from instructional funds, showing evidence of compliance with requirements established by the Board of Regents. This report shall indicate all appointments held by the faculty member in the employing institution, the salary paid to each appointment, the percent of time of each appointment, and the source of funds from which salary payments are made. Justification shall be provided for each instance of non-compliance. The Chancellor will file a copy with the Board of Regents.

PRAIRIE VIEW A&M UNIVERSITY FACULTY WORKLOAD POLICY
(Academic Policy Memorandum #AA015, September, 1987)
Revised FEBRUARY 7, 1991

POLICY

INTRODUCTION

Faculty workload and class enrollment requirements at Prairie View A&M University must be maintained at levels sufficient to contain the normal costs of instruction within Coordinating Board formula funding guidelines. While some variability among individual cases will be necessary and unavoidable, the overall result must respond to control. These policies and procedures are established to maintain that control and to monitor its effects. Responsibility for these administrative functions resides in the Office for Academic Affairs.

FACULTY WORKLOAD REQUIREMENTS

Full-time faculty members at Prairie View A&M University are expected to perform the full range of commonly accepted professional duties related to enhancement of the institution's academic programs. Such professional duties include teaching, basic and applied research and other creative and scholarly activities, student advisement and counseling, course and curriculum development, professional development, and service to the University, the local community, the State and the Nation.

While members of the full-time professional faculty are not ordinarily constrained to observe the conventional 8-hour day, 40 hour workweek, there is the explicit understanding that no time may be committed to other paid employment without permission of the University.

MINIMUM WORKLOAD REQUIREMENT

Effective immediately, the total full-time workload effort required of all Prairie View A&M University faculty members paid (100%) from designated faculty salary funds shall include not less than 12 semester credit hours (sch) of organized instructional activity or its equivalent in approved teaching load credits. For a full-time Graduate Assistant Teaching (GAT) appointment (50% assignment), the minimum workload standard is 3 teaching credits.