

Section 4.3: Graduate Program

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Overview

The long-term goal of Angelo State University is to become one of Texas' finest Master's I (comprehensive) universities. The graduate programs share faculty, resources, and facilities with the undergraduate programs, yet graduate study has retained a respectable place. There has been steady growth in the past few years, with an all-time high in enrollment in Fall, 2000.

Graduate study is an important part of the educational program at ASU. A separate section describing the nature and function of graduate work appears in the *2001-2003 Bulletin* (p. 374-470).

4.3.1 Administration and Organization

The administration and faculty must be responsible for the development of new academic programs recommended to the governing board.

The University is in compliance.

Faculty and departments initiate all new graduate programs and all changes in current graduate programs by submitting proposals to the Graduate Council, a standing committee whose responsibility is to provide leadership to the University in the development and improvement of all phases of the graduate program (*Faculty-Staff Handbook*, Chapter I, pp. 5, 9; Minutes of Graduate Council). Proposals must be approved by the College Curriculum Committee, the University Curriculum Committee, the Graduate Council and the Vice-President for Academic Affairs, before moving to the Board of Regents and the Texas Higher Education Coordinating Board (Request for Curriculum Change).

A graduate program must have curricula and resources substantially beyond those provided for an undergraduate program.

The University is in compliance.

Graduate curricula in each department include research or professional skills components (see Table 4.3.4.a below). All graduate programs leading to a degree have a full component of courses, which are taught primarily as seminars or lecture/seminars (see Table 4.3.5.b). Many departments provide internship, practicum, or clinical opportunities for graduate students.

Graduate and undergraduate programs share many resources; the share allocated to graduate programs is substantially greater than that allocated to undergraduate programs when considered proportionately. The University makes Carr Academic Scholarships available to graduate students (both full-time and part-time), who make up 6.4% of the student body; in 2000-2001, they were awarded 12.4% of the non-designated Carr money. Graduate and undergraduate students compete for

Carr Research Scholarships; the graduate awards are for \$3,000 plus \$500 for expenses vs. \$2,000 and \$300 for undergraduate awards, and graduate students receive proportionately more of these scholarships.

Graduate assistantships and teaching assistantships are resources for both graduate students and graduate faculty. In 2000-2001, a third category of graduate award, research assistantship, was identified (until this time, research assistantships were not differentiated from graduate assistantships). Currently, the teaching assistantship pays \$9020.00 per academic year and the graduate assistantship \$5,024.00 per academic year, and summer support is sometimes available. The basic stipend for the research assistantship is \$5,024.00, but students with these awards may work additional hours at \$9.38 per hour. These stipends have increased in number and in value during the past five years.

Table 4.3.1.a: Graduate, Teaching, and Research Assistantships

Year	GA	TA	RA
1996-1997	27	9	--
1997-1998	34	9	--
1998-1999	49	15	--
1999-2000	54	14	--
2000-2001	42	13	5

Graduate programs increase library funding by a significant percentage in the funding formula used by the Legislature. The allocation formula used by the Library Committee weighs graduate-level semester credit hours (sch) three times more than undergraduate-level sch (Materials Budget Allocation Formula).

Computer resources available to graduate students (as well as undergraduate students) at ASU include a dial-up service which allows for accessing of ASU systems from home. Graduate students can use a number of Microsoft programs at all ASU computer laboratories; in addition, SAS (Statistical Analysis Software) and SPSS (Statistical Package for Social Sciences) are available primarily for graduate students, as are case modeling software packages.

Graduate faculty also teach on the undergraduate level, but the University directs substantial allocations of resources to graduate faculty beyond that directed to nongraduate faculty.

Graduate faculty receive a one-course load reduction each time they supervise five completed master's theses. The University has provided for load reductions for faculty teaching graduate courses (*Faculty-Staff Handbook*, Chapter IV, p. 36) although, according to the *Departmental Inventories*, most faculty have not been able to take advantage of this resource because of heavy enrollments. Moreover, over the last ten years, 89% of Faculty Research Enhancement Grants have been awarded to graduate faculty, although graduate faculty make up only 38% of the faculty. And, over the last

three years, 79%, 68%, and 78% of travel grants allotted from the Vice President for Academic Affairs' travel fund were awarded to graduate faculty members.

Research, scholarly activity and/or advanced professional training must be included in graduate studies and supported by adequate resources.

The University is in compliance.

Graduate course syllabi provide evidence that research, scholarly activity, and advanced professional training are included in graduate studies. Section 4.3.4 of this Self-Study Report considers the research and advanced professional training components of each program (see Table 4.3.4.a below).

Graduate studies at ASU emphasize research in primary and secondary materials, laboratory experimentation, and field trip investigations. Depending upon the area of study, graduate students receive professional training by means of teaching assistantships, graduate assistantships, practica, internships, and clinical placements.

As Table 4.3.1.b shows, laboratory, computer, and other resources are considered adequate by master's level students, according to the Master's Level Student Survey administered in the fall of 2000. These resources are analyzed in detail in Section V of this self-study report.

Table 4.3.1.b: Master's Level Responses, Resources

- 1=SD-Strongly Disagree**
- 2=D-Disagree**
- 3=NS-Not Sure**
- 4=A-Agree**
- 5=SA-Strongly Agree**

Mean	SD	Item	% SD	% D	% NS	% A	% SA
		To support educational programs, the university provides:					
4.39	0.68	competent faculty.	0.0	3.6	0.6	49.1	46.7
4.29	0.74	adequate library resources.	1.8	12.4	8.9	56.8	20.1
4.08	0.80	appropriate instructional materials.	0.0	1.8	6.0	72.0	20.2
4.11	0.57	appropriate instructional equipment	0.0	7.1	6.5	57.7	28.6
3.92	0.92	appropriate computer resources.	0.6	3.6	3.0	52.4	40.5
3.91	0.94	appropriate laboratory equipment.	2.2	4.4	21.9	43.1	28.5
3.81	0.96	appropriate physical facilities.	2.4	6.7	12.1	54.5	24.2
3.75	0.95	adequate opportunities for clinical experiences	0.7	10.1	26.1	39.9	23.2
3.71	1.00	adequate opportunities for internships, student teaching and/or cooperative education	2.6	8.4	27.3	39.0	22.7

An institution must provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization.

The University is in compliance.

ASU employs 109 graduate faculty members with earned doctorates and three graduate specialist faculty (2001-2003 *Bulletin*, pp. 365-371) and hires some adjunct and visiting faculty in specialized areas of study. Each department encourages its graduate faculty to participate in professional meetings, to conduct research, and to publish findings within their discipline. Faculty also co-publish work with graduate students, sponsor competitions, and encourage graduate students to attend professional conferences. Travel funding is available for both the faculty member and the graduate student in such cases. In addition, ASU makes available competitive grants for summer research and study for all faculty, and the graduate faculty receive these grants in high proportions, as noted above.

The productivity of all faculty is gauged at the time of application for promotion or tenure (see Section 4.8 below). Tenured faculty who are not sufficiently productive are subject to the provisions of the post-tenure review process.

The Porter Henderson Library provides adequate resources for graduate studies. According to the library's Institutional Effectiveness Reports, over the last four years the library has worked closely with one department per year to enhance and sort materials important to that department; so far, all such departments have had strong graduate programs: Education in 1997-98, Accounting, Economics, and Finance in 1998-99; Management and Marketing in 1999-2000; and Government in 2000-2001.

The Library bases acquisitions on a Materials Budget Allocation Formula in which departments with graduate programs receive more weight. As a result, graduate programs receive more money for book and periodical purchases deemed most urgently required for graduate research.

Additional library resources available to graduate students include Interlibrary Loan with overnight delivery from participating libraries within the State and a TexShare card which gives them borrowing privileges at other participating Texas universities. Graduate students have longer check-out periods for books (five weeks as compared to three weeks for undergraduates). The West Texas Collection, the historical and archival collection of the University, provides resources for graduate research, especially in primary sources. The Center for the Study of Southwestern History and Culture, a new entity on campus, will use the collection for research in certain disciplines (English, History and Sociology). In addition, the Library has approximately 150 electronic databases, many of which are especially beneficial to graduate students. These include Lexis-Nexis, ScienceDirect, and FirstSearch. These are discussed thoroughly in Section 5.1.

ASU has seven computer labs; these are discussed in Section 5.3. The University provides software, and some of the programs, particularly the statistics packages, are used primarily by graduate students. In addition to the regular computer labs, three specialized facilities for collaborative instruction, distance learning lab and multimedia production, are all used primarily, but not exclusively, by graduate students and faculty members.

Certain science laboratories are used only by graduate students. Physical Therapy has a Human Cadaver Laboratory and a Human Performance Laboratory. Graduate and undergraduate students use the Nursing Skills laboratories, Biology's Electrophoresis Laboratory, the Chromosome Laboratory, the Multimedia Laboratory, Darkroom and the Computer Laboratory. Biology also has extensive research collections of mammals, birds, amphibians, reptiles, and plants. Agriculture uses research laboratories at the Management, Instruction & Research (MIR) Center and research feeding pens at the University Ranch and has access to the Texas A&M Research & Extension Center for graduate research studies. In Liberal and Fine Arts, the Psychology Laboratory is available for both graduate and undergraduate students. For a fuller discussion of these resources, see the Informational Technology Resources and Systems Report in Section 5.3.

The University's administrative organization of the Graduate School emphasizes the role of the faculty. The Graduate Council is a standing committee composed of faculty, generally the faculty advisors in each program, and headed by the Graduate Dean. The Graduate Dean reports to the Vice President for Academic Affairs, who in turn answers to the President of the University (*Faculty-Staff Handbook*, Chapter I, pp. 5, 9; *Organizational Chart, 2001-2003 Bulletin*, p. 375). The Graduate School includes a support staff consisting of an administrative secretary, a secretary, a coordinator of graduate admissions, and two student assistants.

An undergraduate institution planning to initiate its first graduate program, a graduate institution planning to initiate a program at a degree 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. The institution also must document that any necessary approval from state or other agencies has been secured.

The University is in compliance.

New graduate programs or substantive changes within existing graduate programs must be approved by The Texas State University System's (TSUS) Board of Regents and the Texas Higher Education Coordinating Board (THECB). After these approvals have been secured, the proposed changes are submitted to the Executive Director of the Commission on Colleges (see Request for Curricular Change form, http://www.angelo.edu/forms/pdf/request_for_curriculum_change.pdf.)

Since the last reaccreditation visit in 1992, ASU has implemented the following new graduate programs:

- M.S. in Kinesiology (replaced MAT in Kinesiology)
- M.A. or M.S. in Interdisciplinary Studies
- M.S.N. in Nursing
- M.A. in Communications
- M.P.T. for Physical Therapy
- M.S. in Industrial/Organizational Psychology
- B.B.A./M.B.A. dual degree in Accounting
- M.A. in Curriculum and Instruction with the following options:
 - Elementary Education
 - Instructional Technology
 - Reading
 - Secondary Education
 - Special Education

The following programs have been discontinued at ASU since 1992:

- M.A.T. in English, Elementary Education and Kinesiology (3 separate degrees)
- Masters of Music Education
- M.S. in Mathematics
- M.B.A. in Computer Science
- M.Ed in Supervision
- M.A.T. in Theater Management

The Executive Director approved the latest change in the spring of 2000.

Information related to the graduate programs at ASU is located in the Graduate Dean's Office, the President's Office, the Office of the Vice President for Academic Affairs, and the West Texas Collection (University Archives). Copies of the substantive change correspondence are available in the self-study library.

Before an institution moves from baccalaureate to graduate status, or attempts to expand the number of its graduate programs at the same level, it must demonstrate that it has conducted a thorough assessment of needs, market and environmental factors, and resource requirements and financial implications for the institution.

A needs assessment, a market analysis, personnel and resource lists, and a study of financial implications are required items for any program addition. The approval sheet from the Board of Regents includes these provisions. Coordinating Board approval is contingent on several

requirements; among these are: “The curriculum, faculty, resources, support services, and other components of a proposed degree program are comparable to those of high quality programs in the same or similar disciplines offered by other institutions,” and “The institution has provided credible evidence of long-term student interest and job-market needs for graduates.” ([THECB Rules, Chapter 5, subchapter E, Section 5.101](#)).

Institutions must maintain strong educational programs at the master’s and/or baccalaureate levels before attempting doctoral programs, or must justify their departure from the requirement. However, they must demonstrate not only the strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program.

Angelo State University has no doctoral programs.

4.3.2 Graduate Admission

An institution must establish qualitative and quantitative requirements which result in the admission of students whose educational preparation indicates the potential for a high level of performance.

The University is in compliance.

To be considered for admission to the graduate school, an applicant must meet qualitative and quantitative requirements. The qualitative requirements include the baccalaureate degree or its international equivalent from a four-year accredited institution. In cases where the applicant does not meet the quantitative requirements described below, some departments consider qualitative measures as evidenced by letters of recommendation and other evidence of motivation and performance.

The quantitative requirements include an undergraduate grade point average (GPA) of 2.50 in the total undergraduate record or a GPA of 3.00 or better in the last 60 hours; a GPA of 3.00 or better in graduate courses in a related discipline may also be adduced. A satisfactory score on the GMAT, the GRE, or the MAT (nursing) is a second quantitative requirement; a satisfactory score is determined by a formula defined by individual departments. Most programs, other than the M.B.A. and M.S.N. degree programs, use the following formula: $[200 \times (\text{grade point average of the undergraduate degree program})] + \text{verbal GRE} + \text{analytical GRE} = 1500$ (see Table 4.3.2 below for a complete list).

The Graduate School and the departments have established these criteria through some years’ experience. The commonly used formula has been validated over time; the departments with variations have established their formula based on statistical analysis or departmental agreement, and the Graduate Council approved each variation.

These criteria result in the admission of students who have the potential for high performance and who show the promise of ability to pursue advanced study and research. Students admitted to the programs and completing them report very high acceptance rates into doctoral study or professional schools. Data from alumni from the past three years show that about 15% apply to doctoral or other professional studies and that about 90% of those are accepted (Figures from IPRA Director). The most recent survey, however, shows a slight decline to 11% and 67% respectively.

In cases where the baccalaureate degree is not required, the institution must demonstrate that the student has adequate educational preparation to complete the graduate program.

The University is in compliance.

Except for the integrated B.B.A./M.B.A. and the M.P.T., the baccalaureate degree is required for admission. If the applicant does not meet the minimum prerequisites for the program, the following departments allow students to take prerequisite courses in the first year: Accounting, Economics, and Finance; Management and Marketing; Communications, Drama, and Journalism; English (also English as a Second Language); History; Agriculture; and Biology (*2001-2003 Bulletin*, pp. 393-470).

The integrated B.B.A./M.B.A. has clearly defined criteria (*2001-2003 Bulletin*, p. 393) including senior status (90 sch) with an overall GPA of 3.00 or better, a 2.50 or better in selected accounting courses, and a satisfactory score in the GMAT. The Department of Accounting, Economics, and Finance has refined the formula score over several years, finding that students with lower scores do not perform well in the program. The current formula is $[GPA \text{ times } 200] + GMAT \text{ score} = \text{at least } 1050$.

Physical Therapy applicants go through a rigorous, three-stage screening process that is designed to admit only up to 26 students a year. The process is described in the *2001-2003 Bulletin* (pp. 447-8).

Undergraduates may earn up to six sch of graduate credit if they meet these conditions: a 3.00 or better GPA in at least 100 sch of academic work toward a baccalaureate and approval of the Graduate Dean, who ensures adequate undergraduate preparation for the graduate courses taken.

Admission procedures must include the requirement that an applicant submit, as part of the formal application process, official undergraduate transcripts of credit earned from all institutions of higher education previously attended; and other appropriate documents, such as official reports on nationally recognized aptitude tests and evaluations by professionals in the field as to the readiness of an applicant for graduate work.

The University is in compliance.

Applicants are required to submit one official copy of transcripts from each college and university attended. These transcripts must be mailed from the university registrar's office directly to the ASU Graduate School. Scores from the GMAT, the GRE, or the MAT, which cannot be over five years old, must be submitted directly from the testing service to the ASU Graduate School. Applicants with an overall GPA less than 3.0 must have the scores submitted before they can be considered for admission, and applicants with an overall GPA of 3.0 or greater must submit test scores no later than their first semester of graduate enrollment. If a student is admitted without standardized test scores on file, the admission status is "provisional." Applicants petitioning for provisional admission may submit additional evidence of ability and motivation for serious study and research (*2001-2003 Bulletin*, p. 380).

Applicants to programs in the School of Education must hold a Texas Teacher Certificate or equivalent. International students must have a TOEFL score of 213 on the computer test with a minimum of 55 on each section, a supplemental information form, and a statement guaranteeing financial support (*2001-2003 Bulletin*, p. 458).

An applicant for the special degree program (M.A. or M.S. in interdisciplinary studies) must submit a written proposal in which he or she identifies the three components of the degree and defends the selection of this grouping. Additionally, the candidate must score at least 1900 points on the formula [undergraduate GPA x 200 + all three subsections of the GRE]. All three departments must recommend the applicant and indicate which of the program's courses are allowable as part of the student's degree plan (*2001-2003 Bulletin*, p. 470).

Admissions procedures are also explained on the Graduate School's web page: (http://www.angelo.edu/dept/grad_school/gsrequirements1.html#regularadmission and http://www.angelo.edu/dept/grad_school/gsrequirements1.html#provisionaladmission.)

Admission criteria for all graduate programs must be published.

The University is in compliance.

General admission criteria are published in the *2001-2003 Bulletin* (p. 379) and on the Graduate School's web page: http://www.angelo.edu/dept/grad_school/gsrequirements1.html#regularadmission and http://www.angelo.edu/dept/grad_school/gsrequirements1.html#provisionaladmission

In addition to the General Requirements each program except the M.B.A. in Management has established a formula for admissions, which is published in the *2001-2003 Bulletin* (pp. 393-470) and summarized in Table 4.3.2 below. The Department of Management and Marketing uses a variety of factors including professional experience, satisfactory GMAT performance and other evidence such as the difficulty of the Undergraduate program as indicators for success. This inclusive philosophy is explained in the *2001-2003 Bulletin*, p. 397.

Table 4.3.2

Admission Requirements

Program	Formula
Accounting (M.B.A.)	(GPA x 200) + GMAT > 1050 No Provisional Admission
Communications (M.A.)	(GPA x 200) + Verbal GRE + Analytical GRE > 1500
Education-all programs (M.Ed.)	
English (M.A.)	
History (M.A.)	
International Studies (M.A.)	
Kinesiology (M.A.)	
Public Administration (M.P.A.)	
Psychology (M.S.)	(320 x GPA) + Verbal GRE + Analytical GRE > 1760 -or- (293 x last 60 hours GPA) + Verbal GRE + Analytical GRE > 1760
Animal Science (M.S.)	(GPA x 200) + Quantitative GRE + Analytical GRE > 1500
Biology (M.S.)	(400 x last 60 hours GPA) + Verbal GRE + Quantitative GRE > 2250
Nursing (M.S.N.)	3.0 GPA and recommended score of Verbal and Quantitative GRE of at least 1000 (or MAT of 50).
Physical Therapy (M.P.T.)	(300 x GPA) + Verbal GRE + Quantitative GRE + Analytical GRE > 2400

Coursework transferred or accepted for credit toward a graduate degree must represent graduate coursework 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 institution's own graduate programs.

The University is in compliance.

Up to nine sch of graduate coursework completed in a regionally accredited institution may be transferred, depending on the program. A maximum of six graduate sch may be transferred into thirty-hour programs, into any M.Ed. program, into the M.A. in Curriculum and Instruction program, and into the M.A. in Communication program. A maximum of nine graduate sch may be transferred into all other programs. The individual departments must ensure that the coursework is relevant and that the competency levels are equivalent to those of students enrolled in their programs. No coursework with a grade lower than B will be transferred. All transferred coursework must have been completed no more than six years prior to the awarding of the master's degree at ASU (2001-2003 *Bulletin*, p. 386). No time extensions are granted for transfer courses. Departments are responsible for determining equivalence. These policies are also explained in the online *Graduate Student Handbook* (http://www.angelo.edu/dept/grad_school).

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 Justification for an exception must include adequate documentation that the institution: (a) awards credit only for documented learning which ties the prior experience to the theories and data of the relevant academic field; (b) awards credit only to a matriculated student, identifies such credit on the student's transcript as credit for prior experiential learning, and is prepared, upon request from another institution, to document how such learning was evaluated and the basis on which such credit was awarded; (c) takes steps to ensure that credit for prior experiential learning does not duplicate credit already awarded for courses in the student's academic program; (d) adopts, describes in appropriate institutional publications, implements, and regularly reviews policies and procedures for awarding credit for experiential learning; and (e) clearly describes, and establishes the validity of, the evaluation process and criteria for awarding credit for prior experiential learning.

Angelo State University does not allow the transfer or use of graduate credit earned by experience or by correspondence or extension courses to apply toward a master's degree (*2001-2003 Bulletin*, p. 386).

Separate admission criteria must be formulated for each level of graduate work offered.

ASU offers graduate work only at the master's level.

Policies must clearly define probation or conditional admission, if any, including the requirements for conditional admission and how long a student may remain in that status.

The University is in compliance.

Provisional admission is defined in the *2001-2003 Bulletin* (380) and on the graduate school's web site: http://www.angelo.edu/dept/grad_school/gsrequirements1.html#provisionaladmission

Academic status, including probation, is explained in the *2001-2003 Bulletin* (380) and on the web site: http://www.angelo.edu/dept/grad_school/gsy_catalogrevisited2.html#academicstanding

Provisional admission may be granted under certain conditions when a student lacks GRE/GMAT/MAT scores; in this case, the applicant must provide satisfactory scores before the end of the first semester of enrollment. If the provisional admission is granted because an applicant has fallen slightly short of graduate school and departmental requirements, the student must achieve a grade point average of 3.00 or better on the first nine sch of graduate work. Individual letters are sent

to students notifying them that provisional admission has been granted, and copies are sent to advisors.

Admission criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program.

The University is in compliance.

The Graduate Council developed the general admissions policies applicable to all graduate programs. With advice from the Graduate Dean, each department defines the appropriate admissions formula and undergraduate classes which may be used to fulfill deficiencies (leveling classes) for each of its programs. The leveling classes are specified on the degree plan by the graduate advisor. These policies are developed by the graduate faculty of the department or by the graduate advisor and the department head. The Graduate Council must approve the departmental policies (Minutes of Graduate Council).

An institution must publish both the general criteria for admission and any special admission criteria for individual programs.

The University is in compliance.

The general criteria for admission are published in the *2001-2003 Bulletin* (pp. 379-380) as well as on the Graduate School's web page:

http://www.angelo.edu/dept/grad_school/gsrequirements1.html#regularadmission and
http://www.angelo.edu/dept/grad_school/gsrequirements1.html#provisionaladmission

The criteria for each program are published in the *2001-2003 Bulletin* (pp. 393-470). Departmental web pages which supply those criteria are also hyperlinked from the Graduate School's web page (http://www.angelo.edu/dept/grad_school/degrees.html).

Special admission requirements for international students are published in the *2001-2003 Bulletin* (p. 383) and on the ASU web site at <http://www.angelo.edu/forms/pdf/IGInfoSheet.pdf>.

[An institution] must regularly evaluate its admission policies.

The University is in compliance.

The Graduate Council facilitates the revision of policies and the implementation of these policies by the departments. The Graduate Dean and the Graduate Council evaluate the admissions policies at least every two years. The most recent evaluation took place at the time of the establishment of

formulas for the *2001-2003 Bulletin*. The Council and Dean consider the experience of the departments as well as trends in other colleges and universities (Minutes of Graduate Council).

4.3.3 Graduate Completion Requirements

General completion requirements for the graduate degrees offered by an institution must be determined by the faculty or by an appropriate body representing the faculty.

The University is in compliance.

The general completion requirements now in effect were developed when the graduate school was founded in 1971. The Graduate Council then functioned as an advisory body, according to the 1981 *Self-Study*. All revisions made to these requirements since the last self-study have been determined by the Graduate Council. When ASU implements a new master's degree program, the program plan must specify all completion requirements. Section 4.3.1 explains the planning process for all new graduate programs. As that section notes, faculty are fully involved in the determination of degree completion requirements.

When existing programs require modification, the appropriate department submits the necessary changes through the University curriculum channel: College Curriculum Committee, Graduate Council, and University Curriculum Committee (*Curriculum Change Guidelines*). The modifications are then sent to the Board of Regents and the THECB (see routing sheet for curriculum change) and, if appropriate, to the Executive Director of SACS.

Policies governing these requirements must include the following: the specified period of time for degree completion, requirements governing residency, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimum acceptable grade-point average, standards for satisfactory academic progress, the level of academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass.

The University is in compliance.

The requirements for all graduate programs are published in the *2001-2003 Bulletin* (pp. 374-390). Graduate students must complete all work (including thesis if required or elected and any transfer credits) within a period of six years from the date of the earliest credit to be counted on the degree. Under certain circumstances, a time extension of up to four years may be granted on a course-by-course basis; however, extensions are never granted for transfer coursework. The minimum number of hours required for completion of a master's degree differs depending upon the field of study, and ranges from 30 to 107. A minimum grade point average of 3.0 is required for good standing.

Definitions of and procedures for probation and dismissal as consequences of unsatisfactory progress are defined in the *2001-2003 Bulletin*, p. 384.

A student may submit an “Application for Appointment of a Graduate Advisory Committee” upon completion of twelve graduate semester credit hours (*2001-2003 Bulletin*, p. 387). Programs differ as to whether oral or written comprehensive examinations are administered, but all programs, except Master of Business Administration and Master of Physical Therapy, require students to take comprehensive examinations in some form. Instead, M.B.A. students (in both the Management and Marketing and the Accounting programs) must satisfactorily complete a capstone course, and Physical Therapy students must submit a group research project, a management and administration project, and an independent study project. The Department of History requires a thesis, and the following programs have a thesis option: Agriculture, Biology, Communications, Education (all degrees), English, Public Administration, International Studies, Kinesiology, and Psychology. The Graduate School publishes a thesis manual that defines thesis requirements.

The majority of students complete all requirements for their degrees in residence. However, Angelo State University does allow transferred graduate credit to count toward degree programs, as explained in Section 4.3.2. Residence requirements are described in the *2001-2003 Bulletin* (p. 386) and online at (http://www.angelo.edu/dept/grad_school/gsrequirements5.thml#residencerequirement).

These requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students and be appropriate to the degree and program being offered. If individual academic units develop special completion requirements for their graduate programs, these requirements must be published in the official catalog.

The University is in compliance.

The *2001-2003 Bulletin* publishes all completion requirements for master’s degrees (p. 390). Special completion requirements are published in the departmental descriptions (*2001-2003 Bulletin*, pp. 394-470).

The Graduate School mails the *2001-2003 Bulletin* to all prospective graduate students on request and makes it available to all graduate students in both the Undergraduate Admissions Office and the Office of the Graduate Dean. The *Graduate School Handbook* is available in hard copy, and online at http://www.angelo.edu/dept/grad_school/gsrequirements7.html.

All courses offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or must be clearly identified on transcripts as not applicable to any of the institution’s own degree or certificate programs.

All of the graduate courses offered at Angelo State University are acceptable as requirements or electives in at least one degree program.

4.3.4 Graduate Curriculum

An institution offering graduate coursework must be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction.

The University is in compliance.

Graduate and undergraduate instruction at Angelo State University differ substantially. University policy specifies the following differences for instruction in graduate courses:

1. The graduate student is expected to assume greater responsibility and to exercise more individual initiative.
2. More extensive and intensive reading is required.
3. Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials.
4. Seminar methods are employed with greater frequency, as greater class participation by the student is required.
5. Less instruction is provided in content, survey-type lecture courses. (*2001-2003 Bulletin*, p. 374)

According to the departmental inventories, graduate programs are designed to build upon undergraduate instruction and to provide more breadth and depth of intellectual knowledge. Depending upon the discipline, departments with graduate instruction require coursework of greater complexity and rigor, extensive reading and writing assignments, independent research projects, the development of complex experiments, or the preparation of case studies and experimental exercises. The departmental inventories suggest that a more sophisticated level of analysis and intensive thinking is required of the graduate student, as is a greater degree of individual initiative (see the “Curriculum and Instruction” sections of the *Departmental Inventories*).

Graduate courses are taught by members of the graduate faculty while undergraduate courses are taught by tenure and tenure-track faculty, adjunct faculty, assistant instructors and non-tenure track instructors as well as by Professional Specialists, Instructors, Lecturers, Adjunct Professors, and Teaching Assistants. Whereas the minimum enrollment in undergraduate courses is ten students, the minimum enrollment in graduate courses is five students. These numbers are required by the THECB, but waivers are granted when substantial justifications are made. Finally, all degree-seeking graduate students are required to demonstrate competency and mastery of degree program content; all graduate

students, with exception of M.B.A. and M.P.T., are required to pass a written and/or oral comprehensive examination (*2001-2003 Bulletin*, p. 390). These programs have substantial completion components, as mentioned above.

Graduate study must be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. It must require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills. 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.

The University is in compliance.

The graduate programs at Angelo State University lead to seven different degrees in twenty-two programs and offer opportunities for continuing professional and career development for students admitted into these programs. The Graduate School provides advanced, specialized training which will strengthen the academic and professional competence of students. To advance this task, the graduate programs are designed to develop students' capacities for independent study, to train students in the techniques of research, and to acquaint them with research in their fields of study (see "Mission Statement," *2001-2003 Bulletin*, pp. 44-45).

Graduate curricula expand the knowledge and intellectual maturity of students. All graduate programs require students to complete a set of core courses and a set of guided electives in order to develop professional competence in selected fields and disciplines. These electives enhance each student's depth of education, develop specialized skills, and promote creative thinking. Traditional research is a major component of some programs. For example, the graduate programs in Psychology require graduate students to conduct extensive individual research on selected topics, to make classroom presentations, to analyze data and write reports, to use statistical software packages, and to write research proposals. Similarly, the English graduate program requires substantially more reading and writing than the undergraduate English programs require. Students address complex topics, complete one major research paper per class, and make professional-style oral presentations (see the "Curriculum and Instruction" sections of the *Departmental Inventories*).

Other programs seek to develop and enhance administrative and professional skills. For example, the Management and Marketing Program requires students to develop an administrative point of view through the use of cases, projects, group assignments, readings, lectures, and experimental exercises, while the Public Administration Program requires the successful completion of an internship or in-service research paper (see the "Curriculum and Instruction" sections of the *Departmental Inventories*).

As already described, all programs with the exception of M.B.A. and M.P.T. require the successful completion of an oral and/or written comprehensive exam as an instrument to assess whether a student has deepened and broadened his or her knowledge of the academic discipline and is able to effectively analyze and synthesize old and new knowledge and skills. The M.B.A. requires a capstone course, and the M.P.T. requires a capstone experience including a clinical practicum, a course in PT administration and management, a research project, and an independent study course.

Graduate course syllabi specify that graduate students must demonstrate greater mastery of analysis and evaluation of information, application of skills, development of creative independence and the skills for making contributions to their chosen fields. Syllabi provide evidence that all graduate courses require students to analyze, to explore, to question, and to synthesize old and new knowledge and skills.

The performance of students provides evidence of high success in these areas. The Accounting, Economics, and Finance Department reports that since 1996 all graduate students seeking accounting positions have acquired them, many with the Big Five accounting firms. The Department of English reports that for the past four academic years an average of three students, out of a total enrollment of about twenty, have presented papers at professional conferences. The Department of Psychology and Sociology maintains a list of graduate students who have made presentations at professional conferences and published their research in professional journals (see the "Curriculum and Instruction" sections of the *Departmental Inventories*, *Surveys of Alumni*, *Surveys of Graduate*, and the *Graduate School Survey*).

The History department requires a thesis of all students. 100% of graduate nursing students have passed their licensure examinations. The ExCET pass rate for graduate programs has been 100%, until recently when one student failed. In addition, graduates have been accepted for doctoral programs, and some have been awarded prestigious and highly competitive fellowships.

Combined instruction of graduate and undergraduate students, if permitted at all, must be structured to ensure appropriate attention to both groups.

The University is in compliance.

Seniors who have completed at least one hundred semester credit hours, who have at least a 3.0 grade point average, and who satisfy the prerequisites for the graduate course(s) in which they wish to enroll, may apply to the Dean of the Graduate School for permission to take up to six sch of graduate coursework. A graduate course may be approved for undergraduate or graduate credit, but no course used toward a baccalaureate degree may be used also for a graduate degree. Undergraduate students who are given permission to take graduate courses are expected to perform at the graduate level.

In general, the University does not offer dual-listed or cross-listed courses with combined instruction of graduate and undergraduate students. In special circumstances, a graduate student may be granted permission to take an undergraduate course for graduate credit. For example, such permission is granted if the course is not offered at the graduate level but the content of the course is consonant with the student's degree plan. The course must be a junior/senior (3000/4000) level course and have been approved by the department and University to be taken for graduate credit. This assures that the content of the course is appropriate for master's level work.

Each department and/or graduate program determines from whom permission must be obtained for a graduate student to take a course for graduate credit, but in all cases, at least the Department Head and the Dean of the Graduate School must grant such approval. Undergraduate courses which may be taken for graduate credit are listed and asterisked by department in the Graduate School section of the *2001-2003 Bulletin* (pp. 363-470). In most programs, a maximum of six sch of approved 3000/4000 level courses may be taken for graduate credit, with the exception of biology (8 semester credit hours) and chemistry/biochemistry (12 sch).

The University requires that such designated courses meet the specific standards for graduate study for students to receive graduate credit. The Dean of the Graduate School requires the submission of course syllabi to ensure that faculty teaching these courses have structured them to provide appropriate attention to both the undergraduate and the graduate students (see course syllabi on file and *Departmental Inventories*). A review of these syllabi for the last two years indicates that the courses were structured to demand higher performance from graduate students. In one or two cases, the course was an undergraduate special topics course, offered in seminar format, with an inherent, strong research component.

It should be noted that the number of graduate students requesting graduate credit for undergraduate courses is small (twenty-six in 1999-2000; seventeen in 2000-2001) and that many of these students are biology students who enroll in chemistry/biochemistry courses, where no graduate courses are offered.

The curricular offerings must be clearly and accurately described in published materials.

The University is in compliance.

Graduate curricular offerings are described in the *2001-2003 Bulletin* (pp. 363-470), and in departmental brochures and handouts. The *2001-2003 Bulletin* clearly and accurately describes current curricular offerings. It lists all courses offered for graduate credit, which are numbered 5000 and above, and lists selected undergraduate 3000- and 4000-level courses that can be taken for graduate credit. All departmental brochures are filed as supporting documents for Section IV.

Curricula must be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution.

The University is in compliance.

Graduate curricula are developed in accordance with the specific goals of each degree program, the mission and goals of the Graduate School, and the overall mission and goals of the University. The specific goals of each degree program emphasize the attainment of knowledge related to the field of study and the acquisition of a set of skills necessary to function in a professional setting in that field. All of the courses in the required core of each graduate program and the guided electives have been selected to fulfill one or both of these goals (see the Graduate School's program offerings, *2001-2003 Bulletin*, pp. 391-470).

The mission of the Graduate School emphasizes that the graduate school will provide advanced, specialized training that strengthens the academic and professional competence of its students (*2001-2003 Bulletin*, p. 374). Graduate programs develop students' capacities for independent study, train students in the techniques of research, and acquaint students with research in their fields of study.

Before any program or course may be offered, it must proceed through the channels of the University administration and be approved by the Board of Regents and the Texas Higher Education Coordinating Board (see "Curriculum Change Guidelines" and *Board of Regents Rules and Regulations*, Section III–Curriculum Changes). No new program can be approved unless the financial, physical, equipment, and instructional resources to support it can be identified.

The financial resources of Angelo State University are largely determined and allotted by the Texas Legislature. Capital equipment, instructional resources, and the development of the curricula must stay within the limits of the budget. The most expensive graduate programs, Nursing and Physical Therapy, also draw the most funding, according to the Legislature's funding formula.

The institution must have a clearly defined process by which the curriculum is established, reviewed, and evaluated.

The University is in compliance.

The curricula are established according to a procedure clearly defined in the Angelo State University Curriculum Change Guidelines and the accompanying Request for Curriculum Change.

The faculty develop proposals for new degree programs. These proposals are examined in turn by the College Curriculum Committee, the Graduate Council, and the University Curriculum Committee. These changes are forwarded to the Vice President for Academic Affairs and through him to the

President (see *Faculty-Staff Handbook*, I-9 and V-2). The Board of Regents, The Texas State University System, must approve all new degree programs with subsequent approval by the THECB (see Board of Regents' *Rules and Regulations*, Section III-17, Curriculum Procedures).

Each department must review curricula of its existing programs. Some departments, such as Nursing and Physical Therapy, have a formal "Systematic Plan for Evaluation" (SPE) document. Other departments, such as Management and Marketing and Accounting, Economics, and Finance entrust curriculum review to the graduate faculty. The Biology Department has formal curriculum reviews before the publication of each new *Bulletin*; the English Department reviews curricula on a continuing basis, and the Kinesiology Department reviews its curriculum annually.

Master's level curricula are always implicitly, and sometimes explicitly, evaluated by means of the annual Institutional Effectiveness reports. Several departments have revised curricula as a result of these assessments.

The University does not mandate any specific process for curriculum review, but does designate a schedule of program review. Curriculum review by an external accreditor is part of this schedule. During 2001-2002, four departments will undergo program review; three of these (Management and Marketing, Education, and History) have graduate programs that will be reviewed as part of the process.

The faculty and administration are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board. There should be an institution-wide process to coordinate programmatic and curricular changes.

The University is in compliance.

The University Curriculum Committee, composed primarily of faculty (ten faculty and seven administrators, some of whom also teach) reviews programs and curricula as specified by the Curriculum Change Guidelines. These stipulate that faculty initiate all changes in the curriculum. Recommendations for curriculum changes proceed through all university levels before being forwarded by the Vice President for Academic Affairs to the President, who in turn forwards them to the state level for final approval as described above (see "Curriculum Change Guidelines").

The Graduate Dean, in conjunction with the Graduate Council, implements and monitors all graduate programs. The Dean works with Program Coordinators and Chairs of departments that have graduate programs to ensure the quality of programs and their compliance with state, regional, and national accreditation standards. Program coordinators are members of the Graduate Council who ensure that program policies and requirements are met in their respective program areas (*2001-2003 Bulletin*, p. 384). Faculty agree that departments keep up with graduate curricular changes (see Table 4.3.4.b below).

No curriculum change may take place without approvals by administrators or committee chairs at every level (see "Curriculum Change Guidelines" and "Routing Sheet for Curriculum Change Proposals"). The primary function of the University Curriculum Committee is "to make recommendations to the Vice President for Academic Affairs on the curriculum and academic programs of the university"; that is, to coordinate programmatic and curricular changes ("Committees and Councils" list).

The governing board must be responsible for approving the number and types of degrees, the number and nature of departments, divisions, schools, or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.

The University is in compliance.

Recommendations for all of the following require final review and approval from the Board of Regents, The Texas State University System: degree programs, the number and nature of departments, schools, or colleges; off-campus programs; and distance learning programs. The Board of Regents, The Texas State University System approves all centers, institutes, and departments that house academic programs.

New courses cannot be offered or advertised until they are approved by the Board of Regents, The Texas State University System and the THECB (see Board of Regents' *Rules and Regulations*, Section III, p. 17, Curriculum Procedures). Currently, a specially constituted committee of The Texas State University System is considering ways to coordinate distance learning among the system schools.

Ultimately, the THECB controls the number of degree programs, departments, academic units, colleges and centers or institutes that house academic degree programs.

The institution must make a distinction between a course of study leading to the master's or specialist degree and a course of study leading to the doctorate.

Angelo State University does not offer the doctoral degree.

A program leading to a master's or to a specialist degree must be the equivalent of at least one year of full time graduate study.

The University is in compliance.

All master's level programs require a minimum of 30 to 107 semester credit hours of graduate work depending upon the degree sought. At least twenty-four semester credit hours of graduate-level work on a master's degree plan must be done in residence at Angelo State University. The normal load for a full-time graduate student is nine to twelve credit hours per semester. With the approval of the graduate dean, a student may take fifteen sch in his or her final semester. No master's degree at ASU can be earned in less than a year (*2001-2003 Bulletin*, p. 386).

A master's or a specialist degree must provide the following: an understanding of research and the manner in which research is conducted; an understanding of the subject matter, literature, theory and methodology of the discipline; an association with resident faculty sufficient to permit their individual evaluation of the candidate's capabilities; and demonstrated means of certifying the knowledge and skills the candidate has acquired.

The University is in compliance.

All programs that lead to a master's degree have specific research requirements. These are described in Table 4.3.4.a below, which was derived from the *Departmental Inventories*. Research is also a component of graduate studies ("Statement on Nature and Purpose of Graduate Work," *2001-2003 Bulletin*, p. 374).

All degree programs require a distribution of courses across the discipline to ensure that students obtain a breadth of knowledge. The course descriptions for each program list the theory and methodology courses required. No program lacks such a course (*2001-2003 Bulletin*, p. 393-470).

Residency requirements and small class sizes promote association with resident faculty. Frequently, a faculty member will teach the same student in more than one course. At least twenty-four sch of graduate-level work on a master's degree plan that requires thirty sch must be taken at ASU, and twenty-seven sch must be completed at ASU in programs requiring more than thirty sch (*2001-2003 Bulletin*, p. 386).

Again, as discussed above, candidates for all degrees except the M.B.A. and M.P.T. must successfully pass a written and/or oral comprehensive examination covering work within the candidate's program (*2001-2003 Bulletin*, p. 390). Management 6313 serves as the capstone course for integrating the M.B.A. programs (*2001-2003 Bulletin*, p. 399), and the capstone experience for the Physical Therapy students is very rigorous and thorough, including Physical Therapist Examination and Independent Study.

All master's programs are evaluated in annual Institutional Effectiveness reports; student performance is the basic assessment criterion. This includes student performance on licensure examinations such as the ExCET and its special subdivisions for teachers and the NCLEX-RN for nursing students; employment in the field of study; and placement and success in Ph. D. or other professional

programs. The information needed to demonstrate knowledge and skills in these areas is collected in university-level, graduate-level, and some departmental-level alumni surveys of master's students and in licensure reports. When the Major Field Achievement Test for the M.B.A. becomes available, it will be used for assessment where appropriate.

Non-research-oriented degrees require case studies, internships, and advanced practice (see Table 4.3.4.a below).

Table 4.3.4.a

Research or Professional Practice Elements

Department	No. Gr Faculty	Research or Professional Practice Elements
Accounting, Economics, Finance	6	Accounting faculty look for real world applications. Accounting 6391, Research.
Agriculture	6	Most graduate students are involved in research at the University Ranch and use this research as their thesis project. Most of the projects are published in refereed journals and presented at professional meetings. Students use statistical analysis to interpret their results. Animal Science 6191, Research; 6321, Research Methods.
Biology	10	All graduate students are required to have research experience, which may be either literature based or thesis. Travel funds are available for graduate students to attend a state, regional, or national meeting as a non-presenter. Students can also be awarded travel funds to present original research at meetings. If a biology faculty member is a co-author of a published paper, page charges will be supported. Biology 6191, 6291, 6391, Research.
Business Administration	5	M.B.A. students are expected to develop administrative skills for a variety of organizational settings. They develop an administrative point of view through cases, projects, group assignments, and experimental exercises. Management 6391, Research.
Communications/ Drama/Journalism	(5*)	All graduates must take a research course. Students are required to conduct research in all graduate courses. They may present projects using technology resources, and there are internship opportunities. Communications 6302, Research.
English	13	All students must take English 6391, Bibliography and Research. All graduate courses require a research project. Students are alerted to presentation and publication possibilities, and students are supported to present at professional conferences. Advanced

Department	No. Gr Faculty	Research or Professional Practice Elements
		professional training in pedagogy is available for all graduate students and required for graduate and teaching assistants by means of a course and supervised training. English 6391, Bibliography and Research Methods; 6393, Research.
Education	9	Increased research components have been introduced at all levels as a result of assessment and evaluation of course content. Education 6391, Research; 6393, Individual Research.
Government	4	Scholarly activity is required in many courses. The M.P.A. program requires a research methods course. The International Studies program requires either a thesis or six additional hours of coursework that contain substantial research and writing requirements. Government 6391 Research.
History	10	All M.A. students write a thesis requiring extensive research. All students are required to take a course in historiography and research in which they learn analytical and research methods. History 6373, Historiography and Research; 6391, Research.
Interdisciplinary Studies	**	The M.A. or the M.S. degree designation will be determined by the department in which the student chooses to take his or her research course.
Kinesiology	5	Students have the opportunity to attend state professional conventions. Internships are also available. Kinesiology 6393, Research.
Nursing	6	The entire program is advanced practice. Students also participate in grant writing and joint projects with faculty. Nursing 6303, Design and Methodology of Nursing Research; 6391, Research.
Physical Therapy	6	Four research courses are integrated into the curriculum: Research Methods, Research Seminar Research Problem, and Research Project. Advanced professional training occurs in the final full time Clinical Practicum (8 week course). In addition there are three sessions of Independent Study incorporated into the curricular structure, with the requirement that the student, under guidance from a content advisor, pursue an advanced area of interest.
Psychology	7	Course assignments, theses, practica, and individual research opportunities. The department maintains a list of graduate students who have presented at professional meetings or published in professional journals. Psychology 6313, Research Design and Analysis; 6391, Research.

*The Department was given permission to hire faculty up to this number, but not all positions were filled as of spring 2001.

**The program relies on faculty from all departments.

The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.

The University is in compliance.

Graduate programs in each department are connected to current practices by a variety of means, most of which depend on the faculty’s awareness of current practices and trends in their specific fields. Departments with connections to professional fields, such as Agriculture, Nursing, Physical Therapy, Management and Marketing, and Accounting, Economics, and Finance focus on current practices in the field by designing experiences that reflect skills needed in those fields (see *Departmental Inventories*).

Curriculum review, included in the system of program review initiated in 2001, includes an examination of current practices as they impact curricular content. Two of the four departments conducting program review have graduate programs that are significantly affected by current practices: Education and Management and Marketing. (The third department with a graduate program is History; the fourth, Physics, has no graduate program.)

Students report that they find the graduate programs successful. Data from alumni from the past three years show that about 15% apply to doctoral or other professional studies and that about 90% of those are accepted (the numbers from the most recent survey indicate that 11% applied and 67% were accepted.). A majority of respondents on recent surveys reported obtaining employment relevant to their master’s training, while another 20% on the most recent survey reported advancing in the jobs they held when they graduated.

Table 4.3.4.b below summarizes master’s level student attitudes and faculty attitudes to currency of curricula.

Table 4.3.4.b: Attitudes toward Currency of Curricula

- 1=SD-Strongly Disagree**
- 2=D-Disagree**
- 3=NS-Not Sure**
- 4=A-Agree**
- 5=SA-Strongly Agree**

Master’s Level Student Responses						
<i>Mean/St. Dev.</i>	<i>Survey Item</i>	<i>%SD</i>	<i>%D</i>	<i>%NS</i>	<i>%A</i>	<i>%SA</i>
4.22/0.85	The Master’s program provides me with preparation I need for work/intellectual advancement	0.6	4.2	10.8	41.0	43.4

Faculty Responses						
Mean/St. Dev.	Survey Item	%SD	%D	%NS	%A	%SA
3.84/1.04	My department has kept up with changes in curricula in my discipline	3.0	11.1	11.1	48.0	26.8

In a separate survey conducted by the Department of Agriculture, 100% of the graduating master's students responded that their program adequately prepared them for their career. Most of the students who responded to this survey also responded that they would advise a friend to attend and they would enroll in the same program if they were starting over (see the "Assessment" sections of the *Departmental Inventories*).

The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its master's and specialist degrees and any other credential it offers.

The University is in compliance.

Graduate programs at Angelo State University require between 30 and 107 semester credit hours of coursework for completion. This range is comparable to the program length and credit hours of similar graduate programs at other institutions of The TSUS. The Texas Higher Education Coordinating Board approves program length and credit hours for graduate programs when the Board grants permission to establish programs. Changes in program length and credit hours are reviewed through a multi-level, internal approval process that includes, for some programs, comparison with other programs in the State or in the system. Programs accredited by or affected by specific external agencies (Nursing, Physical Therapy, Business Administration, Education) must meet their requirements to be accredited. In these ways, program length and credit hours are justified as appropriate.

Tuition is established by the Board of Regents for The TSUS. Ultimately, this body has the responsibility to determine that the tuition charged is appropriate for the degrees offered. Angelo State University establishes fees, which the Board of Regents must approve. Fees support various University programs such as Student Government and the University Center. ASU, unlike other schools, does not charge higher tuition and fees for graduate credits than for undergraduate credits (*2001-2003 Bulletin*, pp. 55-61).

A doctoral degree program must be of sufficient duration to provide for substantial mastery of the subject matter, theory, literature, research and methodology of a significant part of the field, including any language or other skills necessary to its pursuit, and independent research as evidence by a doctoral dissertation. A substantial period of residence must be included to provide student access to a wide range of support facilities, including a research library, cultural events and other occasions for intellectual growth associated with campus life, significant faculty/student interaction,

opportunities for student exposure to and engagement with cognate disciplines and research scholars working in those disciplines, and significant peer interaction among graduate students. It should provide the opportunity for a mentoring apprentice relationship between faculty and students as well as adequate time for in-depth faculty evaluation of students. For appropriate professional programs, a project may be substituted for the research dissertation. In such cases, the institution must demonstrate a substantial level of competency appropriate to a doctoral degree. There must be appropriate and regular means for determining candidacy and the fulfillment of degree requirements. The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its doctoral degrees.

Angelo State University does not offer any doctoral degrees.

The institution must conduct frequent systematic evaluations of graduate curricula offerings and program requirements.

The University is in compliance.

All curricula must be reviewed every two years in preparation for a new ASU *Bulletin*. Some departments, particularly Nursing and Physical Therapy, have a Systematic Plan for Evaluation that includes curriculum review. Many departments' graduate faculty determine each year what changes should be made to programs (*Departmental Inventories*). Performance on the ExCET, the licensure examination for teachers, affects the College of Education's graduate curricula, evaluated annually based upon the results of the examination.

The system of program review suggested in the *Academic Master Plan 2000* and initiated in 2001 will include evaluations of graduate and undergraduate curricula on a five-year cycle.

An institution must integrate research with instruction.

The University is in compliance.

All graduate programs require a research component (see Table 4.3.4.a above). Members of the graduate faculty must demonstrate scholarly productivity and professional involvement; faculty are able to involve students in research projects both as part of formal research instruction and as part of directed research for independent study and thesis.

The degree to which master's programs emphasize research varies, but all teach elements of research, theory, and methodology within their academic disciplines. In the pure and the clinical sciences, students must complete an original research project as part of their degree completion requirement.

Other programs such as English also require courses in bibliography and methodology (again, see Table 4.3.4.a).

4.3.5 Graduate Instruction

The effectiveness of a graduate program depends largely on the scholarly stimulation obtained when a group of students interacts with faculty in complementary specialties. For this reason, graduate faculty members should be productive, creative scholars, readily accessible to their students.

The qualitative criteria for appointment to the Graduate Faculty include creative and scholarly publication or professional activity (*2001-2003 Bulletin*, p. 374). Like all other faculty members, the graduate faculty are required to maintain office hours; most arrange at least one hour during the evening, when most graduate courses are offered.

A survey shows that students believe that the faculty are competent. Students are particularly satisfied with the availability of faculty advisors and find that their instructors are readily available outside of class (see Appendix A).

The institution must provide an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the Criteria.

The University is in compliance.

Every department offers a research methods or professional practice course in which scholarly interaction or its professional equivalent is encouraged, and most departments require that course. Many departments also require seminars in which students produce and present scholarly work. Graduate students from four departments are required or encouraged to present at professional meetings. Travel funds are available through the Graduate School and through some departments. Moreover, biology students who co-publish with a faculty member have page charges supported by the Department (*Departmental Inventories*).

The University offers Carr Research Fellowships each year, which fund graduate students at the rate of \$3,000, plus \$500 travel and research-related expenses. These fellowships require faculty sponsorship and must result in a professional quality report and presentation or publication (“Guidelines for the Robert G. Carr and Nona K. Carr Student Research Scholarship Program”). Similar research fellowships are available for undergraduates, but graduate students are consistently awarded a proportionately larger number of these fellowships.

The faculty are not convinced that there are enough faculty members in all graduate programs (numbers of graduate faculty in each program are listed in Table 4.3.4.a above). However, students believe that the learning environment does encourage scholarly interaction with faculty (see Appendix A).

An annual awards banquet recognizes excellence among graduate students. The Graduate School honors the best students in individual departments and in each college, and the best graduate student in the university. Outstanding graduate student achievements are highlighted, particularly in research.

Instructional methods and delivery systems must provide students with the opportunity to achieve the stated objectives of the course or program. Students must be informed of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.

The University is in compliance.

The *Faculty-Staff Handbook* requires all faculty to provide written information about the method of evaluation used in each class as well as explanations of the basis for the final grade (Chapter V, p. 9). According to the department heads, currently all graduate course syllabi, and in some cases instructional web pages, inform students about course objectives as well as goals and requirements, course content, and methods of evaluation. Many department heads report that they check syllabus objectives when writing performance reviews, which both tenured and untenured faculty undergo annually. A check of graduate syllabi available on faculty web pages confirms that these syllabi include the required elements. All syllabi for 2001-2002 are available for examination.

Additionally, proposals or contracts for independent study, thesis, practica, and internships state the goals and specify methods of evaluation. All such contracts are kept on file in students' folders in the Graduate School and in the departments. Students report that they are kept informed by means of syllabi or other published material of course requirements, course goals, the nature of course content, and methods of evaluation (see Appendix A).

The objectives for graduate students in every department include either the development of advanced research skills or the building of professional and/or applied skills. The first objective is achieved by means of tutorials, research training, individual and class research assignments, and requirements for presentation of research either in class or in a professional meeting or journal. The second is achieved by means of practica, internships, case studies, grant writing and joint projects with faculty, advanced training in pedagogy, projects employing various technology resources, and experimental exercises (see Table 4.3.4.a above).

ASU has used the IDEA Center (Individual Development and Educational Assessment) at Kansas State University for course-instructor evaluations since the fall of 1999. The IDEA evaluations

depend on instructors' communicating their course objectives to students. When the graduate faculty reported their learning objectives for the fall 2000 semester, all objectives suggested by IDEA were included (see Table 4.3.5.a below).

In addition, students reported that they made progress on the instructors' claimed objectives at a very high rate: High=32%; High Average=38% and Average 24%. Only 6% reported learning at the two lowest rates (IDEA Group Summary Reports).

Table 4.3.5.a

IDEA Evaluation Objectives

Graduate Classes

Fall 2000-2001

Section II: Faculty Selection of *Essential* and *Important* Course Objectives

The following provides information about the degree to which various learning objectives are emphasized in courses. Are the goals of the program being appropriately emphasized in course sections?

	Total Number of Course Sections	
	N	%
Gaining factual knowledge (terminology, classifications, methods, trends)	36	72
Learning fundamental principles, generalizations, or theories	40	80
Learning <i>to apply</i> course material (to improve thinking, problem solving and decisions)	38	76
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	39	78
Acquiring skills in working with others as a member of a team	15	30
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	2	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	7	14
Developing skill in expressing myself orally or in writing	29	58
Learning how to find and use resources for answering questions or solving problems	18	36
Developing a clearer understanding of, and commitment to, personal values	1	2
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	16	32
Acquiring an interest in learning more by asking my own questions and seeking answers	14	28

Methods of instruction must be appropriate for students at the specified level of graduate study.

The University is in compliance.

Master’s level courses involve much more complexity, rigor, and challenge than do the courses offered at the undergraduate level. The methods of graduate instruction most frequently reported in the *Departmental Inventories* are seminars, tutorials, and instruction in research. Other methods require students to analyze data and to use statistical software packages. All programs require a thesis or other project requiring extensive research, and many have a course that introduces graduate students to their academic discipline and its research methods.

On the IDEA evaluations, graduate instructors reported using a variety of primary and secondary instructional approaches. Table 4.3.5.b below analyzes these approaches. (It should be noted that since the Art and Music Department does not have graduate programs, no graduate instructor reports studio experience as the primary instructional approach.) The figure also shows that graduate instructors emphasize different kinds of academic activities.

Methods of instruction vary according to the student’s level within the graduate program. For instance, students with identified deficiencies must take undergraduate courses to make up these deficiencies. But the *2001-2003 Bulletin* specifies that in graduate classes, “Seminar methods are employed with greater frequency [than in undergraduate classes]” and “Less instruction is provided in content, survey-type lecture courses” (p. 374). Graduate students agree that methods of instruction are appropriate to course goals and to students’ capabilities (see Appendix A).

Table 4.3.5.b

Faculty Self-Report of the Institutional Context

A. Primary and Secondary Instructional Approaches: Shows the relative frequency of various approaches to instruction. Since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. This information was reported by course instructors on the *Faculty Information Form*.

	Primary Approach		Secondary Approach	
	N	%	N	%
Lecture	15	30	10	20
Discussion/recitation	6	12	11	22
Seminar	14	28	1	2
Skill/activity	2	4	3	6
Laboratory	2	4	2	4
Field Experience	1	2	2	4
Studio	0	0	0	0
Multi-Media	0	0	2	4
Practicum/clinic	0	0	1	2
Other/Not Indicated	10	20	18	36

B. Course Emphases: Shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? This information was reported by course instructors on the *Faculty Information Form*.

	Number Rating Emphasis	Amount Required					
		None or little		Some		Much	
		N	%	N	%	N	%
Writing	40	1	3	20	50	19	48
Oral communication	39	6	15	19	49	14	36
Computer applications	40	26	65	11	28	3	8
Group work	40	19	48	18	45	3	8
Mathematical/quantitative work	39	34	87	3	8	2	5
Critical thinking	39	3	8	21	54	15	38
Creative/artistic/design	39	35	90	3	8	1	3

Experimentation with methods to improve instruction must be adequately supported and critically evaluated.

The University is in compliance.

The most extensive formal program that encourages experimentation with methods to improve instruction is the Technology Development Grant program for faculty development, established “for the purpose of developing and implementing innovative technology solutions in instruction that enhance student performance” (*Faculty Development Handbook, 2000-2001*, p. 2). The University Technology Committee approves the grants and evaluates the reports required of recipients. Additionally, grants from the Texas Infrastructure Fund and the U. S. Department of Education (“Preparing Tomorrow’s Teachers to use Technology”) are evaluated externally and have been renewed, indicating that they are satisfactory.

Other faculty grants, particularly Faculty Development and Enrichment Program grants, support innovations in instruction. These are discussed in detail in Section 4.2.4 (Undergraduate Instruction) and in 4.8.7 (Faculty).

Grants are available to fund faculty members’ attendance at the annual Lilly Conference on College Teaching. Since 1995, ASU has sent 42 faculty members (mostly graduate faculty) to the annual conference or regional meetings. Additionally, a grant from the U. S. Department of Education that teaches classroom teachers to use technology targets graduate faculty in particular to achieve its objective (PT3 Grant).

The faculty agree, though not strongly, that experimentation with methods to improve instruction is adequately supported and critically evaluated (see Appendix A).

The institution must use a variety of means for evaluating student performance.

The University is in compliance.

The *Faculty-Staff Handbook* specifies "class participation, examinations, reports, and compositions" in sufficient numbers so that students can be aware of their standing as means for evaluating student performance (Chapter V-9). Graduate faculty also report using tests, papers, portfolios, theses, capstone course projects, internship or practicum supervisor reports to evaluate student performance. Measures of student success are used on the Institutional Effectiveness reports to gauge the success of programs. These measures include internship or practicum performance, admission to Ph. D. or professional programs, and performance on licensure examinations in Nursing, Physical Therapy, and Education. Students agree, though not strongly, that a variety of methods is used to evaluate student performance (see Appendix A).

Faculty report a number of different course emphases and a variety of means of grading (see Table 4.3.5.b above).

The evaluation of students must reflect concern for quality and properly discern levels of student performance.

The University is in compliance.

Grades of A, B, C, or F are given to graduate students. The System of Grading and Evaluation is explained in the *Faculty-Staff Handbook* (Chapter V-9). The *Handbook* includes as one of the "Faculty Responsibilities and Duties:" "grading fairly and impartially according to standards established by the University (Chapter IV-29), referring to the *2001-2003 Bulletin* (p. 386).

The System of Grading suggests that the evaluation of performance be applied to "class participation, examinations, reports, and compositions" and states that instructors should explain their expectations in writing before the end of the add-drop period (Chapter V-9).

Students believe that instructor evaluations reflect a concern for quality and that appropriate methods are used to evaluate students (see Appendix A).

An institution must publish its grading policies, and its grading practices must be consistent with policy.

The University is in compliance.

The *Faculty-Staff Handbook* requires that faculty grade fairly and impartially according to standards established by the University (Chapter IV, p. 29). The grading policy for the graduate school is published in the *2001-2003 Bulletin*, p. 386; it refers to the University's full explanation of the System of Grading (142) and notes that the grade of D cannot be given for a graduate course. The Graduate Dean confirms that the graduate faculty follow these policies.

Students believe that instructors properly grade student performance and that practices are consistent with policy (see Appendix A).

Courses offered in non-traditional formats, e.g. concentrated or abbreviated time periods, must be designed to ensure an opportunity for reflection and analysis of the subject matterThe institution must demonstrate that students completing these programs or courses have acquired comparable levels of knowledge and competencies as would be required in more traditional formats.

Angelo State University does not offer graduate courses in concentrated or abbreviated time periods. The Texas Higher Education Coordinating Board requires a five-week period as a minimum time period; all graduate courses comply with this requirement.

There must be provision for assigning students to their directors, appointing their graduate committees, and monitoring their academic progress.

The University is in compliance.

The process for forming advisory committees and thesis committees is described in the *2001-2003 Bulletin* (p. 387). For most programs, the graduate advisor and student consult on the selection of three departmental members; the graduate school uses a random selection process to identify the fourth. The process is described in the Graduate School Handbook and online at http://www.angelo.edu/dept/grad_school/gsh_catalogrevisited3.html#advisorycommittee.

The Office of the Graduate Dean monitors students' academic progress. A student not making satisfactory progress receives a letter placing him or her on probation and specifying the remedy for the problem. A thesis student who receives a grade of NP (No Progress) will no longer be eligible for financial aid. Two NPs in a row may result in dismissal from the program. The thesis must earn a final grade of B or better to be considered acceptable (*2001-2003 Bulletin*, p. 388).

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 follow-up of current or former students is one method of testing the effectiveness of graduate instruction.

The University is in compliance.

All courses are evaluated every fall semester, and all courses not taught in the fall are evaluated in the spring semester, using the long or the short form from the IDEA Center at Kansas State University. Student response to the question about opportunities to evaluate instructors, however, was not strong (see Appendix A).

All graduate programs are assessed annually by means of Institutional Effectiveness reports. These must consider student achievement (for example, standardized tests such as licensure examinations, tests of knowledge or skills, entry into Ph.D. or professional programs, and employment). Instruction, sequencing, and curricula have been revised on the basis of these assessments, according to Institutional Effectiveness reports.

Information about student achievement comes partly from former students asked about the quality of instruction in their programs and the appropriateness of those programs for doctoral or professional study or employment. They are also asked whether they are employed in jobs relevant to their fields or whether they advanced in the jobs they held when they graduated. The results of the last three alumni surveys (administered in the summers of 1999, 2000 and 2001) are generally positive, though the numbers are small (Alumni Surveys, 1993-1994 and 1995-1996, Alumni Survey, 1999-2000 and Alumni Survey, 2000-2001).

Faculty whose graduates enter professions closely related to their areas of instruction, such as business and nursing, generally respond quickly to the reports of their students and former students. For instance, the School of Education coordinates its graduate programs with the ExCET competencies and has changed sequencing to respond to the needs of its students (*Departmental Inventories.*)

4.3.6 Academic Advising of Graduate Students

Each institution must conduct a systematic, effective program of graduate academic advising. A qualified advisor should be assigned early in the student's program and should recognize the individuality of students and their particular needs and goals.

The University is in compliance.

The departmental graduate advisor assists students in planning and completing their degree programs. The Graduate Dean sends an advisement letter with proposed degree plan to admitted degree-seeking students. The students also are given the names of their designated advisors and asked to make appointments with their advisors to finalize their degree plans. These appointments must take place during the first semester of enrollment.

Typically, students are advised shortly after course offerings for the following semesters are published. All students have access to their program of study and their progress in the program through the On-Course advisement software, available on the ASU web site. Advisors also have access to student records online. Advisors are judged to be qualified because they are drawn from the disciplines of interest to their advisees; in addition, they are generally members of the Graduate Council and are thus acquainted with University policies affecting graduate studies. The Self-Study Master's Level Survey of Advising indicates that respondents believe advisors are well-prepared to provide assistance (see Appendix A). As the following table demonstrates, a separate survey of advising indicates that graduate students would have liked to discuss their particular needs and goals with their advisor but did not always do so.

Table 4.3.6.a

Master's Level Advising Survey

Topics	Discussed with Advisor	Would Like to Discuss
Course selection and schedule	91%	65%
Degree requirements	93%	63%
Thesis requirements	33%	40%
Comprehensive exam requirements	35%	64%
Academic progress/performance	50%	58%
Career options	39%	76%
Further graduate education options	37%	63%
Co-curricular activities	23%	49%

Graduate Student advisement is also evaluated through questionnaires sent out by the Graduate Office three times a year to students who have just graduated. Graduates are asked to rate the statement "I received timely and accurate advisement in my ASU graduate program" on a scale of 1 to 5 with 1="strongly agree" and 5= "strongly disagree." These data are evaluated on a continuing basis. The latest survey return (avg. Summer 2000, Dec. 2000, May 2001) yielded a median and mode of "2" (agree) (n=51).

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 to carry out their responsibilities effectively. An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.

The University is in compliance.

Graduate advisors were able to use the “On-course” program for the first time in the fall of 2000. The effectiveness of that program will be assessed at the end of its first full year of use. Prior to the use of this system, advisors had access to the centralized student record system, but not all advisors could use it proficiently, with many preferring paper records, which have proved adequate.

In the Self-Study Master’s Level Student Survey, students responded positively to questions about training of advisors, as can be seen in the following table:

Table 4.3.6.b

Advisor Training

Topic	Mean	% 1	% 2	% 3	% 4	% 5
The advisor was knowledgeable about						
degree plans	4.69	0.0	0.6	6.6	14.3	78.6
certification/license requirements	4.62	0.0	1.5	8.0	15.3	75.2
Did your advisor have your records available?	4.48	1.8	0.6	11.7	17.8	68.1

(5-point scale: 1=Not At All, 2=Not Very Well, 3=OK, 4=Pretty Well, 5=Very Well)

The number of advisees varies from program to program. In most departments, a single person advises all graduate students. A poll of graduate advisors shows they advise from two to forty-nine students depending on the program. All but one of the advisors believe these numbers to be reasonable, and the exception also has undergraduate advisees.

An effective orientation must be made available to all full- and part-time graduate students.

Orientation and advisement programs must be evaluated regularly and used to enhance effective assistance to students.

The University is in compliance.

All newly admitted students are sent an orientation handbook from the graduate office. Most individual departments hold their own orientation annually or every long semester. The Graduate School Handbook is revised annually, based on any policy or procedure changes and upon feedback received from students. In this way, evaluation of orientation is an on-going process. However, a formal evaluation of orientation is also conducted through a questionnaire which asks for the students’ opinion of orientation. In the Self-Study Master’s Level Student Survey, conducted in the

fall of 2000, students responded with a median score of four and a mode of four (with four=agree) to the statement “Orientation procedures are adequate.” Also, every year, ASU distributes the ACT Student Opinion Survey, which is one of the means of evaluating orientation.

A relatively new program, “Graduate School and You,” addressed to juniors and seniors, has been held four times. This pre-graduate study orientation program has been quite successful, according to the Dean of the Graduate School, and will be continued.

Appendix A

Survey Responses

1=SD-Strongly Disagree

2=D-Disagree

3=NS-Not Sure

4=A-Agree

5=SA-Strongly Agree

<i>Master's Level Student Responses (Self-Study Survey)</i>						
Mean/St. Dev.	Survey Item	% SD	% D	% NS	% A	% SA
4.39/0.68	The faculty are competent	0.0	3.6	0.6	49.1	46.7
4.42/0.87	I can readily make an appointment to see my advisor	0.6	1.8	4.2	41.8	51.5
4.11/0.85	Learning environment encourages scholarly interaction with faculty	1.8	4.7	5.9	56.2	31.4
4.51/0.64	Faculty used syllabi/other published means to inform me of course requirements	0.6	1.8	1.2	42.6	53.8
4.47/0.67	Faculty used syllabi/other published means to inform me of course goals	0.0	2.4	0.6	40.8	56.2
4.41/0.62	Faculty used syllabi/other published means to inform me of nature of course content	1.2	2.4	3.6	45.2	47.6
4.36/0.77	Faculty used syllabi/other published means to inform me of methods of evaluation	0.0	1.2	3.6	48.2	47.0
4.11/0.71	Instruction methods appropriate to course goals	0.6	3.6	5.9	64.5	25.4
4.05/0.82	Instruction methods appropriate to student capabilities	1.8	3.6	10.1	57.1	27.4
3.86/0.93	Variety of methods used to evaluate student performance	2.4	7.1	14.8	53.3	22.5
4.01/0.80	Instructor evaluations reflect concern for quality	1.2	3.6	13.7	56.5	25.0
4.00/0.79	Appropriate methods are used to evaluate students	1.2	4.1	11.2	60.4	23.1
4.07/0.70	Instructors properly grade student performance	1.2	1.8	8.9	65.5	22.6
4.22/0.60	Grades are consistent with published grading policies	0.0	0.6	7.7	60.7	31.0
3.66/1.19	I have regular opportunities to evaluate instructors	5.4	15.5	14.3	37.5	27.4

<i>Master's Level Student Responses (Graduate School Survey)</i>						
4.42/0.72	I can readily make an appointment to see my advisor.	--	--	--	--	--
4.15/0.89	I receive accurate advisement.	--	--	--	--	--
4.14/0.87	I receive timely advisement.	--	--	--	--	--
3.74/0.96	Orientation procedures are adequate	--	--	--	--	--

<i>Faculty Responses (Self-Study Survey)</i>						
Mean/St. Dev.	Survey Item	%SD	%D	%NS	%A	%SA
3.01/1.17	There are enough faculty in my department to encourage scholarly interaction	12.8	21.9	24.1	33.7	7.5
3.53/1.02	Experimentation with methods to improve instruction is adequately supported	3.6	13.7	23.9	44.2	14.7
3.13/0.94	Experimentation with methods to improve instruction is critically evaluated	4.1	19.9	40.3	29.6	6.1

Findings

Recommendations and Suggestions

The Self-Study Steering Committee makes no recommendations about the graduate program but does make the following suggestion.

1. The faculty workload provision that allows graduate sch to count one and a half times undergraduate sch is almost never applied for because faculty know that it would be next to impossible to arrange course reductions in departments where teaching staff are stretched thin already. Therefore, the Committee suggests that the University take steps to make this provision practical.

Strengths

1. The graduate faculty and the graduate office are remarkably accessible to students, who can readily arrange individualized attention from either source. The Graduate Dean and the staff in the Graduate Office are very helpful.
2. The Graduate School recognizes excellence through its annual awards banquet.
3. The graduate faculty are well-qualified.
4. The Graduate Office disseminates effective and plentiful information about graduate programs.
5. Financial support is available from a variety of sources, some of them unduplicated at other universities (e.g., the Carr scholarship and fellowship support).
6. The Porter Henderson Library has rich technology resources and a fine collection of regional archival material for graduate research.
7. The degree programs that focus on educating practitioners are increasing in number. Graduates of these programs have very high placement rates.

Weaknesses

1. Frequent, systematic review of graduate curricula offerings and program requirements in some areas is less rigorous than it could be, though such review does take place.

Section 4.3 Graduate Program Compliance Grid

Must Statement	Compliance Status	Documentation
4.3.1 Initiation, Operation and Expansion of Graduate Programs		
<i>The administration and faculty must be responsible for the development of new academic programs recommended to the governing board.</i>	In Compliance	<ul style="list-style-type: none"> • Faculty-Staff Handbook I-5, 9 • Curriculum Change Guidelines • Online Request for Curriculum Change
<i>A graduate program must have curricula and resources substantially beyond those provided for an undergraduate program.</i>	In Compliance	<ul style="list-style-type: none"> • Table 1 in 4.3.1, Assistantships • Departmental Inventories • Materials Budget Allocations Formula • List of Software • Faculty-Staff Handbook, IV-36.
<i>Research, scholarly activity and/or advanced professional training must be included in graduate studies and supported by adequate resources.</i>	In Compliance	<ul style="list-style-type: none"> • Table 4 in 4.3.4 • Departmental Inventories • Master's Level Student Survey, Table 2, Master's Level Responses, Resources
<i>An institution must provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 365-371 • List of Software • Library Institutional Effectiveness Reports • Materials Budget Allocation formula • ASU Library web Page • Organizational Chart • Section 5.3 of this Self-Study, Informational Technology Resources and Systems Committee Report • Faculty-Staff Handbook, I-5, 9
<i>An undergraduate institution planning to initiate its first graduate program, a graduate institution planning to initiate a program at a degree level higher than that already approved, or a graduate institution planning to initiate a program at the same level but substantially different from those already approved must inform the Executive Director of the Commission of Colleges in advance of the admission of students.</i>	In Compliance	<ul style="list-style-type: none"> • Copies of Substantive Change correspondence

Must Statement	Compliance Status	Documentation
<i>The institution also must document that any necessary approval from state or other agencies has been secured.</i>		<ul style="list-style-type: none"> • Copies of Substantive Change correspondence • Board of Regents and the THECB approvals documents
<i>Before an institution moves from baccalaureate to graduate status, or attempts to expand the number of its graduate programs at the same level, it must demonstrate that it has conducted a thorough assessment of needs, market and environmental factors, and resource requirements and financial implications for the institution.</i>	In Compliance	<ul style="list-style-type: none"> • Faculty-Staff Handbook, III-17. • Texas Higher Education Coordinating Board Guidelines • THECB Rules, Chapter 5, Subchapter E, Section 5.101 • THECB Guidelines for Recognition and Classification of Courses and Degree Program Offerings
<i>Institutions must maintain strong educational programs at the master's and/or baccalaureate levels before attempting doctoral programs, or must justify their departure from the requirement.</i>	N.A.	
<i>However, they must demonstrate not only the strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program.</i>	N.A.	
4.3.2 Graduate Admission		
<i>An institution must establish qualitative and quantitative requirements which result in the admission of students whose education preparation indicates the potential for a high level of performance.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 393-470 • Table 3 in 4.3.2, Admission Requirements • Figures from IPRA Director
<i>In cases where the baccalaureate degree is not required, the institution must demonstrate that the student has adequate educational preparation to complete the graduate program.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 393-470 • 2001-2003 Bulletin, p. 393 • 2001-2003 Bulletin, pp. 447-48 • B.B.A./M.B.A. chart
<i>Admission procedures must include the requirement that an applicant submit, as part of the</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 379 • 2001-2003 Bulletin, p. 458 • 2001-2003 Bulletin, p. 470

Must Statement	Compliance Status	Documentation
<p><i>formal application process, official undergraduate transcripts of credit earned from all institutions of higher education previously attended; and other appropriate documents, such as official reports on nationally recognized aptitude tests and evaluations by professionals in the field as to the readiness of an applicant for graduate work.</i></p>		<ul style="list-style-type: none"> • Online Graduate School Application
<p><i>Admission criteria for all graduate programs must be published.</i></p>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 379 • ASU Graduate School web Page • Table 3, Admission Requirements
<p><i>Coursework transferred or accepted for credit toward a graduate degree must represent graduate coursework 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 institution's own graduate programs.</i></p>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 386 • Syllabi on file in departments • ASU Graduate School web Page
<p><i>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.</i></p>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 386
<p><i>Justification for an exception must include adequate documentation that the institution: (a) awards credit only for documented learning which ties the prior experience to the theories and data of the relevant academic field; (b) awards credit only to a matriculated student, identifies such credit on the student's transcript as credit for prior experiential learning, and is prepared, upon request from</i></p>	N.A.	

Must Statement	Compliance Status	Documentation
<p><i>another institution, to document how such learning was evaluated and the basis on which such credit was awarded; (c) takes steps to ensure that credit for prior experiential learning does not duplicate credit already awarded for courses in the student's academic program; (d) adopts, describes in appropriate institutional publications, implements, and regularly reviews policies and procedures for awarding credit for experiential learning; and (e) clearly describes, and established the validity of, the evaluation process and criteria for awarding credit for prior experiential learning.</i></p>		
<p><i>Separate admission criteria must be formulated for each level of graduate work offered.</i></p>	N.A.	
<p><i>Policies must clearly define probation or conditional admission, if any, including the requirements for conditional admission and how long a student may remain in that status.</i></p>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 380 • ASU Graduate School Provisional Admission Requirements • ASU Graduate School Academic Status
<p><i>Admission criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program.</i></p>	In Compliance	<ul style="list-style-type: none"> • Minutes of Graduate Council
<p><i>An institution must publish both the general criteria for admission and any special admission criteria for individual programs.</i></p>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 393-470 and 379-383 • ASU Graduate School web Site Regular Admission Requirements • ASU Graduate School web Site Provisional Admission Requirements • ASU Graduate School web Site International Student Admission Requirements
<p><i>It must regularly evaluate its admission policies.</i></p>	In Compliance	<ul style="list-style-type: none"> • Minutes of Graduate Council

Must Statement	Compliance Status	Documentation
4.3.3 Graduate Completion Requirements		
<i>General completion requirements for graduate degrees offered by an institution must be determined by the faculty or an appropriate body representing the faculty.</i>	In Compliance	<ul style="list-style-type: none"> • Curriculum Change Guidelines • Request for Curriculum Change form
<i>Policies governing these requirements must include the following: the specified period of time for degree completion, requirements governing residency, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimum acceptable grade-point average, standards for satisfactory academic progress, the level of academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 374-390 • 2001-2003 Bulletin, p. 386 • ASU Graduate School web Page
<i>These requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students and be appropriate to the degree and program being offered.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 390 • ASU Graduate School web Site General Requirements
<i>If individual academic units develop special completion requirements for their graduate programs, these requirements must be published in the official catalog.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 394-470
<i>All courses offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or must be clearly identified on transcripts as not applicable to any of the</i>		<ul style="list-style-type: none"> • 2001-2003 Bulletin Graduate School Departmental Information, pp. 392-470

Must Statement	Compliance Status	Documentation
<i>institution's own degree or certificate programs.</i>		
4.3.4 Graduate Curriculum		
<i>An institution offering graduate work must be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 374 • <i>Departmental Inventories</i> • 2001-2003 Bulletin, p. 390 • <i>Angelo State University Graduate School Thesis Manual</i>
<i>Graduate study must be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. It must require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, Mission Statement, pp. 44- 45. • <i>Departmental Inventories</i> • Graduate course syllabi in the Office of the Graduate School
<i>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.</i>	In Compliance	<ul style="list-style-type: none"> • <i>Departmental Inventories, Section IV, "Curriculum and Instruction"</i> • Graduate course syllabi in the Office of the Graduate Schools
<i>Combined instruction of graduate and undergraduate students, if permitted at all, must be structured to ensure appropriate attention to both groups.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 380. • Graduate course syllabi in the Office of the Graduate School
<i>The curricular offerings must be clearly and accurately described in published materials.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 392-470
<i>Curricula must be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 391-470 • 2001-2003 Bulletin, p. 374 • Master's Level Student Survey • <i>Departmental Inventories</i> • Curriculum Change Guidelines • Board of Regents Rules and Regulations, Section III, "Curriculum Procedures" • 2001-2003 Bulletin 44- 45
<i>The institution must have clearly defined process by which the curriculum is</i>	In Compliance	<ul style="list-style-type: none"> • Curriculum Change Guidelines • Request for Curriculum Changes form

Must Statement	Compliance Status	Documentation
<p><i>established, reviewed and evaluated. The faculty and administration are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board. There should be institution-wide process to coordinate programmatic and curricular changes.</i></p>		<ul style="list-style-type: none"> • University Curriculum Committee membership roster • Faculty-Staff Handbook, I-9 & V-2 • Board of Regents Rules and Regulations, Section III, p. 17, "Curriculum Procedures" • Faculty-Staff Handbook, I-9-10. • Curriculum Change Guidelines • 2001-2003 Bulletin, p. 384. • Table 5, Master's Level Survey, Faculty Survey • Faculty-Staff Handbook, Chapter III, "Institutional Effectiveness Policies and Procedures" • Departmental Inventories
<p><i>The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.</i></p>	In Compliance	<ul style="list-style-type: none"> • Board of Regents Rules and Regulations, Section III, p. 17, "Curriculum Procedures"
<p><i>An institution must make a distinction between a course of study leading to the master's or specialist degree and a course of study leading to the doctorate.</i></p>	N.A.	
<p><i>A program leading to a master's or to a specialist degree must be the equivalent of at least one year of full-time graduate study.</i></p>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 386
<p><i>A master's or a specialist degree must provide the following: an understanding of research and the manner in which research is conducted; an understanding of the subject matter, literature, theory and methodology of the discipline; an association with resident faculty sufficient to permit their individual evaluation of the candidate's capabilities; the</i></p>	In Compliance	<ul style="list-style-type: none"> • Table 4 Research or Professional Practices Elements 4.3.4 • Mission Statement, 2001-2003 Bulletin, p. 45 • Departmental Inventories • 2001-2003 Bulletin, pp. 393-470 • 2001-2003 Bulletin, p. 386 • 2001-2003 Bulletin, p. 399 • Institutional Effectiveness reports • Alumni and graduation surveys • Licensure Reports to Legislative

Must Statement	Compliance Status	Documentation
<p><i>demonstrated means of certifying the knowledge and skills the candidate has acquired. A non-research-oriented professional master's degree requires an understanding of the accepted professional practices in the field.</i></p>		<p>Budget Board for Nursing and Education</p>
<p><i>The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.</i></p>	<p>In Compliance</p>	<ul style="list-style-type: none"> • <i>Departmental Inventories</i> • <i>IDEA Reports</i> • Master's Level Survey • Alumni Surveys • Post-Graduation Surveys
<p><i>The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its master's and specialist degrees and any other credential it offers.</i></p>	<p>In Compliance</p>	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 55-61 (for charges) • Accreditation Studies, Nursing, Physical Therapy, Business (Located in Deans' offices)
<p><i>A doctoral degree program must be sufficient duration to provide for substantial mastery of the subject matter, theory, literature, research and methodology of a significant part of the field, including any language or other skills necessary to its pursuit, and independent research as evidenced by a doctoral dissertation.</i></p>	<p>N.A.</p>	
<p><i>A substantial period of residence must be included to provide student access to a wide range of support faculties, including a research library, cultural events and other occasions for intellectual growth associated with campus life, significant faculty/student interaction, opportunities for student exposure to and engagement with cognate disciplines and research scholars working in those</i></p>	<p>N.A.</p>	

Must Statement	Compliance Status	Documentation
<i>disciplines, significant peer interaction among graduate students.</i>		
<i>For appropriate professional programs, a project may be substituted for the research dissertation. In such cases, the institution must demonstrate a substantial level of competency appropriate to a doctoral degree.</i>	N.A.	
<i>There must be appropriate and regular means for determining candidacy and the fulfillment of degree requirements.</i>	N.A.	
<i>The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.</i>	N.A.	
<i>The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its doctoral degrees.</i>	N.A.	
<i>The institution must conduct frequent systematic evaluations of graduate curricula offerings and program requirements.</i>	In Compliance	<ul style="list-style-type: none"> • ASU Curriculum Change Guidelines • <i>Departmental Inventories</i>
<i>An institution must integrate research with instruction.</i>	In Compliance	<ul style="list-style-type: none"> • Table 4, Research and Professional Practice Elements • <i>Departmental Inventories</i>
4.3.5 Graduate Instruction		
<i>The institution must provide an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the Criteria.</i>	In Compliance	<ul style="list-style-type: none"> • Table 4, Research and Professional Practice Elements • <i>Departmental Inventories</i> • Carr Research Scholarship Guidelines • Appendix, Faculty Survey and Master's Level Student Survey
<i>Instructional methods and delivery systems must provide students with the opportunity to achieve the stated objectives of a course or program.</i>	In Compliance	<ul style="list-style-type: none"> • Graduate course syllabi • Appendix, Surveys • Table 4, Research and Professional Practice Elements • Table 6, IDEA Objectives • IDEA Group Summary Reports

Must Statement	Compliance Status	Documentation
<i>Students must be informed of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.</i>	In Compliance	<ul style="list-style-type: none"> • Hardcopy Graduate Course Syllabi • web Page course syllabi • Contracts for thesis, etc. • <i>Departmental Inventories</i>
<i>Methods of instruction must be appropriate for students at the specified level of graduate study.</i>	In Compliance	<ul style="list-style-type: none"> • <i>Departmental Inventories</i> • 2001-2003 Bulletin, p. 374 • Master's Level Student Survey • Table 7 • IDEA course-instructor evaluations • Appendix, Master's Level Survey
<i>Experimentation with methods to improve instruction must be adequately supported and critically evaluated.</i>	In Compliance	<ul style="list-style-type: none"> • Faculty Development Handbook, 2000-2001, p. 2 • Appendix, Faculty Survey • Table 7, Course Emphases • PT3 Grant Copy
<i>The institution must use a variety of means to evaluate student performance.</i>	In Compliance	<ul style="list-style-type: none"> • Institutional Effectiveness reports • Syllabi
<i>This evaluation must reflect concern for quality and properly discern levels of student performance.</i>	In Compliance	<ul style="list-style-type: none"> • <i>Faculty-Staff Handbook, V-9 and IV-29</i> • 2001-2003 Bulletin, p. 386 • Appendix, Master's Level Student Survey
<i>An institution must publish its grading policies, and its grading practices must be consistent with policy.</i>	In Compliance	<ul style="list-style-type: none"> • 2001-2003 Bulletin, pp. 386 and 142 • Appendix, Master's Level Student Survey • Faculty-Staff Handbook, IV-29
<i>Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter.</i>	N.A.	
<i>The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.</i>	N.A.	
<i>There must be provision for</i>	In	<ul style="list-style-type: none"> • 2001-2003 Bulletin, p. 387

Must Statement	Compliance Status	Documentation
<i>assigning students to their advisors or directors, appointing their graduate committees, and monitoring their academic progress.</i>	Compliance	<ul style="list-style-type: none"> • E-mail poll of Graduate Advisors • 2001-2003 Bulletin, p. 388
<i>There must be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation.</i>	In Compliance	<ul style="list-style-type: none"> • IDEA assessments, Group Summary • Appendix, Master's Level Student Survey • Alumni Surveys • <i>Departmental Inventories</i> • Institutional Effectiveness Reports • Graduating Student Surveys
4.3.6 Academic Advising of Graduate Students		
<i>Each institution must conduct a systematic, effective program of graduate academic advising.</i>	In Compliance	<ul style="list-style-type: none"> • Sample Advisement Letter • Appendix, Master's Level Student Survey • Table 9, Master's Level Advising Survey
<i>An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.</i>	In Compliance	<ul style="list-style-type: none"> • Table 10, Advisor Training • E-mail Poll of Graduate Advisors
<i>An effective orientation program must be made available to all full-and part-time graduate students.</i>	In Compliance	<ul style="list-style-type: none"> • <i>Graduate Student Handbook</i> • ASU Graduate School Handbook online • ACT Student Opinion Survey
<i>Orientation and advisement programs must be evaluated regularly and used to enhance effective assistance to students.</i>	In Compliance	<ul style="list-style-type: none"> • Graduate Office questionnaires of recent graduates • ACT Student Opinion Survey