



# ROLLINS COLLEGE POLICY

<b>Title: Graduate Course and Curriculum Standards</b>	<b>Type: Academic</b>
No: AC 2003	Approval Date: 2-2-2026
Responsible Office: VP Academic Affairs and Provost	Reviewed By: Dean, Holt, 9-23-2026; AD/COO, Crummer, 9-17-2026 11-14-2026 Approved By: VPAA Provost, 11-14-2026 Notifications: 2-2-2026, President’s Cabinet, President; 2-6-2026, CLA Curriculum Committee Chair, Crummer Faculty President, College Policy Committee
Next Review: 2030-2031	Revision No: 1, see <a href="#">Section VII</a> this document for revisioning history.

## I. Purpose/Introduction/Rationale

Rollins’ graduate educational programs are comprised of coherent courses of study, are compatible with the stated mission and goals of the College, and are based upon fields of study appropriate to higher education. The College’s graduate curricula and courses establish, maintain, and promote progressively more advanced academic content and study within the disciplines. These programs are structured to include knowledge of disciplinary literature and ensure engagement in independent research and inquiry, scholarly activities, or appropriate professional practice and training.

## II. Definitions

Graduate curricula and courses are defined as those leading to post-baccalaureate degrees or academic credit certificates at the master’s or doctoral levels.

## III. Procedure or Application

- A. Graduate coursework at Rollins College is expected to provide in-depth, focused study or extended professional development in an academic discipline. Graduate level course requirements and student learning outcomes are, in general, expected to vary from those of undergraduate courses through advanced readings and synthesis of the literature; examinations that require higher order thinking skills; advanced research projects; thesis or dissertation writing; and/or other collaborative scholarly endeavors with members of the faculty.
- B. Graduate students will, in general, be expected to demonstrate the ability to:
  1. evaluate, organize, and/or analyze information in the discipline;
  2. interpret and critique current literature in the discipline;
  3. apply appropriate research methodologies and processes to enhance, extend, or add new knowledge to the discipline; and
  4. write and speak with professional bearing and voice within the discipline.
- C. Post-baccalaureate curricula and courses will, in general, build upon the knowledge and skill foundations established at the undergraduate level through more complex and rigorous engagement with the literature, research and analysis methodologies, and scholarly writing and speech.

## IV. Related Policies or Applicable Publications

[AC 2002 Combined Undergraduate and Undergraduate/Graduate Courses](#)

[AC 2012 Guidelines for Academic Graduate Certificate Programs](#)

## V. Appendices/Supplemental Materials

[Southern Association of Colleges and Schools Commission on Colleges. \(2024\). Resource manual for the Principles of Accreditation: Foundations for quality enhancement \(4th ed.\), Standard 9.6 Post-Baccalaureate Rigor and Curriculum, pp. 88–89. <https://sacscoc.org>.](#)

## VI. Effective Date

This policy is effective February 2, 2026, and supersedes all versions issued previously.

## VII. Revisioning History

Rev. 1: 2-2-2026, regular periodic review and updates to align with the 2024 edition of the SACSCOC *Principles of Accreditation*.