

## ACADEMIC DEPARTMENTS

### SECTION 3: INSTITUTIONAL EFFECTIVENESS

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

#### 3.1 PLANNING AND EVALUATION: EDUCATIONAL PROGRAMS

#### WHO IS RESPONSIBLE?

- |    |  |                    |              |
|----|--|--------------------|--------------|
| A. | Each unit <b>must</b> document a planing and evaluation component that must be, systematic, broad based as well as interrelated and appropriate to the institution as a whole. | Unit Administrator | pg20 line 4  |
| B. | All units <b>must</b> define their expected educational results.   | Unit Administrator | pg20 line 8  |
| C. | Each unit <b>must</b> describe its methods for analyzing the above results.  | Unit Administrator | pg20 line9   |
| D. | Units <b>must</b> have a clearly defined purpose appropriate to collegiate education.  | Unit Administrator | pg20 line11  |
| E. | All units <b>must</b> develop and implement procedures to evaluate the extent to which these educational goals are being achieved  | Unit Administrator | pg20 line15  |
| F. | Each unit <b>must</b> demonstrate the use of these results to improve educational programs, services or operations.  | Unit Administrator | pg 20 line18 |
| G. | Units <b>must</b> have guidelines and procedures to evaluate educational effectiveness, including the quality of student learning research and service.                        | Unit Administrator | pg20 line20  |
| H. | The evaluation system of each unit <b>must</b> encompass educational goals at all academic levels.   | Unit Administrator | pg20 line23  |
| I. | Each unit, as appropriate, <b>must</b> engage in the evaluation of success with respect to course completion, state licensing examinations and job placement rates.            | Unit Administrator | pg21 line4   |

This process **should** involve the gathering and analyzing of both quantitative and qualitative data. Such measures may include instructional delivery; adequacy of facilities and equipment; standardized tests; portfolios and recitals; completion rates; results of admissions tests for

students applying to graduate or professional schools; job placement rates; licensing exams; employer evaluations; follow-up studies of alumni; and performance of transfers at receiving institutions.

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

- A. Each administrative and support unit **must** demonstrate planning and evaluation in its administrative and educational support services. Unit Administrator pg21 line10
  - B. Each administrative and support unit **must** establish a clear purpose Unit Administrator pg21 line15
  - C. Each unit **must** formulate goals consistent with the institutions purpose and the purpose of the unit Unit Administrator pg21 line17
  - D. All administrative and support units **must** implement procedures to evaluate the extent to which these goals are being achieved. Unit Administrator pg21 line19
  - E. All administrative and support units **must** demonstrate the use of their evaluation results to improve their activities. Unit Administrator pg21 line22
- Each unit **should** Consider internal and external factors. Unit Administrator pg21 line24

**4.1 EDUCATIONAL PROGRAM WHO IS RESPONSIBLE?**

**4.2 UNDERGRADUATE PROGRAM**

**4.2.2 UNDERGRADUATE COMPLETION REQUIREMENTS**

- A. In each degree program, there **must** be an appropriate sequence of courses leading to the degree. dept. (advising sheets & suggested sequence) pg27 line11
- B. An institution **must** publish the requirements for each degree it awards. dept. & catalog pg27 line12
- C. The requirements **must** be appropriate to the degree offered and **must** specify the total credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements. dept. pg27 line14
- D. Undergraduate degree programs **must** contain a basic core of dept. pg27 line21

general education courses.

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|----|--|------------------------------|-------------|
| E. | A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs <b>are required</b> for degree completion.                                       | dept. &<br>catalog statement | pg27 line22 |
| F. | The core <b>must</b> include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.                               | dept. &<br>core curriculum   | pg27 line25 |
| G. | The institution <b>must</b> demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers. | dept.                        | pg27 line29 |
| H. | An institution <b>must</b> clearly define what is meant by a major or an area of concentration and <b>must</b> state the number of credits required for each.  | dept. &<br>catalog statement | pg27 line33 |
| I. | An adequate number of hours with appropriate prerequisites <b>must</b> be required in courses above the elementary level.  | dept. &<br>catalog statement | pg27 line35 |
| J. | For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, <b>must</b> be earned through instruction by the institution awarding the degree.              | dept. &<br>catalog statement | pg27 line38 |

#### 4.2.3 Undergraduate Curriculum

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|----|--|--|-----------------------|
| A. | Curriculum <b>must</b> be directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution. | dept.                                  | pg28 line10           |
| B. | The institution <b>must</b> have a clearly defined process by which the curriculum is established, reviewed and evaluated. This process <b>must</b> recognize the various roles of the faculty, the administration and the governing board.  | dept. & schools<br>(governance policy) | pg28 line15<br>line17 |
| C. | For each major in the degree program, the institution <b>must</b> assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.  | dept. & schools                        | pg28 line20           |
| D. | At least one full-time faculty member with appropriate   | dept.                                  | pg28 line23           |

credentials, as defined in Section 4.8.2, **must** have primary teaching assignment in the major.

- E. 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. governance policy who runs distance learn.? pg28 line29
- F. The administration and faculty **must** be responsible for the development of academic programs recommended to the governing board. They **ARE ALSO 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. governance policy pg28 line35
- G. Curricula intended to provide basic preparation for students who will subsequently transfer to another institution **must** be designed to consider the institutions to which these students transfer. Associate and baccalaureate degree-granting institutions should work cooperatively to develop articulation agreements. The agreements should be evaluated periodically to ensure an equitable and efficient transfer of students. campus agreements? pg29 line12 have them here.
- H. “Inverted,” “two-plus-two” and similar programs **must** include an adequate amount of advanced coursework in the subject field. dept. Identify & respond (do we have any?) pg29 line19
- I. Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit, such as technical and dual enrollment programs, **must** ensure that the credit awarded is at the collegiate level and is in compliance with the *Criteria* and with Section IV in particular. dept. Identify & respond (do we have any?) pg29 line
- J. Partnerships **must** be evaluated regularly by the participating institution of higher education. The participating institution **must** assume full responsibility for the academic quality and integrity of partnerships as measured by the *Criteria*. dept. Identify & respond (do we have any?)

#### 4.2.4 UNDERGRADUATE INSTRUCTION

- A. Instructional techniques and policies **must** be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course. dept. examples

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|----|--|---|
| B. | Instruction <b>must</b> be evaluated regularly and the results used to ensure quality instruction.   | dept. how used for improvement?                       |
| C. | Students <b>must</b> be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.  | dept. all course syllabi                              |
| D. | Methods of instruction <b>must</b> be appropriate to the goals of each course and the capabilities of the students.  | dept.   |
| E. | Experimentation with methods to improve instruction <b>must</b> be adequately supported and critically evaluated.  | vpaa,dept.,examples: Bell South, Micro-Teaching, etc. |
| F. | An institution <b>must</b> use a variety of means to evaluate student performance. The evaluation <b>must</b> reflect concern for quality and properly discern levels of student performance.  | dept.   |
| G. | An institution <b>must</b> publish its grading policies and its grading practices <b>must</b> be consistent with policy.   | catalog   |
| H. | The institution <b>must</b> evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students. | dept.   |
| K. | Effective instruction depends largely upon the maintenance of an environment conducive to study and learning. Therefore, an institution of higher education <b>must</b> provide for its students a learning environment in which scholarly and creative achievement is encouraged.   | depts.  |
| L. | In certain professional, vocational and technical programs (for example, allied health programs), clinical and other affiliations with outside agencies may be necessary. In all such cases, learning experiences for which credit is awarded <b>must</b> be under the ultimate control and supervision of the educational institution.    | depts.<br>do we have any of these?<br>MOU's?          |
| M. | The institution <b>must</b> demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.   | depts.  |

#### 4.2.5. ACADEMIC ADVISING OF UNDERGRADUATE STUDENTS

- A. Each institution **must** conduct a systematic, effective program of undergraduate 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. Advisors should be proficient in using data to help determine students' major fields of interest, should have access to each advisee's records, and should have appropriate training or background and experience to carry out their responsibilities effectively. depts., start-up, etc.
- B. An institution **must** ensure that the number of advisees assigned to faculty or professional staff is reasonable. vpa - where is the "checkpoint"
- C. An effective orientation program **must** be made available to all full- and part-time undergraduate students. depts. & admissions
- D. Orientation and advisement programs **must** be evaluated regularly and used to enhance assistance to students. how do we do this

#### 4.3 GRADUATE PROGRAM

##### 4.3.1 INITIATION, OPERATION AND EXPANSION OF GRADUATE PROGRAMS

##### GRADUATE COUNCIL?

- A. The administration and faculty **must** be responsible for the development of new academic programs recommended to the governing board. governance policy
- B. A graduate program **must** have curricula and resources substantially beyond those provided for an undergraduate program. depts.
- C. Research, scholarly activity and/or advanced professional training **must** be included in graduate studies and supported by adequate resources. depts.
- D. An institution **must** provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate depts. resumes, library \$'s, etc.

administrative organization.

- E. 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 on Colleges in advance of the admission of students. (See the Commission document, “Substantive Change Policy for Accredited Institutions.”) The institution also **must** document that any necessary approval from state or other agencies has been secured. did we do this with Ga. Southern for the Ed.D.? any other instances?
- F. 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 environmental factors, and resource requirements and financial implications for the institution. (See Commission document “Substantive Change Policy for Accredited Institutions.”) documentation of new program study
- G. 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. Free-standing graduate and professional schools are exempted from this requirement. However, they **must** demonstrate not only strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program. no doctoral programs except for Education.

### 4.3.3 GRADUATE COMPLETION REQUIREMENTS

- A. General completion requirements for graduate degrees offered by an institution **must** be determined by the faculty or an appropriate body representing the faculty. depts., schools, Graduate Council
- B. 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 Schools Graduate Council Catalog

exit examinations the candidate must pass.

- C. 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. catalog, applications
- D. If individual units develop special completion requirements for their graduate programs, these requirements **must** be published in the official catalog. schools, depts. which programs?
- E. 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. depts. identify & explain

#### 4.3.4 GRADUATE CURRICULUM

- A. An institution offering graduate work **must** be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction. depts. course syllabi
- B. 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. depts. course syllabi
- C. The graduate curriculum **must** afford 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 of field of scholarship. depts. course syllabi
- D. Combined instruction of graduate and undergraduate students, if permitted at all, **must** be structured to ensure appropriate attention to both groups. depts. do we do this? where? identify & verify
- E. The curriculum offerings **must** be clearly and accurately described in published materials. catalog & brochures
- F. Curricula **must** be directly related and appropriated to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the depts.

institution.

- G. The institution **must** have a clearly defined process by which the curriculum is established, reviewed and evaluated. depts.  
governance policy  
ex: NCATE, PSC, etc.
- H. 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. Graduate Committee
- 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. B.O.R.  
what about  
distance learning?
- J. An institution **must** make a distinction between a course of study leading to the master's of specialist degree and a course of study leading to the doctorate. depts.  
no doctorates
- K. 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. ok
- A master's or a specialist degree **must** provide the following: depts.  
document  
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; and 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.
- L. A non-research-oriented professional master's degree **requires** an understanding of the accepted professional practices in the field. depts. MBA ?  
others?
- M. The institution **must** demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization. depts.
- U. The institution **must** conduct frequent systematic evaluations of graduate curricula offerings and program requirements. depts

V. An institution **must** integrate research with instruction.

#### 4.3.5. GRADUATE INSTRUCTION

B. Instructional methods and delivery systems **must** provide students with the opportunity to achieve the stated objectives of a course or program. programs  
depts.

C. 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. depts.  
syllabi

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

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

F. The institution **must** use a variety of means to evaluate student performance. This evaluation **must** reflect concern for quality and properly discern levels of student performance. depts.  
programs

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

H. 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. At least one calendar week of reflection and analysis should be provided to students for each semester hour, or equivalent quarter hours, of graduate credit awarded. depts.?

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. depts.  
programs

J. There **must** be provision for assigning students to their advisors or directors, appointing their graduate committees, and monitoring their academic progress. depts.  
programs

K. There **must** be frequent, systematic evaluation of graduate depts.

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.

Graduate Council

#### 4.3.6 ACADEMIC ADVISING OF GRADUATE STUDENTS

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

#### 4.8 FACULTY

- A. An institution **must** provide evidence that it has employed faculty members qualified to accomplish its purpose. Because of the importance of the faculty, the Commission on Colleges and its committees will give special attention to all criteria pertaining to faculty during institutional evaluations. depts. faculty vita

##### 4.8.1. SELECTION OF FACULTY

- A. An institution **must** show that it has an orderly process for recruiting and appointing its faculty. hiring procedure? where are they?
- B. Recruitment and appointment procedures **must** be described in the faculty handbook or other published documents. are they?
- C. It is **expected** that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the depts. document any such cases?

institution is from a regionally accredited institution. If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States, the institution **must** show evidence that the faculty member has appropriate academic preparation.

- D. Institutions **must** ensure that each faculty member employed is proficient in oral and written communications in the language in which assigned courses will be taught. depts. how do we do this?

#### 4.8.2 ACADEMIC AND PROFESSIONAL PREPARATION

- A. Both full-time and part-time faculty **must** meet the following criteria for academic and professional preparation. (For the purpose of applying the *Criteria*, a full-time faculty member is one whose major employment is with the institution, whose primary assignment is in teaching and/or research, and whose employment is based on a contract for full-time employees.) depts. faculty vita document any exceptions

##### 4.8.2.1 ASSOCIATE

- A. In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; natural sciences/mathematics **must** have completed 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases **must** be justified by the institution on an individual basis. depts. document any exceptions
- B. The institution **must** document and justify the academic and professional preparation of faculty members teaching in interdisciplinary courses or programs. depts. document as in "A" above.
- C. Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for depts. verify and note exceptions

college transfer, or from which substantial numbers of students transfer to senior institutions, **must** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.

- D. Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, **must** possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas **must** be at the same level at which the faculty member is teaching. The typical combination is a baccalaureate degree with appropriate work experience. depts. verify and note exceptions as in "C" above.
- E. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases **must** be justified by the institution on an individual basis. depts. vpaa
- F. It **is the responsibility** of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications. depts.
- G. Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, but with an emphasis on competence gained through work experience. While competency requirements may vary, they should be clearly defined by each institution. In all cases, faculty members **must** have special competence in the fields in which they teach. It **is the responsibility** of the institution to keep on file documentation of work depts. identify and document

experience, etc.

#### 4.8.2.2 BACCALAUREATE

- A. Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, **must** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases **must** be justified by the institution on an individual basis.
- depts.  
faculty vita  
note exceptions
- B. The institution **must** document and justify the academic and professional preparation of faculty members teaching interdisciplinary courses or programs.
- depts.  
identify &  
document
- C. It **is the responsibility** of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation.
- depts.  
all faculty vita
- D. At least 25 percent of the discipline course hours in each undergraduate major **must** be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M.L.S.; in others, a master's degree in the discipline, coupled with a doctoral degree in a related discipline, is considered appropriate. However, it **is the responsibility** of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines. The above requirement **also applies** to each major offered through distance learning, including those offered at branches or other sites.
- depts.verify &  
document
- E. Faculty members who teach in remedial programs **must** hold a baccalaureate degree in a discipline

related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in redial education.

#### 4.8.2.3 GRADUATE

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|----|---|-----------------------------|
| A. | Institutions offering either master's or specialists degrees <b>must</b> demonstrate a high level of faculty competence in teaching and scholarship.  | depts.                      |
| B. | Institutions offering doctoral degrees <b>must</b> demonstrate the research capability of faculty members teaching in these programs.   | not apply                   |
| C. | Eligibility requirements for faculty members teaching graduate courses <b>must</b> be clearly defined and publicized.   | Graduate Council            |
| D. | All institutions <b>must</b> have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered.   | depts., schools, vpaa       |
| F. | Each faculty member teaching courses at the master's and specialist degree level <b>must</b> hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. In some instances, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M.L.S.; in others, a master's degree in the discipline coupled with a doctoral degree in a related discipline is considered appropriate. | depts.<br>verify & document |
| G. | It is <b>the responsibility</b> of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines.   | depts.<br>verify & document |
| I. | The institution <b>must</b> justify the employment of faculty who have been hired to teach in unusual cases where a faculty member was hired who has demonstrated exceptional scholarly or creative activity, or professional experience, but who may not possess the required academic credentials.  | depts.<br>verify & document |
| J. | The Commission encourages interdisciplinary courses   | depts.                      |

and recognizes that appropriate credentials for teaching may vary. The institution **must** document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

do we have any?

K. It is the **responsibility** of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation.

depts.  
faculty vita

L. An effective graduate program depends on the scholarly interaction of faculty. The appropriate number of faculty members to adequately support a program varies according to discipline and the scope of the program. However, for each graduate degree program, an institution **must** employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.

depts.  
identify & document

#### 4.8.3. PART-TIME FACULTY

A. The number of full-time faculty members **must** be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.

depts. & schools

B. The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members **must** be properly limited.

depts, schools,  
vpaa

C. Part-time faculty members teaching courses for credit **must** meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.

depts, schools,  
vpaa  
verify & document

D. Each institution **must** establish and publish comprehensive policies concerning the employment of part-time faculty members.

vpaa

E. Each institution **must** provide for appropriate orientation, supervision and evaluation of all part-time faculty members.

vpaa

F. Procedures to ensure student access to part-time faculty

depts.

members **must** be clearly stated and publicized.

office hrs.,  
e-mail, etc.

#### 4.8.7 PROFESSIONAL GROWTH

A. An institution **must** provide faculty members the opportunity to continue their professional development throughout their careers and **must** demonstrate that such development occurs. (Among the means of accomplishing this goal are leaves of absence for study and research, additional graduate work in discipline, participation in professional meetings, and in-service training such as instruction in computer usage.)

depts.  
document and  
list examples  
(faculty annual  
reports ?)

B. The general tone and policies of an institution **must** make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields..

depts.  
faculty manual

#### 4.8.8 THE ROLE OF THE FACULTY AND ITS COMMITTEES

A. Primary responsibility for the quality of the educational program **must** reside with the faculty.

faculty manual

B. The extent of the participation and jurisdiction of the faculty in academic affairs **must** be clearly set forth and published.

faculty manual

#### 4.8.9 FACULTY LOADS

A. An institution **must** provide a faculty of adequate size to support its purpose.

depts. & schools  
& vpaa

B. An institution **must** have procedures for the equitable and reasonable assignment of faculty responsibilities – including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.

depts.  
work load formula

C. The institution **should have** policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution.

depts.  
work load formula

- D. The calculation of instructional loads **should** take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants. depts.  
work load formula

#### 4.8.10 CRITERIA AND PROCEDURES FOR EVALUATION

- A. An institution **must** conduct periodic evaluations of the performance of individual faculty members. depts.  
Chair responsibility
- B. The evaluation **must** include a statement of the criteria against which the performance of each faculty member will be measured. depts.  
Faculty Manual  
role model
- C. The criteria **must** be consistent with the purpose and goals of the institution and be made known to all concerned. faculty role model
- D. The institution **must** demonstrate used the results of this evaluation for improvement of the faculty and its educational program. depts.  
faculty role model

#### 4.9 CONSORTIAL RELATIONSHIPS AND CONTRACTUAL AGREEMENTS

- A. A member institution (of S.A.C.S.) which enters into consortial relationships and contractual agreements for the purpose of offering credit courses or programs **must** have sufficient control of relationships/agreements so as to maintain compliance with the *Criteria* when offering education programs through such arrangements. depts.  
identify each  
example
- B. All consortia and contracts **must** be evaluated regularly. depts. - document
- C. If an institution plans to participate in consortial relationships or enters into contractual agreements for educational programs, it **must** follow reporting policies and procedures related to substantive change. (See Commission's substantive change policy regarding the initiation of a consortium or contractual arrangements.) do we (did we)  
have any?

#### 4.9.1 CONSORTIAL RELATIONSHIPS

- A. A member institution seeking to participate in a consortium degree or certificate program **must** enter into such a relationship only with regionally accredited institutions depts.  
identify all such  
programs and verify

offering degrees or certificates at the same level.

- B. Exceptions **must** be approved by the Commission in advance of the formation of or participation in the consortium. depts.  
do we have any?
- C. The member institution **must** maintain the quality of all courses/programs offered through the consortium. depts.  
if we have any –  
document
- D. Educational courses/programs offered through a consortial relationship **must** be related to the teaching purpose of the institution and comply with the *Criteria*. depts.  
do we have any --  
document

#### 4.9.2 CONTRACTUAL AGREEMENTS

- A. Educational services and programs offered through a contractual agreement with another institution or organization **must** support the purpose of the institution. depts, schools  
identify and  
document
- B. The member institution **must** maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the *Criteria*. depts., schools  
do we have  
any?
- C. If the institution enters into a teach-out agreement with another institution, it **must** submit the agreement to the Commission for approval. depts, schools  
do we have any?  
check Procurement

#### 5.2 INSTRUCTIONAL SUPPORT

- A. To support its curriculum, each institution **must** provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users.
- B. They **must** be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning. These requirements apply to all programs wherever located or however delivered.

#### 5.3 INFORMATION TECHNOLOGY RESOURCES AND SYSTEMS

- C. Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there **must** be a reasonable infusion of information

technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.

## 6.5 EXTERNALLY FUNDED GRANTS AND CONTRACTS

- |    |  |   |
|----|--|---|
| A. | Externally funded grants and contracts <b>must</b> be related to the stated purpose of the institution.  | Sabina Widner, Seretha Williams                     |
| B. | The institution's policy on such grants and contracts <b>must</b> provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects.                        | Sabina Widner, Seretha Williams<br>Bruce Saul       |
| C. | The researcher's freedom to investigate and report results <b>must</b> be preserved. Research support from outside agencies should not undermine these basic research principles.  | Sabina Widner, Seretha Williams                     |
| D. | The institution <b>must</b> establish a clear policy concerning a faculty member's division of obligations between research and other academic activities.   | Sabina Widner, Seretha Williams                     |
| E. | It <b>must</b> ensure that this policy is published in such documents as the faculty handbook and be made known to all faculty members.  | Sabina Widner, Seretha Williams                     |
| F. | Where applicable, the institution <b>must</b> develop policies regarding summer salaries paid from grant and contract funds, salary supplements paid from grants during the regular academic year, and fees for consultative services provided by faculty members. | Sabina Widner, Seretha Williams                     |
| G. | These policies <b>must</b> also be published and made known to the faculty.  | Sabina Widner, Seretha Williams<br>Marian<br>Cheek, |
| H. | In accepting funds from outside agencies, the institution <b>must</b> ensure that it maintains control over research and instruction.  | Sabina Widner, Seretha Williams                     |
| I. | Because many agencies attach stringent regulations directing and limiting the activities for which they provide funding, the institution <b>must</b> safeguard control over its own activities.  | Sabina Widner, Seretha Williams                     |

- J. Continuity of support for general institutional activities must not be endangered by acquisition of research grants and contracts. Sabina Widner, Seretha Williams
- K. Grants must be awarded and contracts must be made for specified periods of time. Sabina Widner, Seretha Williams
- L. When the institution becomes even partially dependent upon such funds for faculty salaries and/or graduate student stipends, termination of grants and contracts can jeopardize an entire educational program. It is also important that an institution not become dependent upon indirect cost allowances from grants and contracts to support its regular operating budget. Sabina Widner, Seretha Williams